Implementing the Use of Narratives as a Strategy to Enhance Tenth Grades' Writing Skills at Normal Superior de Corozal high school: An Action research

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APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

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1. Presentation

This project is composed of four main components as follows: pedagogical, research, outreach and administrative. These four components jointly seek to give evidence of the process to which the pre-service teachers are immersed during their practices, each of them with its particularities, but all point to a single objective, show the reader in detail the research and reflection process and that pre-service teachers face. First, the pedagogical component aims at presenting how teachers deal with their practice and the implementation of tools and strategies within the classrooms. This component originates a proposal based on the need of the community.

Second, the research component that includes the spirit of reflection, in which pre-service teachers go through during the practicum. In other words, it represents the process of reflection regarding the tasks and pedagogical implementations to enhance the teaching process. In addition, the third, the outreach component which encompasses the extension to primary school to support the process of learning English with children.

Finally, the administrative component that includes the participation of pre-service teachers in extracurricular activities within the institution. These four components comprises what teachers are going to contribute in the schools as a part of their training and allow detailed evidence of the processes in which pre-service participate as part of their teacher training.

2. Introduction

Education in Colombia has always meant a challenge to the governments and also for the communities. Especially in regions where economic and social development is not as advanced, there are more obstacles in educational processes. Consequently, due to underdevelopment, the processes in the institutions are somewhat hindered and represent challenges for the region's leaders that are sometimes not easy to cope with.

English as a foreign language represents for education an improvement not only to connect with other cultures, but to generate projects that allow the internationalization of these regions that in many cases are isolated even from the big cities of the country. Then, the labor for these processes falls on the English teachers of these institutions, they, as head in this area of training are the focus of attention for students who really want to dedicate their efforts to learn the language. However, it is important to keep in mind that these processes require time and effort from the educational establishments, as well as their teachers and students.

In order for the government to offer quality education in these regions, it is necessary for teachers to be in constant training that allows them to remain at the forefront and thus update teaching strategies, especially in English. Regarding this goal, the Ministry of National Education of Colombia (MEN) foresees for 2019 Colombia as a bilingual state set by the Programa Nacional de Bilingüismo [1] (PNB) launched in 2004. Consequently, MEN created the basic competence standards of English as a Foreign Language (EFL) supported by the Common European Framework for Languages (CEFL).

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[1] National Bilingualism Program

According to the basic competences standards of EFL, the MNE proposes three competences as follow: the linguistic, the pragmatic and the sociolinguistic. Each competence homes two skills: comprehension, which makes reference to listening and reading; and production alluding to writing and speaking.

Considering what the MEN proposed, it is important to implement projects that seek the improvements of the necessary skills to manage a language at an acceptable level. Therefore, writing as a mean of communication is one of the basic skills student must master at the school level. Teachers have a significant commitment when teaching writing in English, that is why teachers not only fulfill the function of orienting a knowledge are, but they must relate to the student from a human perspective, knowing their abilities and motivations that allow them to continue with the learning processes: "teacher have a responsibility to encourage students to feel comfortable when writing and involve them in this process […] writing is an endless procedure but one in which they can improve" (Rivera, 2011, p. 11-12). Teachers play an important role when teaching the skills to manage a second language, writing, as one of the skills needs to be taught properly, and to achieve this goal it is necessary that teachers are constantly motivating their students not to lose interest.

For this reason, this project sets as a main goal to implement the use of narratives as a strategy to enhance the writing skills at Institución Educativa Normal Superior de Corozal high school.

On the other hand, due to the pandemic caused by the Covid-19, this project which at the beginning was planned to be developed physically, it should be developed virtually following the government directions. It is necessary to clarify that some components were not applied but planned.

3. Justification

This proposal is carried out at Institución Educativa Normal Superior de Corozal in Corozal-Sucre. After five non-participant observations, it was evidenced that students do not have enough time to work on all the indispensable skills to speak a second language. The speaking skill as an output, is the most studied suggesting that students do not have enough reinforcements in written production as a way to communicate.

Teaching processes require the necessary time to be able to carry out the previously stipulated objectives. When talking about the lack of time, it is meant that there is 45- 50 minutes blocks per class twice a week, the teacher does not have enough time to work all the skills taking as a consideration that there are more than 40 students in most of the classrooms. The number of students in the classroom makes the activities in the classroom take longer and thus there is no meaningful learning

It is difficult to give students the befitted time to write written production because of the contents previously established must be developed. A well-written production requires time and dedication, 45 minutes are not enough to achieve the objectives set in a class. It is clear that the lack of time affects negatively the development the students' writing. Although each course has two hours for English during the week, each hour is separated, this means that there is no continuity and the activities are shorter and interrupted.

This situation leads me to consider the use of narratives in which students can use it as a strategy to improve their ability to write and communicate not only orally but in writing. Written production must be studied because it requires more knowledge in vocabulary, grammatical structures, cohesion and coherence and the proper development of ideas.

4. Objectives

4.1 General Objective

To enhance the writing skills by the use of narratives in 10th grade students at Institución Educativa Normal Superior de Corozal high school.

4.2 Specific Objectives

1. To promote the spirit of reflection about the training process in which pre-service teachers are involved.

2. To support the training process of teaching a second language in primary school.

3. To foster participation in the extracurricular activities proposed by the Educative Institution Normal Superior de Corozal.

5. General conclusions of the project

Due to the pandemic caused by the Covid-19, these four components mentioned at the beginning were limited in their application. Most of the activities were carried out virtually, none of them was fully accomplished because of the limitations. However, some strategies were implemented such us the use of educative platforms like Google Classroom, the use of WhatsApp group, the use of Zoom, among others to cover the need of the students. Although the components could not be fully developed, several activities were carried out virtually, such as the development of workshops, classes, tutoring, educational videos, among others. Regarding the pedagogical project, the activities were only planned without carrying them out.

On the other hand, it was possible to participate in activities of the institution in a virtual way such as the language day. Likewise, it was possible to contribute through short videos with the learning process of primary school children, thus helping their process. Similarly, reflection activities such as narratives, self-observation cards and workshops were carried out in order not to lose track of teacher reflection in times of pandemic and virtual work. Although the project was not completed as originally planned, before the health emergency, it was mostly achieved through virtual activities, with the exception of the pedagogical component that only remained in planning.

6. Institutional Observation

This section describes some important aspects observed in the institution during the period of observation. The Educative Institution Normal Superior de Corozal is a public institution located in Corozal-Sucre. It has primary, secondary and a complementary technical cycle for teacher training, of all them in one headquarter with two school days, one in the morning and one in the afternoon.

Regarding its history, the Normal Superior School of Corozal is created by Ordinance of the Assembly of the Department of Bolivar in 1946 and begins its work in early 1947, as a teacher training institution, in the city of Turbaco with 81 students.

After failed results, the Normal School, under the direction of the Principal Fernán Caballero Vives, opens its doors in Corozal in 1949 with a population of 98 scholarship students from the department of Bolívar. During its reopening and 1953, time of transition, organizational accommodation, change of principals and economic problems, two events of vital importance occurred in the institution: first, its nationalization is achieved thanks to the successful efforts of the then principal José Cristino García and, second; that at the end of November 1953 the first 11 graduates are handed over to the citizens of Corozal.

The first document with the basic information for the Prior Accreditation was delivered in Bogotá on October 29, 1998 in the Office of the Group of Training and Evaluation of Educators, the document contains a synthesis of the processes planned for the development of the Institution and of the results that are obtained as evidence of the effort made by its estates. Since then, the institution has been renewing its qualified registry to continue offering quality education.

6. 1 Location

The city of Corozal and with it the Normal Superior School of Corozal is located in the most important livestock enclave of the department of Sucre, in whose savannas agriculture thrives. It is geographically located northeast of the department at 18 ° 19 'north limits and 13' west longitude of the Greenwich Meridian. Street 32 N° 30 – 30, the conception neighborhood in the urban area.

6. 2 Institutional Authorities

The principal of the institution, Juan Francisco Castillo Canchila, the head of the institution. The coordinators: High school coordinators Abraham Miguel Correa.

6.2.1 School government

It is the institutional legislative body that assumes in a horizontal, pluralistic, democratic, dialogic and critical way the decision making to facilitate, on the one hand, the administrative, curricular and community projection processes and, on the other, to favor the progress, construction and IEP regulation from the exercise of the responsible autonomy of all levels of the educational community.

In support of the decision making of the School Government and as levels of participation of the Educational Community, there is the Association of Parents, Council and School of Parents, Student Council, Personero Student and Association of Graduates.

6.2.2 Board of Directors

It is the maximum expression of the school government and is conceived as the instance that defines, from participatory democracy and consensual dialogue, the policies and orientations of the academic, pedagogical and administrative direction of the institution to stimulate

promoting and building the communicative processes that facilitate the social, human and pedagogical development of the educational community.

6.2.3 Academic Council

In the institutional framework, it is the body responsible for ensuring the construction, execution and implementation of the curriculum; promote innovation, flexibility and updating of the Curriculum, the institutional evaluation system and lead the research with an advanced perspective in favor of institutional pedagogical practices; support the development and permanent progress of the training process allowing the participation of the educational community. It is, therefore, an organ to reflect, propose and promote the integral formation of the educational community.

6.2.4 Student council.

It is made up of a representative from each of the groups that exist in the institution, which are elected in assemblies coordinated by the Group Director. The members in turn in internal assembly make up the board of directors. In order to be elected, it is required: to be enrolled and at peace and safe by any concept and to comply with the ethics and conciliation manual. His period is for one year.

6.2.5 Parent Council

It is an organ of the Association of Parents, which ensures the participation of parents and guardians in the normal pedagogical process. It is composed of a parent of the students of each group offered by the institution. They are chosen for a period of one year.

6.2.6 Committee of coexistence

It is conceived as the Collective Agreement in which the principles of institutional coexistence are expressed within a democratic framework that allows the school to become a scenario of plural dialogues, cooperative works, participation with decorum and dignity in cultural and ideological and propitious diversity. The resolution of conflicts in the framework of non-violence. That is, principles that lead to tolerance and respect for the ideas of others to build a school for everyone and for everything, based on mutual respect for the duties and rights of community members.

It is made up of the coordinators of each level, the group directors and representatives of the parents, the student personero; they are elected for one year in group meetings.

6.2.7 Student Personero

It corresponds to a student the 13th grade of the institution, which is elected by popular vote. Its period is one year, being responsible for promoting the exercise of the duties and rights of students

6.2.8 Assembly of parents.

Every year the institution makes huge efforts to link parents to the training processes that are being carried out, since these are a fundamental and decisive organ for the improvement of educational quality, therefore, activities aimed at motivate them and link them to the processes in question, however, it has been observed that they are reluctant to fully fulfill their role.

7. Relevant aspects of the IEP

The Institutional Educational Project (IEP) of the Normal Superior School of Corozal constitutes the fundamental tool in the direction of the academic, pedagogical, administrative and community processes that arise from the mobility and dynamics of the actors of the educational process. The IEP, rather than a navigation chart, is the theoretical construct that allows the deconstruction, reconstruction and constant and permanent construction of the aforementioned processes, which, mediated by the research, will contribute to the permanent formulation of innovative and creative approaches to criteria and principles current pedagogical with the aspects that arise from the geopolitical, socio-cultural and economic coordinates that transit in the world today. Which are undoubtedly evidenced in each of the curriculum that makes up the educational offer from the Preschool level to the Complementary Training; especially the purposes, objectives, principles and purposes that guide the initial training of teachers.

7. 1 Mission

The Normal Superior School of Corozal is an educational institution that attends the initial training of teachers, developing its educational process on the basis of pedagogy with critical - social orientation, to train active citizens, human rights, sexual and reproductive, with a humanistic sense , critical, analytical, autonomous and reflective, for the performance in the Primary and Preschool Level, with suitability in their professional work and leaders in the development of educational processes, in the formation of girls, boys, adolescents, youth and adults of the vulnerable populations subject to exclusion, relevant, of quality, equitable and with an intercultural approach, as a basis for the sustainable, integral and harmonious development of the person in relation to the family, society and their natural environment in a framework of democratic coexistence.

7. 2 Vision

The Normal Superior School of Corozal, will be consolidated as a knowledge-generating institution, empowering the cultural values of the region and the country, orienting its pedagogical action towards reflection on its context to creatively propose to the community alternative development, the same that to promote processes of permanent improvement of education in rural areas and vulnerable populations subject to exclusion, through research, innovation and advice, for the development and strengthening of local, regional and national communities.

7. 3 Philosophy

The Educational Institution Escuela Normal Superior de Corozal, based its pedagogical, scientific, ethical and humanistic work within the surrounding social reality as a facilitator of human development processes that guides the integral formation of new generations, with a view to the future teacher interacting in the field of cultural and ideological plurality of society, being respectful and tolerant of human rights and values and nature, critical of its reality, researcher and knowledge builder.

7. 4 Institutional values or principles

In accordance with its Mission, Vision and Philosophy, the Normal Superior School of Corozal emphasizes in the educational community, through the process of pedagogical formation, the values of: Mutual respect for institutional coexistence; cultural plurality for the exchange of knowledge and experiences; tolerance as an instance for understanding and personal approach; love and democratic participation for the construction of an equitable and just society; sense of belonging as an instance for social and cultural identity, leadership in the development of vulnerable communities subject to exclusion and recognition of the person.

7. 5 Institutional Objectives

o   To train educators with a pedagogical, critical, investigative, ethical and humanistic foundation for the ideal performance at preschool levels and the primary basic cycle.

o   To address the learning needs of students, promoting the development of pedagogical, research and innovative theories and practices.

o   To encourage interest in constant training in educators and the quality of their performance, favoring permanent reflection.

o   To contribute to the development of pedagogy as a founding discipline of the intellectual, ethical, social and cultural training of educators and higher normalists and, from it, articulate and enhance the development of knowledge and culture.

o   To stimulate cooperative work especially in education with a sense of social equity.

o   To seek that vulnerable populations subject to exclusion and dispersed, have an option to continue their preschool, basic, secondary and complementary education under a modality compatible with their productive activities and their economic, social and cultural context and that these same populations have with young people with better conditions and capacities to contribute or strengthen their integral and sustainable development process, in a way that allows them to improve their quality of life.

o   To strive for an integral formation, based on the search for the development of thought, language, pedagogy and research of the entire educational community in general, as a basis for the development of social critical thinking.

o   To develop basic, citizen, general and specific work skills through Productive Pedagogical Projects, Classroom Projects and pedagogical processes.

o   To generate pedagogical practices that promote the development of skills in students so that they can responsibly incorporate the exercise of sexual and reproductive human rights that enrich their life project.

o   To foster leadership for teaching and learning through the establishment of peer education communities.

o   To promote collaborative learning as a strategy for the development of curricular activities.

o   To encourage the use of new technologies, considering them as a basic tool in the development of pedagogical processes and as a complementary alternative in professional, cultural and intellectual development.

o   To promote research in the classroom as a fundamental aspect in the development of the problematization of knowledge.

o   To constitute the academic and critical communities that allow, based on research, not only the construction of knowledge, but also the self-reflection, self-criticism and self-evaluation of pedagogical practices carried out by teachers in the teaching-learning processes.

o   To generate critical awareness in teachers in training on the understanding and analysis of the environment as a fundamental reference in the generation of content and knowledge objects.

7. 6 Educational Policy

o   To exercise the necessary functions to fulfill the competences attributed by the different norms in force in the educational, cultural and sports field.

o   To ensure the quality and coverage of education, cultural and sports activities in their respective territory.

o   To establish education policies, plans and programs, in accordance with the criteria established by the Ministry of National Education.

o   To organize the state educational service in accordance with the legal and regulatory requirements on the subject and supervise the educational service provided by official and private entities.

o   To promote of research, innovation and development of curricula, methods and pedagogical means.

o   To design and implementation of the programs required to improve the efficiency, quality and coverage of education.

o   To direct and coordinate quality control and evaluation, in accordance with the criteria established by the Ministry of National Education and apply the necessary adjustments.

o   To coordinate the execution of the Policies of the Ministry of National Education and the Department of Departmental Education regarding Education.

o   To formulate Municipal development plans and projects aimed at achieving the aims of education set forth in Article 5 of Law 115 of 1994 recognizing in these plans the importance of the economic and socio-cultural characteristics of the Municipality.

o   To promote Educational Research and the realization of cultural, recreational and sports competitions in the Municipality.

o   To propose policies for training, updating and professionalization of teaching staff at the service of the Municipality, as well as cultural managers and sports instructors.

- To exercise under the direction of the Ministry of National Education and the Department of Education Secretariat, the inspection and supervision of Education in order to ensure its quality, the fulfillment of its purposes and the best moral, intellectual and physical training of the learners

- To manage before the territorial entities and institutions of higher level the obtaining of resources for the quantitative and qualitative improvement of the educational, cultural and sports service in the Municipality.

- To promote spaces for participation and consultation such as JUME, the Municipal Council of Culture and sports organizations.

- To perform the other duties assigned by the competent authority, according to the level, nature and area of performance of the position.

8. Relevant aspects of the coexistence manual

The manual of coexistence of the Educational Institution Escuela Normal Superior de Corozal is made by the board of directors of the institution, which contains the guidelines that regulate the pedagogical, ethical, scientific, humanistic and recreational actions, by means of which the estates are governed of the educational community. It is comprised of the institutional philosophy, mission, vision, values and institutional purposes. Likewise, the symbols such as the flag (see figure 1), the shield (see figure 2), the motto and the anthem.

It also contains the criteria for student selection, evaluation criteria, rights and duties of students and teachers, incentives, prohibitions, the process for serious and minor offenses, the regular conduit, among other aspects.

Similarly, the manual establishes the participation of parents in institutional processes, their rights and duties towards their children and the institution.

8. 1 Institutional values

In accordance with the mission, vision and philosophy, the Institution bases the process of pedagogical formation in values such as: Humanism (being), pedagogy (teaching), science (knowing how to investigate), ethics (moral) and aesthetics (harmony).

8. 2 Institutional purposes

To strive for an integral formation, based on the needs and interests of the students, promoting the development of weighing, language, pedagogy, research and according to the social critical pedagogical model.

Stimulate cooperative and solidarity work, with a sense of social equity, developing basic, care, general and specific work skills through compulsory pedagogical projects, productive pedagogical projects, classroom projects and pedagogical processes.

Generate pedagogical practices that promote the development of skills in students so that they can responsibly incorporate the exercise of sexual and reproductive human rights, building citizenship that enrich their life project.

Seek that populations with special educational needs, vulnerable subject to exclusion and dispersed, have an option to continue their education, at all levels offered by the institution and in the sister educational establishments that foster integral development according to their social context, in a way that allows them to improve their quality of life.

8. 3 The motto

"Pedagogy-ethics-science."

8. 4 The flag

Figure 1. Institution's Flag

The flag of the institution is formed by three horizontal bands of 30 cm wide each, which together form an area of 0.90 cm in width and 1.80 in length. The upper band of GREEN

ESMERALDA color, symbolizes the hope of its students in the achievement of a promising

tomorrow. The middle band, colored PEARL, symbolizes balance, justice, impartiality and

purity, which are ethical attributes of the good teacher; this color also evokes the deserved

nomination of the city of Corozal: LA PERLA DE LA SABANA. The RED band, which

occupies the lower space, is the symbol of great fervor and devotion that serves as a shield for

the normalist student.

8. 5 The Shield

Figure 2. Institution's Shield.

The shield of the institution is formed by a coat of arms on a regular basis, which is

divided into two fields or longitudinal pieces, the left being PEARL and the right is GREEN

ESMERALDINO. In the upper part of the heraldry there are two cornucopias of abundance,

which offer a juicy bunch of Corozos de Castilla, symbolic fruit of our community. In the lower

part, open the BOOK OF KNOWLEDGE, rests on a PURPLE color parchment, with the legend:

PEDAGOGY-ETHICS-CICNCIA-HUMANISM, in gold threads. Above the outer part of the

Shield, the Sun of Freedom appears radiant, resting on the GREEN, PEARL, and RED emblem,

which forms our Normalist Flag with the name of our Institution, also in gold threads.

8. 6 Anthem

The Anthem of the Educational Institution, whose letter is authored by Doctor JOSÉ ELIAS CURY LAMBRAÑO, dates from 1947; in his notes he emphasizes the self-denial for the fulfillment of the duties and the exercise of the rights of the normalist students, evokes the utopia of forming strong youths of body and mind, in turn the enthusiasm and happiness of being a good normalist.

8. 7 Evaluation

The Educational Institution Normal Superior adopts an institutional assessment scale of zero (0) to five (5) points as a scale of evaluation.

8. 8 Classes Institution Schedule

The Institution schedule classes is from Monday to Friday as follow:

Levels or cycles	School days and hours	Total weekly hours
Preschool	Morning from 7:00 to 11:00 am	20
Basic primary	Morning from 7:00 to 12:00 m	25
Basic high school	Morning from 6:15 am to 12:15	30
Middle school	Afternoon from 12:30 to 6:15 pm	30
Complementary training	Afternoon from 6:30 to 12:00 pm	35

Table 1. Classes Institution Schedule

8. 9 School Services

o   School canteen

o   Coffee shop

o   Photocopier

o   Professionalization of educators

o   Martial band

o   Recreation

8. 10 Distribution of the physical plant

The institution is made up of an administrative block. Also with a block for primary basic, another for secondary basic and another for grades 10 and 11 and another for the complementary cycle. The institution has two computer rooms, a physics laboratory and an English one, it has two stores as well as recreational spaces, and it has a soccer field and a room for the pro-teachers. There is a special meeting space, a room equipped with air conditioning and suitable for approximately 100 people. There are parking and green areas, there are three entrances and exits, but only one is enabled.

8. 11 Institutional Organization Chart

Figure 3. Institutional Organization Chart.

8. 12 School Calendar of the Institution

The institution does not have a defined school calendar yet, it is still under redaction.

Supervisor's Schedule

Hours	12:30 to 1:25 pm	1:25 to 2:20 pm	2:20 to 3:15 pm	3:15 to 4:05 pm	4:35 to 5:25 pm	5:25 to 6:15
Day/ Block	1	2	3	4	5	6
Monday	10° 1	9° 1	10° 5	11° 4	11° 3	10° 2
Tuesday	10° 2			10° 1	10° 4	11° 4
Wednesday	10° 4	9° 1	11° 2			10° 5
Thrusday	10° 5	11° 1		11° 2		10° 3
Friday	11° 1	9° 1	11° 3	10° 3		

Table 2. Supervisor's Schedule

9. Pedagogical Aspects Observed

The institutional observation was carried out during two weeks in the institution in which different aspects of the institution were analyzed, in its PEI, coexistence manual and the reality of the classes.

The pedagogical aspects observed show that in the classroom the teacher follows the content proposed by the MEN for each class. There was no evidence of a class planner as such, however, the classes carried a sequence and order taking into account the purpose of the class. Activities were carried out around the proposed theme in order to strengthen students' knowledge. A negative aspect regarding the pedagogical procedure is the lack of time, each class only has 45 minutes in which the proposed objective is not carried out, the activities must be short and the explanation is not so deep. However, there was an improvement in the programmatic contents of the course.

On the other hand, the support material used in the course varies, a guide book proposed by the MEN is used, but the teacher provided different material, copies and complementary workshops to reinforce the theme. Likewise, it was evident the use of speakers to develop the listening ability. The observation sheets allowed to collect all these aspects during the observations carried out.

Chapter I

Pedagogical Component

Implementing the Use of Narratives as a Strategy to Enhance Tenth Grades' Writing Skills at Normal Superior de Corozal high school: An Action research

1. Introduction

Learning English as a second language involves listening, speaking, reading and writing. The learning process is different for each person, some may find it easy while others difficult. This process demands time, effort and lots of material to manage the necessary skills. This requires an input and output; that is the information received that will then be expressed, previously analyzed and processed. In English, the two skills used to express are speaking and writing, these two abilities summarize the expression of the language orally and in writing. Generally, the learners speak a lot, but few dedicate themselves to the task of expressing themselves throughout the letters.

Many strategies may be used to enhance writing skills taking into account that this ability is essential for language students to be developed. Narratives are one of the strategies may be used to enhance writing bearing in mind its purpose: "to narrate a sequence of events triggered by an unusual or unexpected event with an outcome that both entertains and instruct the reader or listener" (Butt et al., 2012, p. 29). Narratives allow students to communicate the language by telling a sequence of events depending on the topic of interest. These narratives allows to capture ideas in a clear and detailed way that lets the readers to immerse themselves in the world of imagination of which the writer is narrating.

Narratives have not only a purpose of narrating, but catching the readers' attention in which purpose is: "to gain and hold the reader's interest in a story [. . .] to teach or inform, to embody the writer's reflections on experience, and to nourish, and to extend the reader's imagination" (Derewianka, 2004, p. 40). To entertain readers is also important to keep them caught in the reading. These writings must innovate, avoid being predictable so that the reader is in expectation about what is going to be told. The experiences told must be clear so that the reader follows the sequence of the narration.

On the other hand, due to the sanitary emergency that arose in the world because of the Covid-19, this component only remained in planning, it could not be fully carried out. The workshops were drafted and ready for their implementation.

2. Statement of the problem

Based on the observations carried out in the Escuela Normal Superior de Corozal, several aspects were identified. The teacher in charge of the 10th grades is C1 certificate for the Common European Framework of Reference for Languages (CEFR). Due to this, the teacher speaks in English during the classes but also in Spanish for those who cannot understand; in addition, she works in speaking and reading skills as well as listening and writing, but the latter is the least worked. Although teacher focuses more her effort in the students' oral performances (pronunciation), taking into account the necessary linguistic components such as phonetics, diction, grammar, syntaxes, among others; there is a lack of preparation in the students' written productions. That was evidenced during a week of observation and the exercises implemented in the classes. Moreover, the teacher varies in her methodology giving the students different material to keep on improving their English, but due to the lack of time, all of the skills are not studied in the same proportion.

Based on this need, it is necessary to implement a project in which students can enhance their writing to balance their learning process. That is why within the origin of this project the need emerged to set three questions which guide the implementation of the project:

- o How the use of narratives as a strategy can enhance students' writing skills?
- o How can the use of narratives can increase the students' interest in the target language?
- o How can the use of narratives in writing skills can improve the students' performance in English language?

3. Justification

Writing skill is not an easy task for English Foreign Language (EFL) learners, it requires a good control of the language and management of complex structures: "writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge" (Hyland, 2003, p. 8). Written production needs a delicate study task for example in grammatical structures, cohesion, coherence, the development of ideas to follow a logical sequence. All this task demands time and effort to which the writer must submit. For instance, it is not the same to narrate the same experience orally as written, the oral form is permissible is some syntactic or grammatical errors, while the written form must be more detailed and must have style.

Writing is one of the ways to express in a language, in schools this skill is taught but not with the befitted time as seen in the observations. Consequently, it is important to find a strategy to implement in order to give the students a new tool to improve their writing. Due to the lack of time in teaching writing, 10th grades students do not have the ability to develop complex ideas in writing, regardless of the topic being discussed. That is why the necessity of teaching writing properly emerged. For this project, the tenth grade presents a good application scenario because they are one year after finishing high school and there is time to continue the process. In addition, the grammar themes worked are prone to good writing, for example, simple, past, perfect, and compound tenses.

In this way, this project aims at enhancing the students' written skill through the implementation of narratives, writing about interest topics for the students. This tool allows students to feel more comfortable. According to Derewianka, students can have their own role because it lets them to be: "specific and individualized characters" (Cheng, 2008, p. 172). And it also encourages participants to have: "defined identities" (2004, p. 42). When EFL students

have better conditions in the learning process, they are allowed to produce more complex texts because they feel more confident. As a teacher, it should be taken an advantage of this fact regarding 10th grade students of the Higher Normal School Educational Institution of Corozal.

4. Objectives

4.1 General Objective

To enhance 10th graders' writing production through the use of narratives at Normal Superior de Corozal High School.

4.2 Specific Objectives

o   To contribute in the improvement of the students' writing skill.

o   To implement a new writing strategy that motivates students to learn the English language.

o   To increase the students' self confidence in their learning process.

5. Theoretical Framework

In order to have a better understanding under the assumption of this project, it is important to establish some definitions of key concepts: action research, writing skill and narratives.

5. 1 Action Research

The action research plays an important role in the professional development of teachers since it is connected to research about practical knowledge and demonstrates educational improvement analysis and change both on the side of the individual and on the side of the culture of the group (Kemmis et al., 2014; Whitehead, 2009). Besides, understanding and improving processes of change in education also occurs as it encourages the growth of new knowledge to improve educational practices and problem solving (Johnson, 2012). Action research allows teachers to identify a problem in their development and finds a solution throughout the research.

5. 2 Writing Skill

Writing is one of the four skills students must master when learning a language, it represents a free act of production: "writing is considered a creative act of self-discovered" (Hyland, 2003, p. 13). From this perspective: "writing is a way of sharing personal meanings and writing courses empathize the power of the individual to construct his or her own views on a topic" Hyland, 2003, p. 14). The act of writing means a process of reformulate itself the ideas that are coming up during the process of writing.

5. 3 Narratives

Narratives serves: "to narrate a sequence of events triggered by an unusual or unexpected event with an outcome that both entertains and instruct the reader or listener" (Butt et al., 2012, p. 29). However, narrating a series of events with a logical order and sequences that lead the

reader to take an interest in the narration requires effort and dedication, that is why Knapp et al, proposes some steps so that the narrative be consistent, narratives often have an abstract, orientation, a sequence of events or compilation, and evaluation, a resolution and a coda (Knapp et al, 2005). Through these steps the narrator can express his ideas in a way that allows reflection on the actions and possible consequences that may arise in situations, in other words, the writer allows the reader to anticipate the possible actions that may occur later. In addition, narratives allow the writer to write a series of events in detail and also helps to: "to create images in readers' minds" (Derevianka, 2004, p. 44). That is, the reader not only reads but creates the scenario of the narrative in his mind using his imagination.

On the other hand, narrative is also a reflective process in which the narrator gives sense to the events of his or her own life according to a situation experienced: "people attempt to create a link to explain events and experiences in their lives. The process of narrating experience is not merely a communication tool, but also one that allows to negotiate and/or make meaning out of it" (Miyahara, 2010, p. 10).

6. Literature review

These section describes previous studies carried out with the use of narratives or the implementation of them with the writing skill.

Salamanca (2015) conducted a study entitled: Personal Narratives: A Pedagogical Proposal to Stimulate Language Students' Writing; studying third semester students' writing through narratives in Bachelor of Arts languages, found that participants presented their narratives in three steps: the orientation, the complicating action, and the evaluation. The orientation was evident because students situated their texts in temporal or spatial contexts. In the complicating action, the participants narrated their events, for example, the moments they lived in specific times, the people that were influential in their lives, or the problems they had faced. In the evaluation, students reflected upon what they lived. In addition, narratives also proved to be an appropriate strategy to encourage language students' to write better. They practiced their grammar and by means of the exercises, they were able to realize all the information that was needed by a reader to comprehend a text.

Additionally, Barkhuizen et al (2008) carried out a study about reflective writing in which there were 21 participants. The study aimed at investigating differences between the teachers' knowledge and experience of narrative reflective writing. The author found that, teachers' pre-writing expectations of the benefits of reflective writing were already high. In other words, they assumed at the start of the process that the aim of the (required) exercise was to encourage them to reflect on their practice and their working contexts because this would be of some advantage to them. Furthermore, some teachers had already experienced systematic personal reflection in previous courses during their studies and so were aware of the potential benefits. It also tentatively indicate that narrative writing did come naturally to most of the teachers but that their

responses became more positive as they developed experience in narrative writing within a supportive environment.

On the other hand, Herrera (2013) conducted a study entitled: Writing skill enhancement when creating narrative texts through the use of collaborative writing and the Storybird Web 2.0 tool. The study had 25 participants divided into two groups, the first group aged from 18 to 24 years old and the second from 23 to 27 years old. The purpose of the study was to present how the use of Collaborative Writing (CW) through Storybird, a web 2.0 tool which promotes the creation of stories collaboratively, led two groups of learners to improve certain specific aspects of their writing skill. The findings revealed that the CW supported with Storybird encouraged learners to create narrative texts and their positive attitude towards the production of stories increased. Moreover, an improvement in learners' vocabulary and increased attempts to use complex language forms to write were noticeable. Therefore, two subsidiary categories emerged "Enhancement of specific sub-skills of the written language," and "Increased motivation and autonomy towards the writing process". The studied showed that the collaborative writing strategy supported with the use of Storybird convey learners to improve specific aspects of the written language, they become more aware of the use of structures, improve their vocabulary and the attempts to write more complex sentences increase.

Correa et al (2014) in their study: Using SFL as a Tool for Analyzing Students' Narratives in which purpose was to report the insights that one instructor gained once he began using the Systematic Functional Linguistic theories to analyze a narrative text produced by one of his student in class, found that despite the fact that narratives seem to be one of the genres that present the least difficulty to students, their teaching needs to be carefully planned for at least two reasons: First, effective academic narratives are not as easily constructed as it would

seem. They require extensive vocabulary and ample knowledge of the experiential, interpersonal, and textual resources that narrative writers in that particular culture deploy when producing narrative texts, a clear understanding of the context, situation and audience, and an awareness of the differences between oral and written modes. Second, as referred to by Knapp and Watkins (2005), they appear in most of the macro-genres that we ask students to produce during their programs of study, namely, research reports, information reports, and essays. As such, they need to be conferred as much importance as other genres. In addition, it proves the importance of creating study groups, such as the one described here, in which EFL writing instructors have a space to not only expand their knowledge of the structure of the genres that they will be teaching but also of how they can use that knowledge to support EFL students' writing.

Finally, Spicer (2015) in her study exploring oral and written bilingual narratives in Spanish and English, there were 10 bilingual participants in the study. The purpose was to investigate the similarities and/or difference on the oral and written personal narratives told by bilingual Spanish and English high school students. The author found that there are very important differences in the structures that students use when narrating a personal story orally or in a written fashion. The results seem to indicate that high school students already have a very clear and precise cognitive pattern regarding the structure of the formation of stories in the two languages, in which the orientation, complication, outcome or resolution and evaluation are fundamental elements of which they conceive as a story. It is also important to recognize that, in general terms, students employ different rhetorical strategies to form personal narratives in both languages and that they manifest extraordinary discursive freedom regarding the order in which they mix or relate the various components of story analysis.

7. Methodology of research process

This methodology could not be developed since the virtual work methodology did not facilitate the implementation of the project given the pandemic situation that was developed during this period. However, it is fully written for future people who wish to apply it freely in any institution or place in the country.

This project is framed through a communicative approach, which "advocates the importance of creating opportunities for students to use the target language in communicative activities with objectives that can be integrated into a more comprehensive language teaching program" (Valério et al, 2018, p. 315). Information is collected from the real spaces in which participants are developing their activities. In addition, this project is a qualitative research case study, which according to Merriam: "…is an intensive description and analysis of a phenomenon or social unit such as an individual, group, institution or community" (2002, p. 8). The qualitative research allows to explore a wide range of aspects such us the experiences, social environment, behaviors, among others.

Furthermore, this project takes an action research design that according to Creswell: "seeks to obtain solutions to a problem" (2002, p. 577). Perhaps even more important is the fact that action research helps educators be more effective at what they care most about, their teaching and the development of their students. For instance, the lack of preparation in the writing ability because time is not enough, leaves a gap that must be filled by the teacher, this should seek a solution to the problem, which is consistent with Creswell's theory that states that teacher adopts the action research when: "you have a specific educational problem to solve" (Creswell, 2002, p. 577).

None of the previously described steps was developed, just when the project was going to start its implementation, the quarantine was looming, forcing us to adopt the virtual methodology. All the project was in planning but not in execution. The participant observations that was the first instrument which was going to be carried out align with the parent's consent letter for the possible participants, unfortunately it was not developed.

7. 1 Participants and Setting

The participants in this study will be chosen at Escuela Normal Superior de Corozal in 10th grades. They will be asked to be part of the project and their participation is going to be voluntary. Grade 10th ° 5 has 40 participants in which 5 will be chosen to analyze their results due to the fact that a huge amount of participants will not be appropriate in the data analysis process.

7. 2 Data collection instruments

Data is going to be collected through classroom observations, semi-structured interviews and descriptive field notes.

7.2.1 Classrooms Observations

This instrument allows to: "to record information as it occurs in a setting…" (Creswell, 2002, p. 213). The observation is going to be implemented in order to identify information that cannot be noticed with other instrument. The observation allows the researcher to record or take notes about the phenomenon under study without taking part of the activities that are being carrying out. The role is a participant observer because according to Creswell, "you assume the role of an "inside" observer who actually engages in activities at the study site" (2002, p. 214).

7.2.2 Semi-structure Interviews

Semi-structured interviews: "provide useful information when you cannot directly observe participants, and they permit participants to describe detailed personal information" (Creswell, 2002, p. 218). This instrument complemented the data gathered from during the observations. Moreover, it allows the researcher to go deeper in answer and meaning as the students is answering because the researcher can ask specific question to clear out the doubts and get information required to the study. Moreover, two semi-structures interviews are going to be carried out, at the beginning in which students are going to evaluate themselves about their writing and the second, a reflective one in which students are going to tell the way they felt during the process.

7.2.3 Descriptive Field Notes

Descriptive field notes is a complement data instrument during observations because they: "record a description of the events, activities, and people" (Creswell, 2002, p. 217). These field notes permit taking information in a detail description about the context, the participants' actions, among others, to then be analyzed.

8. Data Analysis

The data gathered will be analyzed qualitatively in the light of the research questions being addressed in this study following Hatch's inductive and interpretive models of qualitative data analysis, which suggested that "using interpretive technique will make studies richer and findings more convincing when interpretive analytic processes are used along with or in addition to inductive analyses" (2002, p. 181). The analysis of the narratives will be done by means of already established rubrics that allow to identify linguistic and logical aspects.

9. Ethical Considerations

Collecting data ethically implies that participating individuals need to have informed consent when involved in research. Creswell states that "in qualitative research, these issues relate to conveying the purpose of the study, avoiding deceptive practices, respecting vulnerable populations, being aware of potential power issues in data collection, respecting indigenous cultures, not disclosing sensitive information, and masking the identities of participants." (2002, p.553). In order to conduct this project, several aspects will be taken into account such us: anonymity and confidentiality regarding the respect for persons in which each participant will be given with a pseudonym in order to hide their identity. The objective of confidentiality is such that only researchers and participants can identify the responses of each individual subjects.

10. Pedagogical Methodology

Due to the difficulties presented due to the pandemic, the project was not able to implement anything, therefore there is no physical evidence of it. Everything that was going to be done was overshadowed by the virtual methodology and nothing was done from it. All the designed material remained in guides that will be described later in detail where you can have a better understanding for its future application.

This pedagogical project seeks to enhance learners' writing skill through the use of narratives. In this way, to reach the objectives of this project and answer the research questions, this is the sequence of application of the narratives.

Bearing in mind this, Salamanca states that: "Narratives imply a reflective exercise of remembering, analyzing, and displaying events on a piece of paper. As a result, the narrators make sense of their own lives according to the situations experienced" (2015, p. 67). This pedagogical approach consents the participants to explain themselves the way they are really

feeling, thus creating a form of nonverbal communication. Despite the purpose of narratives is to communicate, the texts must achieve some characteristics and indeed some steps for instance, a start, knot, and outcome that let to structure the ideas and tolerate the reader to have a deeper understanding of what is being narrated.

In such a way, narratives have an abstract, orientation, a sequence of events or complication, an evaluation, a resolution, and a coda (Knapp & Watkins, 2005). These 6 steps helps both the writer and the reader to clarify what is being reading or writing. Each of these steps has a different purpose, the "abstract indicates what the story is about" (Cheng, 2008, p. 171). The orientation offers a sketch of the particular story in which familiarizes the readers to the main characters of the narrative, specifies where the action is located and the place, creates an atmosphere, prefigures the action to follow, and makes the reader want to become involved in the story (Derewianka, 2004). The complication announces a series of events having one or more problems to be solved. Evaluation highlights the importance of events for characters and determination to resolve these matters. Coda "brings readers back to the present situation" (Cheng, 2008, p. 172). In addition, five implementations of narratives are planned to take into account during the period of classes.

Due to the Coronavirus emergency, the project could not be implemented. However, some workshops have been design in order to guide implementation when necessary. In the following chart there is a description of the process with the workshops. All the workshops were uploaded to Google Drive in which there is access to everyone who wants to implement it.

Type of material	Short description	Topic	Course	Was it checked by the teacher?	Was it delivered os develped	Drive link.

					by the students?	
Guide	This is the sequence of the project to be implemented	Sequence of the project	10th	No yet.	No yet.	https://drive.google.com/file/d/1Du4grq24sWN0CBni8E3ztYVHBiNag15L/view
Workshop	It gives the steps to the classroom observation	Rubric of classroom observation.	10th	Not yet.	Not yet.	https://drive.google.com/file/d/1-TlSNyvAa9LAdTyA0JCWac_8PXIU2Q2s/view
Letter	The permission to participate	Letter of consent- parents		Not yet.	No yet.	https://drive.google.com/file/d/1J166YDm1YMS-uI1U4nV2qbFpjcnVfOQl/view
Letter	The permission to the teacher	Letter of consent- principal		Not yet	Not yet.	https://drive.google.com/file/d/1a6L1ul3jAdTP5g09gZdl09zPkLxHrRzV/view
Workshop	The steps to carry out the interview	1st semi-structured interview	10th	Not yet	Not yet	https://drive.google.com/file/d/1KEsEUKGho5sQJPn_S79QWwAgmuc8FRGA/view
Workshop	The steps to know how to write	A well written production	10th	Not yet.	Not yet.	https://drive.google.com/file/d/1zHep84hr90Zf8KUYvNqA54kGms-TJR_V/view
Workshop	The steps to write a narrative	Process of a narrative	10th	Not yet	Not yet	https://drive.google.com/file/d/14TjMjgCNHczgcEMW3spQGlivPktR89rv/view
Guide	Example of a narrative	Teacher's model narrative		Not yet.	Not yet.	https://drive.google.com/file/d/1hI5beCuS2zJaDkxTn9h-biv9rEVoEq2_/view
Guide	The criteria to evaluate the narrative	Evaluation Criteria grid		Not yet	Not yet	https://drive.google.com/file/d/1kf1sde_xeVccBzzxUnhickbypVhNIaW2/view

Table 3: Pedagogical project workshops

11. Expected results

This project aims at improving the quality of students' written productions through the use of narratives, therefore, it is expected that by its application, students can improve their writing skills in a procedural way as specified in the project. It is projected that students show an improvement among each application of the narrative compared to the use of linguistic aspects such as lexicon, syntax, grammar, among others.

In the same way, it is expected that the improvement in writing ability will help improve their language ability in other skills. Moreover, there will be an improvement in the same learning process in which the students are immersed.

12. Conclusions

As mentioned above, no workshop was implemented, therefore there is no evidence of application but of planning. All of these workshops were designed based on authors. Alvarez & Lopez (2010) for example propose the steps to carry out a good writing process, likewise (Knapp & Watkins, 2005) establish the 8 steps that must be carried out in order to write a narrative.

These designed workshops facilitate the application of the project for those who have access to it. It should be noted that the material is available from Google Drive which can be accessed through the links presented in the previous section.

13. Recommendations

This project which was initially designed to be carried out in physically, but for overwhelming reasons, such as the pandemic caused by the coronavirus, it was set out in planning for its future application.

It is necessary to take into account the proposed steps in order to achieve the expected results, following each of the workshops with its theoretical basis. The guides show the step-by-step to follow, how to apply and how to evaluate student productions. Similarly, the analysis of the results should be done in light of Hatch (2002), who proposes a qualitative analysis in light of the research questions. This interpretative and inductive analysis allows the researcher to show the progress made during the process of the project implementation and improvements. This section is extremely important as it will show whether or not the research proposal was effective and whether the research questions were answered and the objectives were accomplished.

Practice Development

1. Classroom integral practicum

During the classroom methodology, all the courses worked with a workshop that enclosed all the topics of the first period (Appendix 1). All the explanations were done in class, didactic activities to review the vocabulary and some quizzes (Appendix 2) were also done. It should be clarified that some courses were a little more advanced than others, therefore not all quizzes of what it had been worked on were implemented. Some courses were faster than others, some worked better, and others were more difficult.

With all the courses the work was as follow, the teacher came to the class and in order to acquire vocabulary he gave them a greeting and an idiom a week. Because of the time, only two greetings and idioms were given to them. Then, the teacher explained the topic for the day, in addition to this, students were asked to do the exercises in the workshop in class and they were also asked to do homework.

2. Virtual integral practicum

From the beginning of virtual methodology, the practice coordination proposed a series of works such as: planning future classes, making material for class, making material for inclusion students, organizing an area plan, workshops review for students, making explanatory videos, online ICFES workshop for 11th grades, planning of class sequences for project implementation, material for project implementation, among others. It is important to clarify that not all the works mentioned above were carried out because the needs of this particular population were different.

However, the work was carried out as follows: A workshop was designed with all the facilities in order to let the students understand the topic and practice with some excises. The workshop is sent to the School that includes it in the platform to be downloaded and solved, also it was uploaded to the Google Classroom platform. In case the students did not have internet, the institution gives the workshop physically. Tutoring hours were established by teachers in order to solve doubts by WhatsApp or zoom, depending on the need. Teacher gave the students time to solve the workshop. If necessary, teachers would send extra material to help the students with the understanding of the topic. After the limit time, students send the workshops via e-mail or WhatsApp to be graded or Google Classroom. Teachers send back the feedback of the workshops to each students.

Additionally, in secondary school, the practice has been done with workshops since the emergency began, a more detailed explanation can be found in the box below. It should be noted that groups have been created in Google classroom where the information of the workshops is being supplemented. Not all students have access to these technology tools, but those who can have already logged in. Likewise, zoom tutorials have been offered on some occasions to clarify

doubts and also by WhatsApp the students are constantly asking, some make calls. The works of the first cut have been received via mail or photos by WhatsApp of what has been developed.

Type of material	Short description	Topic	Course	Was it checked by the teacher?	Was it delivered and developed by the students?	Google drive links
Review workshop. Previously, a complete workshop had been done for the first term before the emergency.	This material is designed so that students can see the explanation of the topic and practice exercises. You will also find additional links to follow the explanation of the topics.	#1 Conditionals. Vocabulary: Plagiarism and cheating. Review from the first term.	10th.	Yes, it was reviewed by my head teacher.	It was developed and delivered.	https://drive.google.com/file/d/1a6R61bUMGszHtcmf7a3aslg6tjl-JA2x/view
Workshop	This material is designed so that students can see the explanation of the topic and practice exercises. You will also find additional links to follow the explanation of the topics.	#1 Present, past and future tense. Present perfect. Conditionals and modals (review) Vocabulary: Parts of the body Extreme sports Health in general. Second term.	10th.	Yes, it was reviewed by my head teacher.	It was delivered and developed yet.	https://drive.google.com/file/d/1sL6D_KpyWuo3bg65-gSxsfdaY8lri8X3/view

Review workshop. Previously, a complete workshop had been done for the first term before the emergency.	This material is designed so that students can see the explanation of the topic and practice exercises. You will also find additional links to follow the explanation of the topics.	#1 Conditionals. Vocabulary: Water and oceans resources	11th	Yes, it was reviewed by my head teacher.	It was developed and delivered.	https://drive.google.com/file/d/1-0vXPbEjjVv4d1GfdxCujcnvOK9CMtnz/view
Workshop	This material is designed so that students can see the explanation of the topic and practice exercises. You will also find additional links to follow the explanation of the topics.	#1 Present, past and future tense. Present and past continuous. Past perfect Reported speech (review) Vocabulary: Health services. Second term.	11th	Yes, it was reviewed by my head teacher.	It was delivered and not developed yet..	https://drive.google.com/file/d/1TM3eeRV5ecNP0vyvqYJNbwdz_uHJRDC-/view
Video	A video explaining the use of Google Classroom tool.		10th and 11th grade	Yes, it was checked. My head teacher is part of the Google class group.	Many students are already in the group.	https://drive.google.com/file/d/1ZYKS9XGrSJ0M5EDWH0ZPTFd1fVNvM48y/view
Video	A video explaining the answer of the first workshop they worked on at home		10th and 11th grade	Yes, it was checked. My head teacher is part of the	Many students are already in the group.	https://drive.google.com/file/d/1ju9lvJKtnV-1jTnLHC5fC

				Google class group.		UJQ-LPd-Y_a/view

It is necessary to clarify the fact that for the second workshop implemented in the second term, it was carried out through Google Classroom, the questions were uploaded to the platform in a Google Form and they were answered there. Most of the tutoring and explanation of the topics were done by Zoom, therefore the use of explanatory videos were not entirely necessary since the explanations were done two to three times a week at zoom.

The code to access to Google Classroom: 10th grade: iap76sb; 11th grade: mmkibro; 11th grade Icfes preparation: anpr5lw.

Through these codes you can access the Google Classroom platform and look at the material offered to the students and the activities that have been working in the midst of the pandemic. The rest of the evidences in Appendix 3.

Here are some photos of the tutoring in zoom in order to answer some questions from the students in front of the workshop.
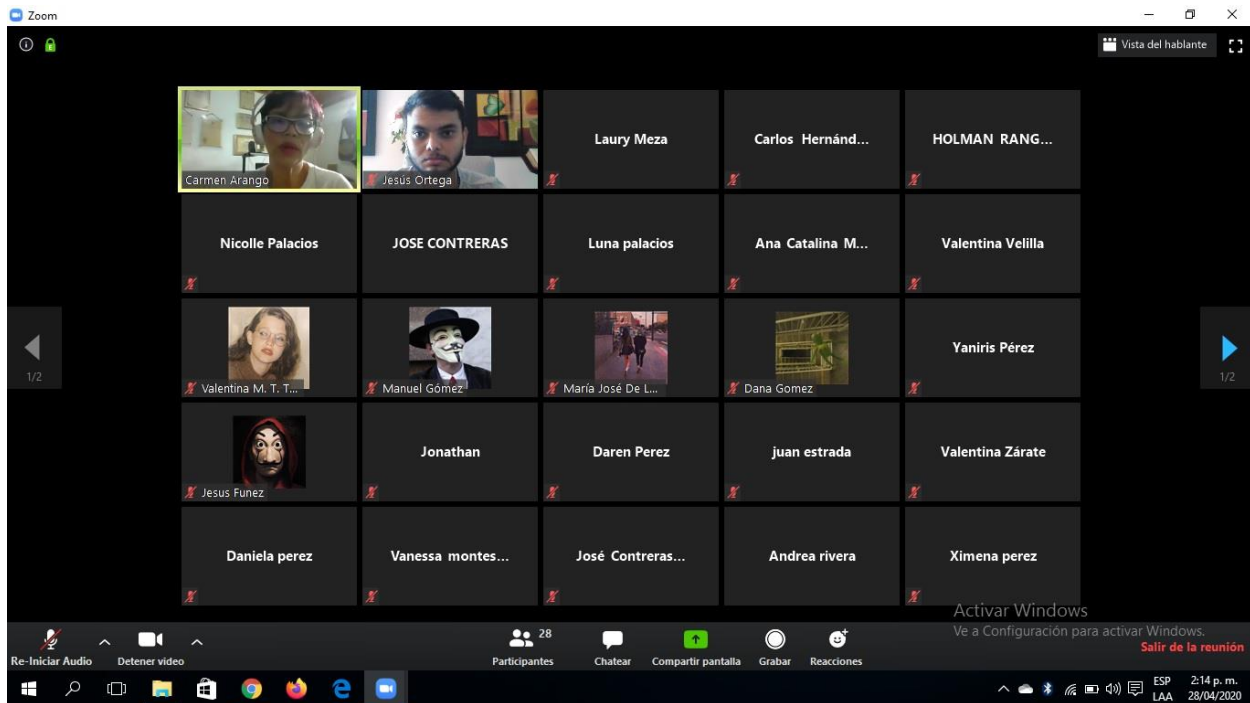
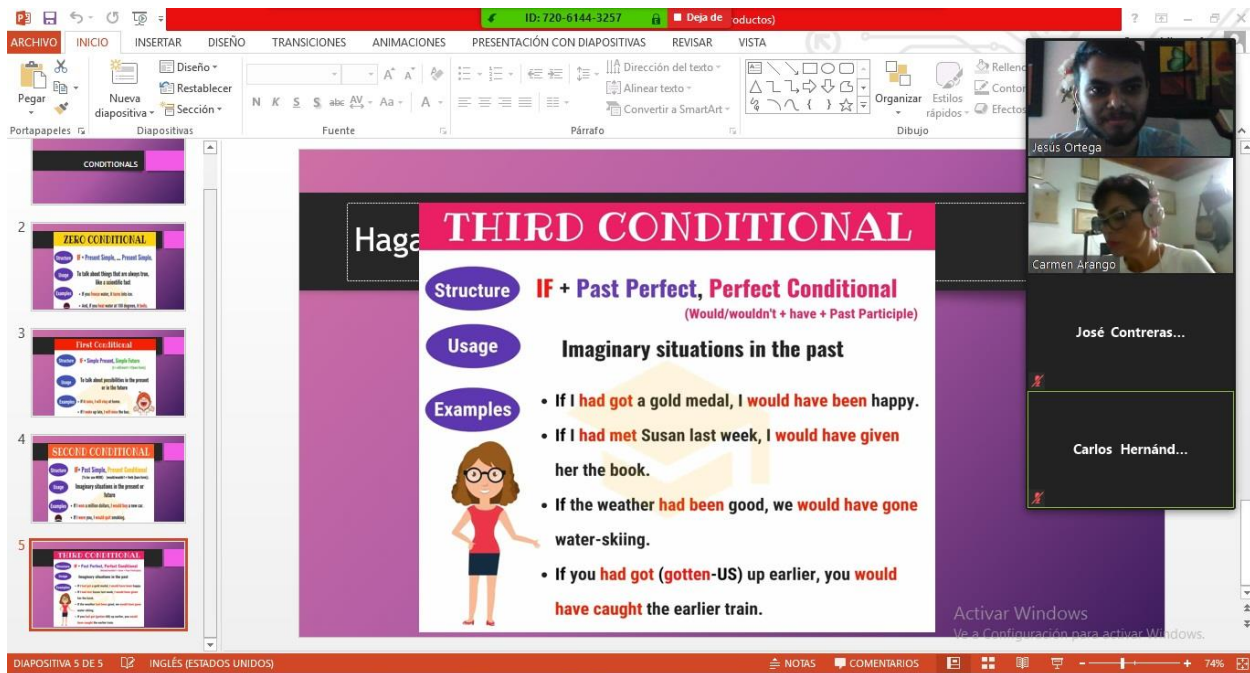*Illustration 1: Tutoring, students waiting for tutoring.*

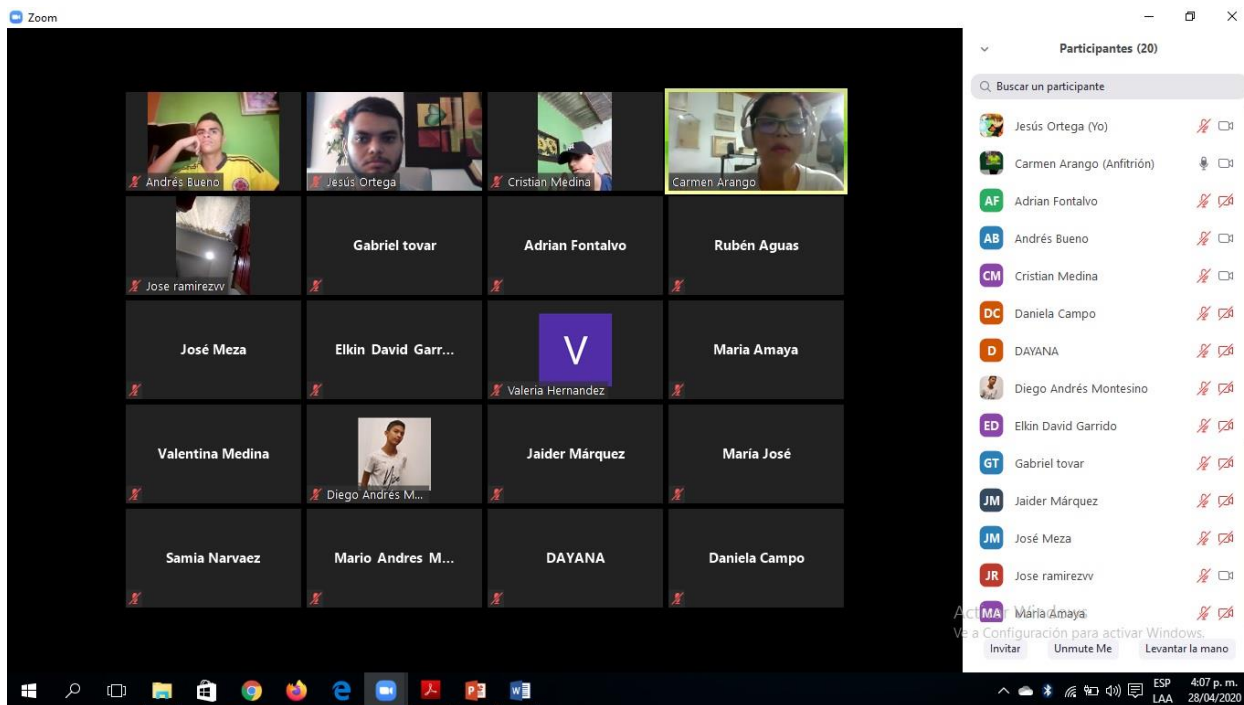*Illustration 2: Virtual class, explanation of the topics*
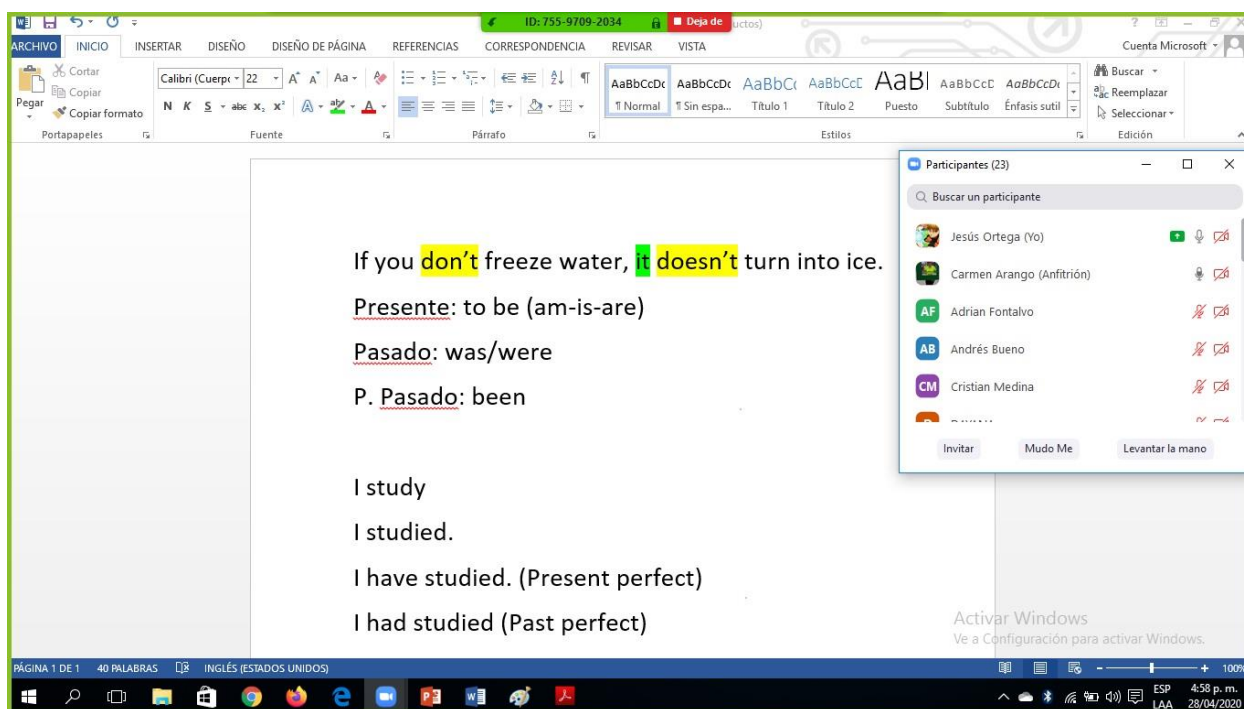
Illustration 3: Students waiting for class

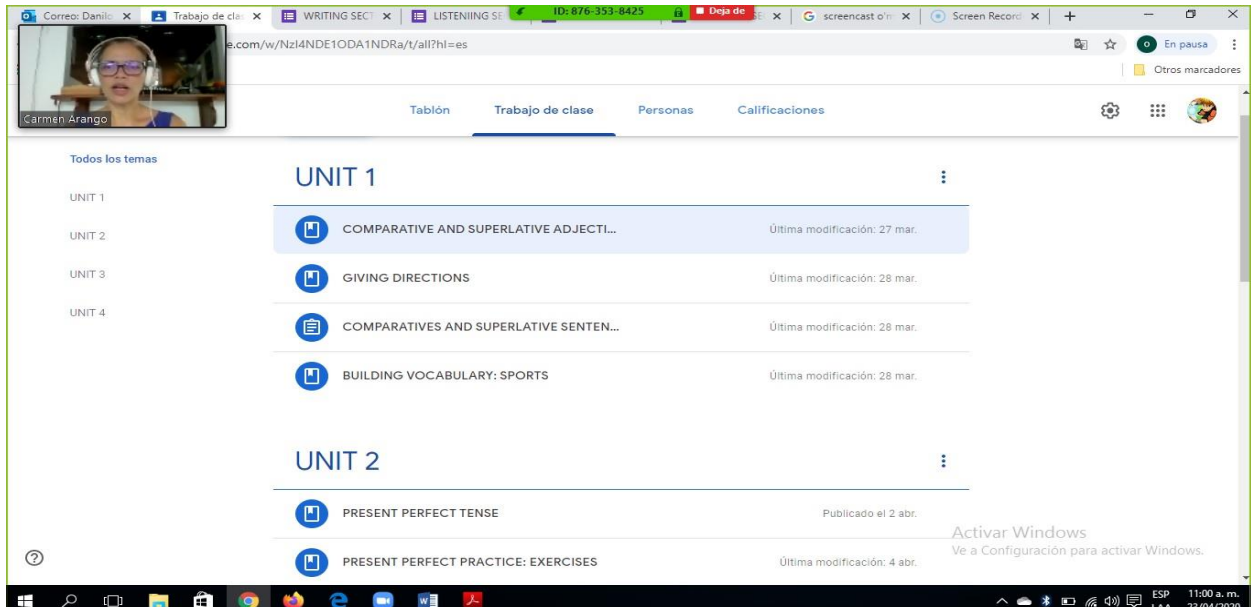*Illustration 4: Explanation of a topic in virtual class*
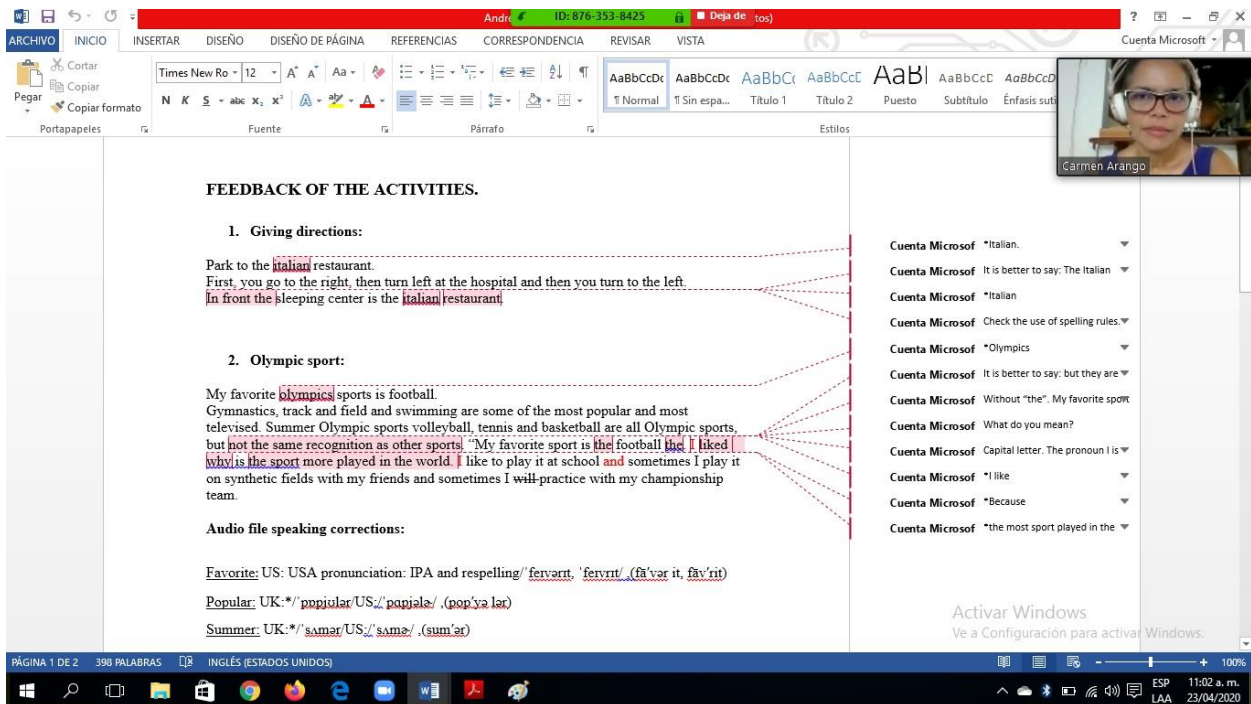
Illustration 5: tutoring with the head teacher

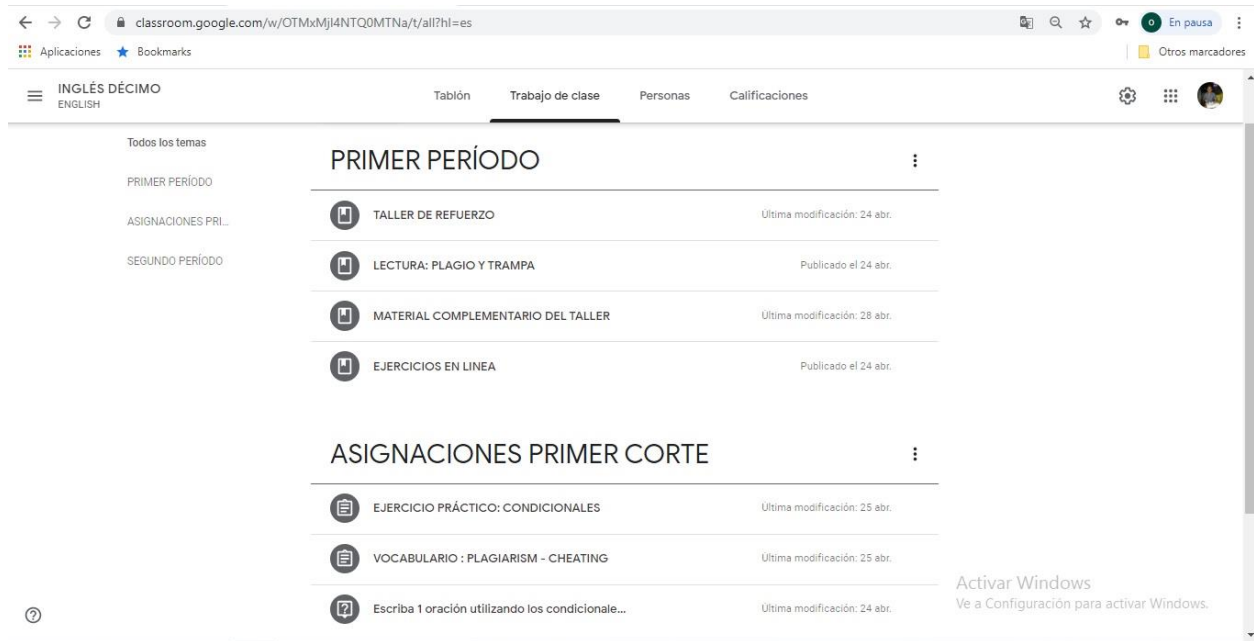*Illustration 6: Tutoring with the head teacher*

Illustration 7:Google Classroom for 10th grade

Illustration 8: Google Classroom for 11th grade

Illustration 9: Google Classroom for 11th grade Icfes preparation

Chapter II

Research Component

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

1. Introduction

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

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum. Hence, it is beneficial that local studies specially focus on the learning problem than in matters of teaching.

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

2. Justification

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

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

3. Statement of the Problem

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

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

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

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection was conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role. To start this study the following guiding questions are formulated:

- o In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?
- o How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

4. Objectives

4. 1 General Objectives

o   To implement the reflection as a transforming tool of the pedagogical

processes of the integral practice.

o   To promote in Students-Practitioners the development of a critical spirit that

allows them to analyze their pedagogical work.

4. 2 Specific Objectives

o   To consolidate a group of teachers-practitioners with a critical spirit who reflects and

presents proposals and alternative solutions to problems presented in their pedagogical

practice.

o   To socialize criteria, share ideas and guidelines to assume their pedagogical practice and

insert themselves effectively in the institution.

o   To identify and to analyze the strategies that the student uses in his / her pedagogical

practice.

o   To implement workshops for reflection and development of didactic units that guide the

reflection of Students-Practitioners.

o   To analyze one's own beliefs about the work of teachers and students.

5. Theoretical Framework

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

5. 1 Teaching Profession

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

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

5. 2 Reflection

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

5.2.1 Reflection as a Process

The reflection is made from a series of stages resulting cyclically in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on the experience implies "a type of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would allow extracting a new structuring of the situation".

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

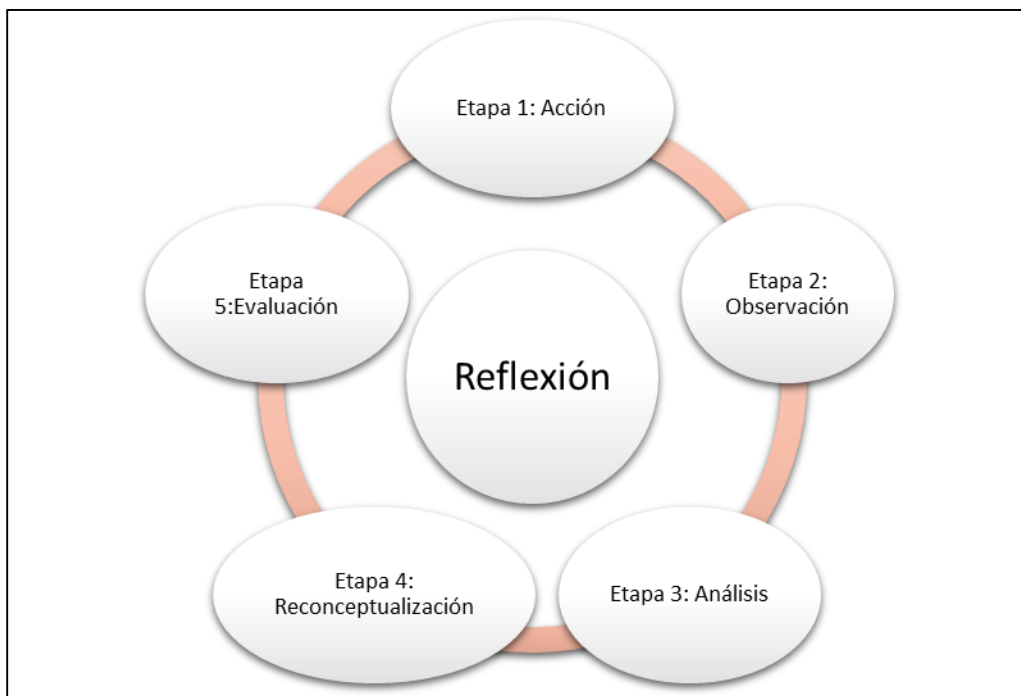*Figure 4. Reflection as a Process*

5.2.2 The Reflection as Thematic

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

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

5. 3 Reflective Practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teachers question about their own practice and the repercussion it has generated; being capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship

The teacher plays a central role in the current educational world; Acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession requires that " los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes"" (Ebutt and EllioT: 1986). In this context the problems of practice, of the class space demand a particular treatment oriented to the understanding and the social interaction.

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

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

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

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

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

5. 4 Pedagogical Practicum

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

5.4.1 Academic Practicum

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

5. 4.2 Social Efficiency Practicum

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

5. 5 Development

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

5.5.1 Social Reconstruction

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

5.5.2 Generic

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

5.5.3 Reflection Triggers

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

5.5.4 Critical element on reflective thinking

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

These authors established classification categories of knowledge

1. knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational contexts

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

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

6. Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it was proposed to implement the following instruments:

6. 1 Reflective Workshops

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum. This three reflective shops helped us out to share all the thought we have on our minds and tell the experiences lived in the school.

6.1.1 Objectives

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

- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and be set in an effective way to the school.

Self-observation card

The self-observation card has as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong.

Narrative

The reflection exercise will allow students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life.

Class Recordings

To have evidence of what teacher students do in the classroom, will allow to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings will allow having an external and constructive view of their pedagogical practices.

During the development of the project, 3 instruments were made in this research component due to the sanitary emergence of the coronavirus. These instruments were: a self-evaluation grid (Appendix 4), 5 narratives (Appendix 5) and a reflection workshop.

7. Data collection schedule

The data collection regarding this component was carried out as follow:

Self-observation grid: on March 13th. There were 5 narratives during all the process: First narrative: on march 9th; Second narrative: on March 16th; Third narrative: on May 1$^{st;}$ Fourth narrative: on May 22th and the Fifth narrative: on June 1$^{st.}$ The reflection workshop was done during the week of induction from February 3 to 5.

On the other hand, the class recording that aimed at showing the tutor the way in which classes were being carried out, what could be improved and what aspects were good and was not, it was not carried out due to the coronavirus health emergency.

8. Conclusion

In classroom classes, it was only possible to reflect on two narratives and a self-observation grid. Teaching is certainly not an easy thing to carry out, there are many limitations to which there is no much that can be done; however, teacher must be critical and innovative in order to offer the best tools to his students. One of the most notorious aspects during classroom classes was the lack of interest in some students and the attitude faced in class as well. All these situations led to rethinking a series of attitudes that would facilitate the process for both the pre-service teacher and the students.

Virtual methodology was a bit different, it is very complex to know what is really happening behind a computer. In addition, it is necessary to keep in mind that many students did not have access to the internet, much less to virtual tutoring or classes. The reflection, of course, should be focused on the way in which the teacher should contribute to the process in a virtually, offering the necessary tools, tutoring, among others. Students working virtually are a little more elusive to the processes, many do not spend the necessary time on the tools and material given and this is reflected in the workshops they send for their review as well as their answers.

These reflection exercises allow the teacher to realize the way in which he is teaching, if there are aspects that can be improved and how. On many situations, teachers are not self-critical of their work, therefore we fall into monotony and do not offer innovation to the students. However, not all the process falls on teachers, the student must also propose, must be curious and look for extra tools that allow them to have a broader approach in their own learning processes.

Reflecting on the process allows changes to be made that seek to yield positive results for both teacher and student. All these reflection exercises allowed me to realize what I was really doing and how I was doing it, if the strategies really worked and if not, what different strategies could be taken into account to improve.

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

The Reflection is for the teacher a column that allows to strengthen and reshape the learning processes in which he is involved in order to offer the best for his students.

In many situations there are preconceived ideas of what teaching and the learning process are, but in practice everything takes a completely different meaning when reality can be felt, these preconceived ideas are the basis, a modifiable basis that can be an entry point to teaching practice. It is not always right the form or methodology of application, but it is better to enter with something in mind than without any ideas.

The teacher in training is constantly learning, something that does not mean an advantage is experience, however, the closest thing he has to define his style are the examples of those who are teaching him. For this reason, I strongly believe that the initial methodologies that we put into practice are born precisely from this example that we copied, but over time it adjusts to its own style, to the deep ideas of what it means to teach for each one.

Everything that has to do with the background of a class at the beginning is annoying and even boring, from my perspective, planning is necessary, but it is not something that should make the teacher spend endless hours in front of a computer. There must be a guide, a stipulated sequence, but starting from the previous analysis of the educational environment in which it is

going to be taught. Thus, proposing activities according to theories is absurd because they are not applicable. It is at this point indeed where the creativity and innovation of the teacher plays a fundamental role, teaching what is necessary and essential for the process itself, but broadening the view and understanding that the need goes beyond the classroom, to the environment of the student.

Traditional education always starts from the same thing of following a kind of routine around the way of making the contents known, carrying out the activities, giving the proper instructions, bring up the way to be evaluated, among other aspects . This does not mean that it is wrong, since it is necessary to establish the rules of the game, however, from the student's point of view, something different is wanted without losing the essentials, and the teacher must create an environment of trust and innovate the activities taking into account the time. In this pandemic situation, it is a little difficult to carry out these strategies since virtuality does not allow for a greater approach, although it does allow the development of many other tools. However, at this point we encounter another obstacle which is the lack of opportunities and access to virtual media for many students.

As a result of the emergency everything became complicated, the work of both the teacher and the parents and the student increased. This has been difficult to face and has allowed anxiety and all kinds of psychological situations to the point of dropping out of school and the exasperated stress of parents due to the number of workshops that their children must carry out, avoiding the fact that many of them are also running their jobs virtually. In this sense, the side is not as positive or optimistic.

On the other hand, the role of the teacher, which is to guide and orient these academic processes, has been burdened by the amount of work that must be evaluated, reviewed, and given

feedback. Although it has not been easy to face this scenario, we have tried to find the strategies that most functions such as the use of videos and platforms that facilitate the design and evaluation of activities. It has been necessary to ask for help in some things that are not basic competences of the teacher to be able to educate themselves and offer what is best to the students.

To conclude, although the teacher's role has not changed, the form has, as the student has, this has been an unexpected scenario, but it has been dealt with in the best way in order to continue with the learning processes, in this case from the English area.

Throughout the development of the present three narratives have been written against the development of the practice. Narratives can be found in the following Google drive link to have a deeper understanding of the reflections done:

https://drive.google.com/drive/folders/1w4rtdoPM0Y9McSY7Jx8Lf2RS2AXXgP8b

Outreach Component

Cultural as a way to learn English for 5th grade students at Institución Educativa Escuela

Normal Superior de Corozal

1. Introduction

The Colombian national government implement the foreign languages teaching addressed to the different educative fields of the country in order for the citizens to have the opportunity to participate in cultural exchanges that allows getting to the equals conditions face to the individual and social development of the country, to promote the English language learning in Colombia, to be more competitive citizens, the ministry of national education implemented the National Plan of English, Colombia very well 2015 which aims to have citizens who are able to communicate in English composed of the internationals standards that add the universal communication processes in the country related to the global economy and the cultural opening'.

In order to make this a reality, this chapter will focus on the teaching of English through the language culture itself, thus letting other fundamental aspects be known apart from those that are always taught. This project seeks to improve the skills of fifth grade students at the Corozal Superior Normal School by creating a learning atmosphere where students feel comfortable and free to express themselves. For this, through the culture several linguistic aspects of the English language will be taught in which the students can learn and continue improving their communicative capacity in the learning of English, all this through playful activities that allow to make dynamic classes because They are children and innovative strategies should be sought.

Regarding this component, only two weeks of classroom classes were carried out, the rest of the weeks were developed through explanatory videos to contribute to the students' process

learning due to the health emergency caused by the coronavirus that took the world by surprise and forced governments to take precautionary measures to prevent its spread, among these measures the virtual methodology was implemented in educational centers.

2. Justification

The acquisition and learning of a foreign language allow to get involved to the own necessities that the world demands. In that sense, in order to gain knowledge at the end of the primary school it is relevant to implement the learning process into the higher, vocational and secondary education to well-prepared students focused on this area.

The purpose of this proposal is to offer fifth grade students the possibility of learning English through the Anglophone Culture traditions. In this way, through the teaching of the Anglophone culture traditions, students participating in this project will be able not only to improve their foreign language skills, but also to expand their knowledge in terms of culture, given that this is a young population. Cultural traditions such as Thanksgiving or Valentine's Day, can increase the interest in students to know the history behind these festivities, and they can also learn linguistic aspects that allow them to use the language correctly, which the purpose is to generate meaningful learning.

Due to the fact that culture is not an aspect that is always taken into account when learning a foreign language, it must be taken an advantage of every space where it can be talked about the culture. For that reason, children being at the base of learning a foreign language, should be instilled with it and thus encourage their learning.

3. Objectives

To teach English as a foreign language through Anglophone culture.

3.1 Specific Objectives

o   To determine the influence of Anglophone culture in learning English as a foreign language

o   To increase 5th grade students' motivation towards the English language.

o   To make the primary school children become familiar with Basic English knowledge.

o   To teach relevant aspects of the Anglophone culture that allows students to know in a deeper way habits and traditions of Anglophone cultures.

4. Methodology

During the weeks of development of this project, recreational activities concerning the Anglophone culture will be implemented as a means of learning English. Consequently, this outreach project seeks to promote the EFL learning in primary school students in the Educational Institution of the Escuela Normal Superior de Corozal.

The project will be carried out taking into account the hourly intensity, it will only be applied to two courses, 5° 2 and 5° 3. Only two hours per week will be available for each course, which will allow one topic to be worked per session. In this session three objectives would be established that allow a greater understanding of the topic, due to the aim which is to learn English through culture, apart from the socio-cultural objective, the linguistic and communicative objectives will also be addressed for every two class hours.

Through this project, students will be able to reinforce their skills and at the same time learn about cultural aspects that are around a language that allows them to improve their learning. The objective of learning every language is to communicate, either orally or in writing, however, this communicative competence is not isolated from the culture that encompasses the language itself since, in that sense Obber (2009) affirms that: [2]"The communicative approach shows that the intercultural component is central to the teaching of the language, since the target culture constitutes the context in which communication makes sense" (as cited in Álvarez, 2019, p. 227).

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[2] Original quote: "el enfoque comunicativo pone de manifiesto que el componente intercultural es central en la enseñanza de la lengua, pues la cultura meta constituye el contexto en el que la comunicación cobra sentido" Obber (2009).

As mentioned above, each class will be approached from three objectives: linguistic, communicative and socio-cultural. For each lesson, it will be a cultural issue and will be exposed in the class so that students know the customs, habits, routines, among others, to which native English speakers are immersed.

In classroom classes, it was only possible to carry out the implementation of a planning, this planning (Appendix 6) was developed during two weeks; however, there was limitations due to cultural acts that the students had at the same schedule for the English class.

Virtually only two videos related to vocabulary acquisition were made, in the following links you can access these videos. The first is related to animals and the second to body parts, for this the use of virtual tools such as the use of Powton was carried out.

Video about animals: https://www.youtube.com/watch?v=YtxpoIR983c&t=1s
Video about parts of the body: https://www.youtube.com/watch?v=NCl7DX-Qx6Q

5. Chronogram

The pre-service teacher will attend his students of 5°2 every Friday from 7:55 am to 9:45 am and 5°3 every Monday from 7:00 am to 8:50 am. Each class will be planned following the planning, they will be developed one week in advance of each class.

6. Conclusions

Community work allows teachers to have other different kind of training spaces, these spaces seek to reinforce their process and allow them to have a broader view of what it means to be a teacher. In this particular case, offering help to children who are just beginning their learning processes allows them to be reinforced so that they have strong English bases in their future processes.

How to support this need, either in primary school or with tutoring, contributed to pedagogical practice?

Before the coronavirus emergency, it was only possible to give one week of classes due to some events of the primary teachers, it was not possible to implement but a single planning and it was not fully developed.

These spaces allow children to have a solid base in English that allows them to advance their knowledge. This space also contributes in practice since we not only deal with adolescents but with children, they have a particularity of seeing things and their innocence helps you to be more human, remembering that before being a teacher you are a person who also teaches values and helps in the integral processes of the students.

In the next link you can find the planning designed to carry out, it was the only thing that was developed, the development of videos is planned, but they are still underway and being executed. https://drive.google.com/drive/folders/1UhouZhpWzIilSylTpCgjG7I3Ogr1ECnr

Chapter IV

Administrative Component

1. Introduction

Being a teacher not only implies fulfilling academic work, it also requires participation in extracurricular processes that are also necessary for the processes of integral training in which the students are immersed. This component includes the participation of pre-service teachers in extracurricular activities inside and outside the institution in which their participation is necessary.

In this sense, the teaching work focuses on different aspects that aim at fulfilling the objectives proposed by the institution that allow the integral formation of the entire campus, including directors, teachers, students, parents and the community in which the institution is submerged.

2. Objectives

2.1 General Objective

To participate in the extracurricular activities proposed by the Educational Institution

Escuela Normal Superior de Corozal.

2.2 Specific Objectives

o To assist in activities inside and outside the Institution.

o Collaborate in the cultural, religious or administrative events proposed in the institution.

3. Methodology

Extracurricular activities support the construction of the identity of the institution that is why pre-service teachers get involved in the activities that the institution is going to develop. However, due to the fact that the institution does not have an academic calendar yet, it has not been possible to establish the activities in which I will participate during the period I will be in the institution.

4. Chronogram of Activities

The institution does not have a defined school calendar yet, it is still under redaction.

Before the emergency, two activities were carried out, the election of the student representative and the women's day.

Illustration 10: Student's representative election forming to wait for the election.

In this event, I was helping to organize the students and see the process. A lot of patience is required because some students do not help with discipline. I think the teaching that day was learning to be patient at events like this.

Illustration 11: Student's representative election. In the picture students wait for their turn to vote.

Women's day also was remembered dedication the last hour the day to celebrate in each Classroom with the director of the group. Here a picture.

Illustration 12: Women's day. In the picture the head teacher

Once the emergency with the pandemic started, the institution has carried out on activity virtually, the language's day. The principal invited all teacher and some students to be part of the virtual meaning in which come activities were presented.
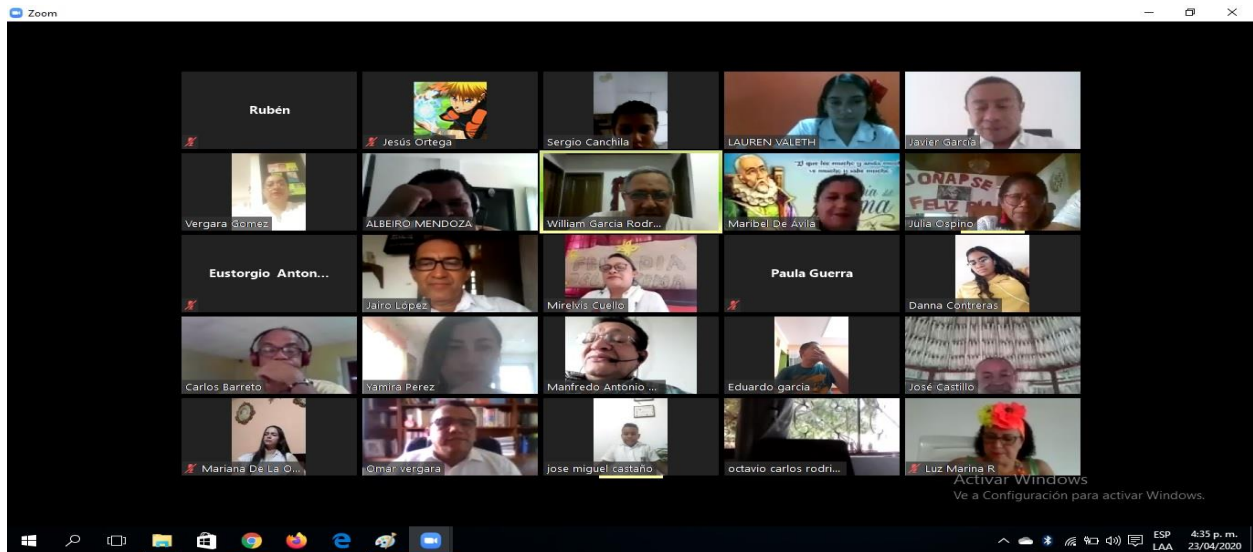

Illustration 13: Language's day. In the picture, teachers waiting for the presentations.
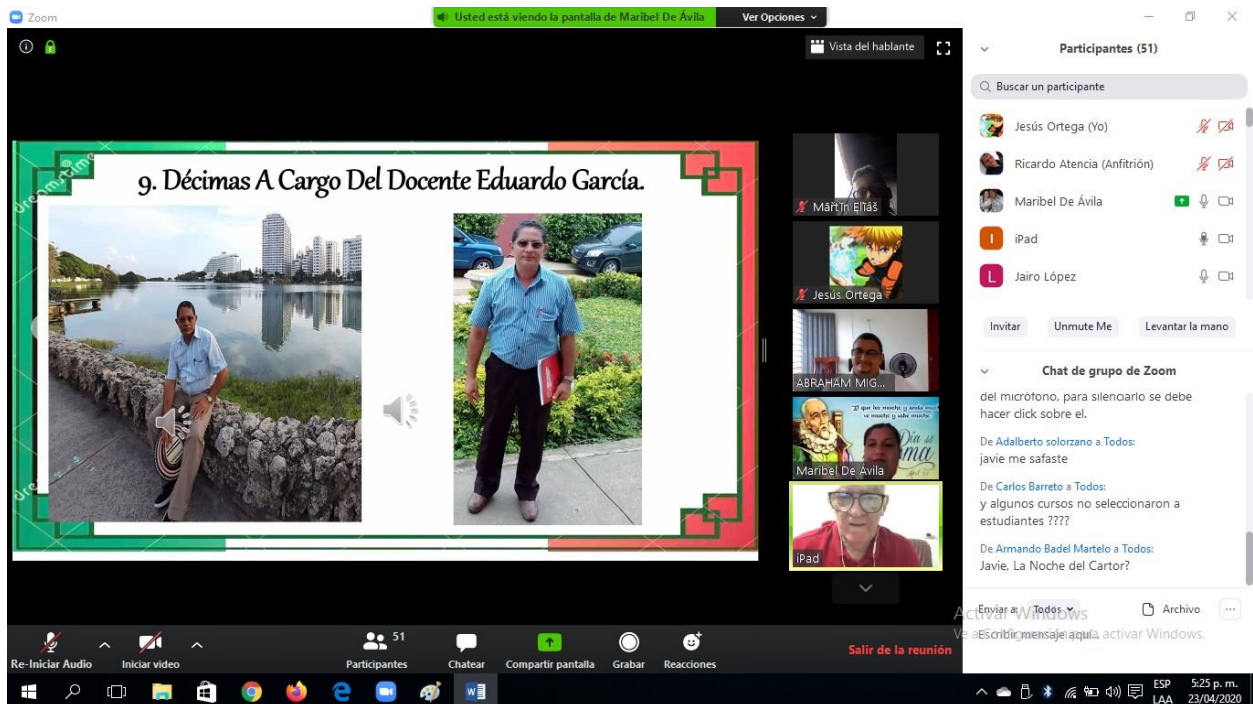

Illustration 14: Language's day. In the picture teachers watching a presentation, an audio was being played.

This type of spaces to share with the entire teaching staff allows you to realize how you live from simplicity and remember the day of the language, I was only an observer, I did not participate in any activity due to the difficulties of virtuality, but the activity was enjoyable.

5. Conclusion

In the few activities that I had the opportunity to be part of, the most significant has been the sense of unity that was shown among all teachers. This sense of brotherhood creates identity in the institution and allows the teacher not only to perform in intellectual but human areas, thus allowing it to be an integral development. Additionally, these activities help us get an idea of how events work in institutions that can serve me in future occasions, look at the organizational part, mutual aid, among others.

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Appendixes

Appendix 1: First workshop in classroom class

Institución Educativa Escuela Normal Superior de Corozal
Taller de refuerzo en casa.
Asignatura: inglés – Grado: 10°

Grammar: Conditionals. (Condicionales)
Lexical: Plagiarism and cheating. (Plagio y trampa)

Conditionals.
Hay 4 tipos de condicionales, cero, primero, Segundo y tercer condicional.

> ➤ **Condicional zero.**

El "zero conditional" se utiliza cuando el tiempo al que nos referimos es **ahora o siempre** y la situación es **real y posible**. Este tipo de condicional suele emplearse para hablar de hechos generales. El tiempo verbal de ambas proposiciones es el "simple present".

If + presente simple + presente simple.

Ex: If you add two plus two, you get four. (Si sumas dos más dos, tienes cuatro)

> ➤ **Primer condicional.**

Se emplea para referirse al **presente o futuro** cuando la **situación es real**. El condicional tipo 1 se refiere a una condición posible y su resultado probable. En estas oraciones, la cláusula "if" adopta el "simple present" y la proposición principal el "simple future"

If + presente simple + futuro simple.

Ex: If you don't hurry, you will miss the train. (Si no te apuras, perderás el tren).

B. Mire las siguientes oraciones y diga si están correctas o no. Justifique su respuesta si la oración está incorrecta y corríjala. Aplique el primer condicional.

1. If you dive into this river, you will hurt yourself. (Si buceas en este rio, te lastimarás)
_____

2. If the sun shine, the children will play outside. (Si el sol brilla, los niños jugarán afuera)
_____

3. Richard don't walk to school if he takes the bus. (Richard no caminará a la escuela si toma le bus)
_____

4. Emily will buy the cola if you pack the picnic basket. (Emily comprará la cola si empacas la cesta de picnic)
_____

5. If I be in Venice, I rent a boat. (Si yo estoy en Venice, rentaré un bote)
_____

LECTURA

Lea el siguiente texto y escriba en su cuaderno las palabras nuevas.

How to Avoid Plagiarism and cheating

Not everyone who plagiarizes starts out with the goal of stealing someone else's work. Sometimes, plagiarism is simply the result of poor planning and a few bad, panicked decisions. Don't fall victim to the plagiarism trap. Follow these tips to produce successful, original academic writing.

Begin the research process as early as possible, preferably as soon as you receive a new assignment. Read each source carefully. Take breaks between reading sessions to absorb the information. Explain each source's key ideas out loud, without referencing the original text. Then, write down each source's main arguments in your own words. This process will ensure you have plenty of time to both absorb your sources' ideas and formulate your own.

Write a thorough outline. After you've spent time researching and brainstorming, write a detailed outline of your paper. Focus on pinpointing your own original argument. As you outline, imagine yourself in conversation with your sources. Instead of restating your source's ideas, examine them and consider how they relate to your own.

Paraphrase "blind." If you plan to explain an author's ideas in your paper, write the explanation without looking at the original text. If you find this process tricky, try writing out the ideas in a conversational tone, as though you're explaining the idea to a friend. Then rewrite the information in a more appropriate tone for your paper.

Keep track of your sources. Make a list of every source you read, even the ones you don't expect to refer to in your paper. As you write, create a running bibliography using a free bibliography generator tool. Anytime you quote or paraphrase an author's ideas in your draft, include the source information right next to the relevant sentence. If you're writing a long paper, consider using a free citation organization tool such as Zotero or EndNote.

ESCRITURA

Escriba 5 oraciones utilizando los condicionales advirtiendo las consecuencias del plagio y la trampa.

Appendix 2: Quizzes in classroom classes

1.1^4.   3.0   10/03/20

Brytanny Touar Morales.   Exam B.

① My daughter (pass) Passes her exam if she (work) works hard.
     0,3

② I (earn) ~~will~~ earn a lot of money if I (get) ⊘will get that job.

③ If she (not hurry) doesn't hurry we (miss) will miss the bus

④ She (cycle) cycles to work if the weather (be) is fine.
     0,15

⑤ Lots of people (not come) don't come if Jenny (not have) doesn't have a party. ✓

⑥ *If I had a millon dollars, I ~~would~~ buy a car.   if + past simple + would + infinitive
     0,15

* If I bought a pincel, I am happy   would be
     0,3

Exam A   Mª Fernanda Villadiego 11⁴ *would*

① If you (go) __go__ out with friends' 4.7 *congratulation*
tonight, I (watch) ~~will watch~~ the football
match on TV. (1)

② David (be) __is__ sick If he (drink)
__drinks__ milk. (0) ✓

PS + PS = zero
PS + will = 4

③ They (not be) __aren't__ grumpy If it 0,3
(not rain) ~~not rains~~ a lot. (0)   PS + would Infinitive
   doesn't rain

④ If these shoes (fit) __fit__ I (buy)
__will buy__ them. (1) ✓

⑤ It (not surpise) __won't surpise__ me
If he (know) __knows__ the answer. (1)
   not know.   doesn't know.

⑥ write 3 sentences using second
Condicional (post simple + would)

Appendix 3: Tutoring via Zoom

Vista del hablante

Participantes (26)

Buscar un participante

Carmen Arango Jesús Ortega Yeraldin Mercado Alberto cerro Ac... Marwenn Ochoa

Maria José Cont... Luis Aguas° Luisa Suárez Javier hernandez Henrry bertel

Luisa Mercado P... Jesus David Perez Daniel Valverde Fabián alvarez Camila Mercado 1/2

Melisa Jaraba M... Luis Martinez Luz Dany Cuello Leidy Mercado Shirly Alvarez

Daniela Díaz Jesus Alvarez melany ulloa YHULIANA VERG... josser perez

Silenciar Detener video Participantes 26 Chatear Compartir pantalla Grabar Reacciones Salir

Jesús Ortega (Yo)
Carmen Arango (Anfitrión)
AC Alberto cerro Acosta
CM Camila Mercado
DV Daniel Valverde
DD Daniela Díaz
FA Fabián alvarez
HB Henrry bertel
JH Javier hernandez
Jesus Alvarez
JD Jesus David Perez
LM Leidy Mercado
LA Luis Aguas°
LM Luis Manuel Baldovino

Invitar Mudo Me Levantar la mano

Activar Windows
Ve a Configuración para activar Windows.

ESP 1:10 p. m.
LAA 29/05/2020

Trabajo de clase de ING Ejercicios de tiempos v Ejercicio 1 - Pasado pe Ejercicio de inglés: Past Tallersegundo período Verbos irregulares en in

aprenderinglesrapidoyfacil.com/2017/02/11/presente-pasado-futuro/

En pausa

Aplicaciones Bookmarks Otros marcadores

con la forma verbal correcta del *pasado*, *presente* o *futuro*

Está compartiendo la pantalla Deja de

Miembros de la Familia

Rafael: Do you like your job?
Beth: I usually (1) _____ it but sometimes I don't. What about you?
Rafael: I (2) _____ my previous job. I quit 5 years ago.
Beth: Why (3) _____ you quit?
Rafael: I had an argument with my boss. He was a pain in the neck.
Beth: Bosses are sometimes complicated, aren't they?
Rafael: Yeah, they are.
Beth: I'd like to have another job. I think (4) _____ look for one next summer.
Rafael: That's a great idea. What type of job would you like to have?
Beth: Well, I'm good with numbers so something related to that.
Rafael: I (5) _____ a friend who (6) _____ at the Central Bank. I think he can help you.
Beth: Thanks, you're so sweet.
Rafael: I (7) _____ to elementary school with him. He's a good guy.
Beth: I appreciate your help. (8) _____ you next week. Bye bye
Rafael: Ok Beth. Take care. Say hi to you mom.
Beth: Yeah, I will.

(2) _____

○ am going to love
○ loved
○ love

Check

Carmen Arango Jesús Ortega

RUBEN Valentina Medina

Consuelo Vanegas María Amaya

VER MÁS

*Aplican términos y condiciones

Gramática del Inglés

Pronombres Personales
Adjetivos Posesivos

Activar Windows
Ve a Configuración para activar Windows.

Appendix 4: Self-~~evaluation~~ observation grid

Auto-observación de clase, 2020-1

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

* Required

Appendix 5: Narratives

Reflexiones en la práctica docente

Iniciando mi primera semana de práctica –debo admitir que estaba muy ansioso-, las cosas no resultaron ser como lo visualicé al principio, ya explicaré detalladamente esta conclusión a la que he llegado después de larga una semana de clases con más de 300 estudiantes.

Tengo a cargo 7 cursos, 5 décimos y 2 onces, en total más de 300 estudiantes. Cuando estás en aula de clases en la universidad escuchando las teorías de cómo se debe enseñar o actuar ante eventuales situaciones, realmente no te alcanzas a imaginar la realidad misma de un salón de clases con más de 40 estudiantes. Yo lo llamo, *realidad vs ficción* porque experimentar y sentir la realidad no es lo mismo que escuchar una teoría que te dice qué hacer o cómo actuar.

En las semanas de observación en común acuerdo con mi supervisora, decidimos diseñar un taller con todas las habilidades (escucha, habla, escritura y compresión lectora) de la mano de todos los contenidos programáticos propuestos para el primer período. El primer tema que me correspondía orientar era condicionales. Debo admitir que es uno de mis temas favoritos para enseñar y me siento cómodo porque lo domino. No obstante, comprendí que para ser docente no solo basta "dominar" el tema, sino comprender las realidades de los estudiantes para buscar la mejor forma de que no solo aprendan en el área de estudio sino para la vida. En una sola semana me di cuenta de la importancia y responsabilidad que como docente tengo a cargo. Esto lo pensé, pero no imaginé que se sentiría tan abrumador cargar con dicha responsabilidad.

Antes de iniciar mi semana de clases, tenía muchas expectativas de cómo iban a reaccionar mis estudiantes o cómo afrontaría todo lo que se saliera de una "planeación". Ciertamente acerté a algunas cosas, pero otras fueron totalmente nuevas y sorprendentes para mí como el hecho lidiar con estudiantes totalmente indisciplinados que no estaban prestos a la clase y mucho menos a realizar los ejercicios propuestos. Esto puede sonar superficial, sin embargo me hizo reflexionar sobre cómo puedo, desde mi formación, cambiar una situación que no se ve a mi favor para beneficio tanto de los estudiantes como mío.

Al principio, pensé que una forma de controlar la disciplina podía ser condicionando a los estudiantes, ofreciendo puntos extras o notas por participación; sin embargo, muchos no tomaban la iniciativa de hacerlo. Particularmente, este curso de décimo, debido a su falta de interés me llevó a tratar de ser más estricto por lo que finalicé la segunda hora de la semana con un quiz. Esto puede parecer algo tradicional, pero ahora soy consciente que ese modelo que muchos criticamos, es a veces el más eficaz para poder cambiar las situaciones difíciles en el aula. Probablemente fui muy autoritario, de hecho lo fui, pero fue la única opción que tuve para poder controlar la clase.

Reflexiones sobre la práctica docente.

Para nadie es un secreto que toda esta situación que se está viviendo actualmente en el mundo, la pandemia del coronavirus, ha volcado la forma de enseñanza en todos los niveles educativos. Debido a esta situación, tanto docentes, como estudiantes y padres de familia se encuentran afrontando una difícil situación puesto que es la primera vez que se enfrenta.

En ese orden de ideas, el rol de docente, el estudiante y padre de familia no cambia en su sentido inicial, el profesor seguirá siendo ese guía en el proceso, el estudiante el actor principal que construye su propio proceso con la ayuda del docente y el padre de familia. A pesar que el sentido mismo de la educación y el aprendizaje no han cambiado su norte en medio de esta situación, sí que lo ha hecho la forma de aplicación, es decir, al no haber clases presenciales, los docentes se han visto en la obligación de buscar estrategias virtuales que permitan al estudiante seguir con sus procesos de aprendizaje. La transición entre la una y la otra ha sido notoria debido a las dificultades en cuanto al uso de herramientas virtuales que permitan tener la mayor cobertura posible para todo el estudiantado.

Por otra parte, los diseños de los materiales han tenido que ser cambiados teniendo en cuenta el hecho que ha de ser el mismo estudiante quien por medio de las guías o talleres, estudiará, leerá y afianzará los conocimientos frente al tema propuesto. En este punto, no hay un profesor presencial que esté dando las explicaciones pertinentes al tema, por lo tanto los talleres se diseñan de una forma que se pueda entender el tema. No obstante, ha sido necesario establecer canales de atención al estudiante por medio de plataformas virtuales que permitan el espacio para resolver las dudas que se generan en torno a las temáticas estudiadas. En este sentido, la creatividad el docente juega un papel importante a la hora de explicar dichos temas de forma virtual.
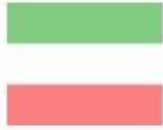
Reflexiones sobre la práctica docente.

Uno de los aspectos más importantes al momento de emprender un proceso de aprendizaje con una lengua extranjera, no importa cuál sea, es el contacto con la lengua misma, estar escuchando constantemente para que el oído se pueda adaptar y así mismo abordar la habilidad de comprensión oral. Hay mucho campo de estudio en el uso de la lengua materna en los procesos de aprendizajes de segundas lenguas, no obstante, cada contexto se ajusta a su propia realidad.

En el ámbito de clases de una institución pública, de manera presencial es más factible usar la L2 para explicar las mismas temáticas debido a que se puede ayudar con el "body languague". El profesor tiene contacto directo con el estudiante y esto facilita el uso del idioma. No obstante, sigue siendo complicado debido al bajo nivel de entendimiento que tienen los estudiantes. Antes de la pandemia del coronavirus y que se decretara el aislamiento preventivo, el uso de la L1 en clase tenía un alto uso por parte del docente y estudiantes debido a que estos últimos poco entendían, aun así se procuraba en la medida de lo posible utilizarla.

Por otra parte, después de la cuarentena decretada por el gobierno nacional, las cosas tomaron otro rumbo, más dispendioso para algunos que para otros. Se implementaron estrategias para seguir las clases como el uso de grupos en WhatsApp en primera instancia, luego grupos en Google Classroom para aprovechar la herramienta tecnológica. Además, se implementaron asesorías y explicaciones a las dudas de los estudiantes a través de zoom. De esta forma y el uso de otros medios como correos electrónicos para recibir trabajos o enviar feedback, se fue concretando la modalidad virtual. Todos estos medios fueron tomando más uso con la medida de las semanas, sin embargo, un aspecto que se perdió de vista fue el uso de la L2 en las explicaciones por zoom y por whatsApp o videos.

Appendix 6: Planning from primary school

ENGLISH PLANNING CLASS # 1

PUBLIC: 5th grade students

LEVEL: Basic

TEACHERS Danilo Ortega

TIME. 1 h 50 Minutes **DATE:** Monday and Friday, March 2nd and 6th

GENERAL COMPETENCES:
Linguistic competence
Communicative competence
Socio-cultural competence

Topic: Daily routine and hobbies.

OBJECTIVES
Linguistic objective: To learn the correct use of the present simple to express routines.
Communicative objective: To talk about daily routine activities and hobbies.

Lesson Planning

What am I teaching?

How will I teach it?

Who am I teaching?

Do my students understand?

MATERIALS
Board
Markets
Worksheets