

Employing radio broadcasts for enhancing English listening skills and cultural awareness at  
INEAN students' in Santa Rosa Del Sur, Bolívar

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Faculty of Education

Foreign Languages bachelor's English and French degree

Practicum

2020

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## Chapter I: Project presentation

The last stage of the teacher educative process to become into a professional in charge of pedagogical instructions for transmitting knowledge is the perfect period for practical application and self-placement as preservice teachers in vespers to engage with labor world in Colombia. This 2020 practicum period was particularly different as regards to the social, geographical and cultural context evidenced in the rural city, not to mention the sanitary emergency due to the virus spreading which completely changed the way institutions approach to education processes. Virtuality becomes then into the normal directive concerning communication, and social relationships, this enhancing adaptation skills of all modern societies and the undergraduate teacher.

This document consist of six chapters detailing the process developed during the practicum stage which was conducted in Santa Rosa del Sur, department of Bolívar; the project presentation, institutional observation, diagnosis, creation, and implementation of a pedagogical proposal, the research inquiry, the community outreach achievements and the administrative positioning within the high school institution “Alfred Nobel”. Chapter 1: project presentation, briefly describing the practicum proposal and conclusions. Chapter 2: institutional observation, first approach to the institution and supervisors, teaching-learning scenario diagnostic. Chapter 3: pedagogical proposal, Employing radio broadcasts for enhancing English listening skills and cultural awareness in 9<sup>th</sup> graders at Alfred Nobel high school (INEAN) Chapter 4: Framed macro project intituled “The formation of the reflective spirit in PLEX practitioners, a training tool to qualify pedagogical practice” which objectives seeks the implementation of reflection as transforming tool in the practicum pedagogical processes per se, as well as promoting pre-service



teachers' critical spirit development. Subsequently, a pedagogical teaching process self-analysis.

Chapter 5: Framed macro project intitled "Awareness of the English language in primary schools in Colombia" which purpose is to attend Elementary school's English education needs in Colombia, in addition to the integration of pre-service teachers within educative reality in primary schools teaching processes in Colombian and the contribution to equal and inclusive politics' for there is an elementary basic needs unfulfillment. Chapter 6: Expected pre-teacher's administrative involvement whereas performing in community, organizational and extracurricular activities development proposed by the institution, inside the current chronogram. Eventually, a broader knowledge acquisition as regards to teacher's role outside classroom.

## **Introduction**

The teaching practicum has been considered one of the most crucial and influential stages in teacher's education (Trent, 2013). The teaching practicum allows pre-service teachers to become exposed to the real world of teaching English to students of other languages and to gain knowledge about the complexity of current classroom practices, which contribute to enhancing pre-service teachers' motivations, attitudes, and engagement towards the teaching profession (Fajardo & Miranda, 2015).

The global sanitary emergency due to SARS-CoV-2 outbreak has changed the way things are done in all sense. The education in Colombian public high schools had to adapt to no presential alternatives so there is an attenuation of the inevitable negative effects in students' knowledge acquisition. Furthermore, the discrimination created with this situation makes imperative the innovation as far as teaching strategies is concerned, even more, when geo-cultural limitations are so evident (not everyone has access to internet connection services or technological devices) Additionally, a highlighted fact concerning avoidance, lack of interest and underestimating mindsets to all English-related activity as cultural rooted features that should be changed for good and growth. Therefore, to fulfill this last semester requirements, the undergraduate teacher must carry out the macro project subdivided into four projects: pedagogical, research, outreach community and administrative.

Then, this study presents an English radio show, as a pedagogical strategy to promote and reinforce language environments and skills in Alfred Nobel high school 9<sup>th</sup> grade students'; resulting into a place where not only students but the whole community can have access to authentic English material (oral performed transmissions) for learning and practicing throughout original language exposition. "E-zone" pretends the exploitation of non-academic environments by implementing radio broadcasts for strengthening English appreciation and listeners comprehension abilities. A self-examination and reflective process's record as regard to teaching ways implemented, in and out class teacher's role, interpersonal relationships, among others teaching means. As result, an excerpt of what means to be a teacher and the repercussions this profession has in personal life, the interconnection, and multidisciplinary sections of teaching as well as the challenges a teacher faces under precarious learning ambiances. Additionally, an elementary teacher's training so as to five pedagogical worksheets were implemented in the future in 4<sup>th</sup> grade students. Subsequently, these worksheets were focused on oral production by means of simple monologues creation and recitation; this, due to the difficulties in proficient material constitution and profiting. Finally, the work done in terms of extracurricular activities and administrative functions directed and guided as for virtual policies and campaigns were fully accomplished, however, there still exists a giant risk of mal operation in sense of teenagers' doubly use of TICS.

## Justification

Considering the non-synchronic nature of learning-teaching encounters results crucial the execution of a substitute procedural design for there is a better-balanced English language exposition in terms of all language competences, specially listening. Rivers (1966) as cited in Segura (2012) claims, “Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached” (196). Therefore, the feasibility of broadcasts as a pedagogical strategy to ensure a wider range of listeners involvement by means of radio emissions, which is a media source more accessible for students, is a viable game plan bearded as a contingency for the difficult academic situation, not to mention the archaic methodologies effectuated so far. Following this, and the conception of education as a constant learning process implicating personal and social characters according to national ministry of education is clear the notion of innovation required in terms of new and pertinent educational paths as the learning environments had changed significantly since the pandemic situation. Consequently, an imperative attraction to autonomous involvement of students in its own educative process, seen under its terms and guided by the teacher.

Following Anderson & Lynch (1988), the purpose when we are listening can be either: transactional, where “the main purpose is to achieve a successful transfer or exchange of information”, or it can be interactional, “the use of language for establishing and maintaining social contact” (15). Affect relates to experiences fitting one’s purposes or resulting in emotional effect’s, while learning comprises the change’s reaction deriving from the things around us; Regarding these situations it is important to remark that affect is considered as aspects of

emotion, feeling, mood or attitude which condition behavior and how these factors influence on language learning. This exposition to original content under a non-academic bubble can serve as a motivation's creator besides the possibility to access a space for English cultural acknowledgment and listening improvement; a different way to include the whole community into English-related particular atmospheres.

Finally, the administrative involvement and responsibilities, along with the extracurricular needs and activities, oblige the pre-service teacher to engage with teaching, managing personal and fulfilling specific requirements in the institution so a more concise and complete development of the practicum step would be granted. Moreover, the research factor imperatively demanding an introspection and analysis of the teaching means, so a constant self-upgrade of defects and a better didactic way in the learning processes is allowed.

These 4 aspects explicitly developed would permit the undergraduate teacher to dominate and master several features that are emergent in situ when it comes to teaching English in Colombia.

**General Objective**

To develop undergraduate's teaching practicum stage at "INEAN" in Santa Rosa del sur,  
Bolívar.

## Specific Objectives

- To employ radio broadcasts for enhancing English listening skills and cultural awareness at INEAN middle school students' in Santa Rosa del Sur.
- To implement reflection as a transforming tool for practicum pedagogical processes per se.
- To promote in pre-service teachers the critical spirit development permitting a self-analysis of teaching methods.
- To attend English educational needs in high-school students at "INEAN" in Santa Rosa del Sur.
- To integrate pre-service teacher's formation to the educative reality in high-school students at INEAN in Santa Rosa del Sur.
- To involve pre-teacher in administrative matters whereas performing in community, organizational and extracurricular activities' development proposed by the institution.

## Conclusion

The practicum revealed the importance of this stage for last semester student as a first approach to real teaching practices in terms of performance accuracy and relevancy as well as community interaction, academic and nonacademic responsibilities, and organizational skills development. The successful execution of the mentioned projects made possible the following conclusions:

Observation is a vital skill in teachers. Plus, the achievability to recognize classroom's weakness and demands for a supplementary counter action design and appliance. Furthermore, the student's strengths identification for implementing profitable directed teaching techniques.

The radio show pedagogical proposal as a teaching strategy resulted into a suitable and worthwhile teaching initiative regardless its non-academic atmosphere. This enterprise presumed a frontier break in theoretically English concept not to mention the opportunity of wider language exposition to most people practice and increase vocabulary loads and listening competences and contributing to students and community cultural consciousness development.

The vicissitude of ICT knowledge and internet use made indispensable for the current teacher to be acquainted with technological management and its effectiveness in educational goal-directed implementation. Hence, these tools would represent an advantage that facilitate the teaching practice.

As the reflective delve is concerned, this operation allowed an assessment of the teaching practice thanks to the inner-directed feature of reflecting on action and how motivation can be involved in the complete process of seeking our own flaws as teacher and the way to eliminate



them. Likewise, the acknowledgement of the teacher role and the working reality in Colombia, where the opportunities and possibilities for learning authentic English are wasted and disfavored.

The elementary and high school experiences provide the undergraduate teacher with landscape exploration for future profitability, highlighting the need to achieve students engagement throughout interactive, didactic, attractive activities and exercises; focusing on the four language competences: reading, writing, speaking and listening. Besides the noteworthy teachers' instruction on a five monologue-focused workshop learning method.

Finally, the contrast of the teacher life and the administrative duty, the interpersonal abilities and extracurricular responsibilities background granted a meaningful pre-service enlightenment in all the professional knowledge, vision, and vocation.

To epitomize a general and appropriate growth of the undergraduate teacher's competences was achieved approving a well-prepared professional in education, especially focused on French and English as a foreign language, with a pedagogical and didactical qualification.

## Chapter II: Institutional Observation

Alfred Nobel high school is an official institution with calendar “A” according to the Colombian government's regulations. It offers the community graduates with an agricultural technical degree. [See figure 1.](#)



### INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA “ALFREDO NÓBEL” – INEAN



Creada por Ordenanza 20 del 29 de noviembre - 2002.

Aprobado por la Gobernación del Departamento de Bolívar, según Resolución N° 00314 del 25 de septiembre de 2007, para los estudios correspondientes a los grados Sexto a Undécimo en la modalidad de técnico con especialidad agropecuaria.

DANE: 413744000516 NIT: 829003500-2 Código ICFES: 035501

*Figure 1.INEAN Information*

### Historical review

In 1970, the defunct Marco Fidel Suárez theater served as the stage to start academic activities the first baccalaureate school of Santa Rosa del Sur, with the name from “Colegio Cooperativo Alfredo Nobel” - COLCAN. Its founders and rectors: Priest Anastasio Calderón Ruiz and the Chaplain Father Luis Arocena Pildain 1970. Next, the religious Rosalba Mazzo and professor Guillermo Mosquera, in 1973; in 1974 Father Guillermo Arias Hurtado and Professor Gustavo Escruceria; in 1975 the Professor Luís Ramón Rodríguez; in 1987 the professors Álvaro Franco and Jorge Torres; in 1988 Professor Luis Alfredo Quintero Julio; in 2000 Professor

Ricardo Antonio Ortiz; in 2007 the teacher Ana María Cruz and in 2009 the teacher César Julio Mendoza González, current rector.

The first teachers were Father Anastasio in the area of religion; father Luis Arocena in the area of English, Professor Helena Soler and Professor Segundo Demetrio Romero, in the other areas. The land to build the first school was donated by Mr. Leopoldo Rojas Gonzales and his wife Ascensión Ovalle, in front of the current sports center. This headquarters was inaugurated in 1972, taking the name of Betania Educational Concentration.

#### Memorable events

In 1983 the first class of high school graduates graduated; in 1986, the fourth promotion, with the collaboration of the deputy of Bolívar Otilia Pardo de Ariza, managed and the school was made official, going from cooperative to departmental, by ordinance 08 of the November 7, 1986. Its new name was Colegio Mixto de Bachillerato Alfredo Nobel - COLMIBAN.

#### **Topographical location of the school**

Nowadays, the institution is in Santa Rosa del Sur bolivar, [see figure 2](#), divided in the headquarters for middle and high school and four campuses focused on primary basic education (el Diamante, la Floresta, el Divino Niño y Maria Inmaculada)



*Figure 2.. City location in Bolívar and Colombia*

## **School Educational Project**

### **Mission**

The mission of the Agricultural Technical Educational Institution "Alfredo Nobel" is to integrally train to their students, promoting the development of human potentialities thought, creativity, freedom, solidarity, sociability, and responsibility; based on values and principles.

### **Vision**

At the end of 2025, the “Alfredo Nobel” Agricultural Technical Educational Institution will be recognized as an educational institution of academic and technological excellence, in the

dissemination of knowledge, individual, community, social and ecological commitment; with projects of life, which pursues local, regional, and national development, so that the members of the Educational Community (CE) interact and cooperate in its strengthening.

### **Philosophy**

It is based on the principle of human development, framed within the parameters constitutional and legal provisions, whose purpose is to provide a comprehensive education that offer students the means for their harmonious development; in such a way that the educating lead the transformation of the environment where you interact and access higher education or to the productive sector, according to their own aspirations.

### **Pedagogical Model**

One of the goals of the Ministry of National Education is to promote policies in accordance with the National Development Plan 2014-2018 "All for a new country", which generate a positive impact on society and on the improvement of educational quality, impacting the three pillars of the current government: peace, equity and education. The big challenge is to become the best educated country in Latin America in the year 2025. In order to carry out these policies, the Ministry of Education has with programs such as Colombia Bilingual, whose fundamental objective is to our girls, boys and young people communicate more and better in English and, in this way, facilitate their access to new professional, work and cultural opportunities.

In this sense, the series of English texts *Way to go!*, aimed at students and teachers in grades six (6th), seventh (7th) and eighth (8th) of basic secondary education, materials focused on four thematic transversal axes: Democracy and Peace, Health, Environment and Globalization. In addition, *Way to go!* has been carefully designed to establish a foundation for students to engage in English learning by concentrating on communication. It provides them with the skills needed to be able to communicate effectively with native and non-native speakers of the English language, while helping students to use the language as an instrument of interpersonal communication that helps them to represent, interpret and understand the world. The objective of this material is to guide students to achieve the following expected levels based on the Common European Framework of Reference (CEFR) within 180 class hours in the school year:

- Sixth grade: Level A1
  
- Seventh grade: Level A2.1
  
- Eighth grade: Level A2.2
  
- Ninth grade: Level B1.1
  
- Tenth grade: Level B1.2
  
- Eleventh grade: Level B1.3

These modules are the main requirements identified by the research that formed the basis of the Suggested Curriculum issued by the Colombian Ministry of Education. Each theme is developed through the three units of each module and within each didactic unit through listening, speaking, reading, and writing activities that have been specifically designed to contribute to

students' cognitive and social development. In fact, this series is founded upon the following ideas:

- Language is a means of communication and construction of meaning.
- Language is a semiotic system that favors the construction of discourse and a variety of text genres.
- Learning languages is a social phenomenon that includes cognitive, affective and interaction processes (Bandura, 1992; Halliday & Hassan, 1989; Hymes, 1972; Vygotsky, 1978).

## **Handbook**

### **Rights and responsibilities**

Considering that parents play a fundamental role in the comprehensive training of their children, the SIE of Alfred Nobel high school, will comply with the rights and duties stipulated in Decree 1290, which states:

#### **Student rights**

The student, for the best development of their training process, has the right to:

1. Be evaluated in a comprehensive manner in all academic, personal, and social aspects. Know the institutional system for evaluating students: criteria, procedures and instruments for evaluation and promotion from the beginning of the school year.
2. Know the results of the evaluation processes and receive timely responses to the concerns and requests submitted regarding these.
3. Receive advice and support from teachers to overcome their weaknesses in learning.

**Duties of the student**

The student, for the best development of their training process, must:

1. Comply with the academic and coexistence commitments defined by the educational establishment.
2. Comply with the recommendations and commitments made to overcome their weaknesses.

**Rights of parents**

In the educational process of their children, parents have the following rights:

1. Know the institutional system for evaluating students: criteria, procedures and instruments for evaluation and promotion from the beginning of the school year.
2. Accompany the evaluation process of the students.
3. Receive periodic evaluation reports.
4. Receive timely responses to concerns and requests submitted about the evaluation process of their children.

**Duties of parents**

In accordance with current regulations, parents must:

1. Participate, through the instances of the school government, in the definition of criteria and procedures for the evaluation of student learning and school promotion.
2. To permanently monitor the evaluation process of your children.
3. Analyze the periodic evaluation reports.



### Supervisor schedule

The supervisor pre virtuality schedule had a load of twenty-two hours per week in the afternoons, distributed into three grades, nine hours each in seventh and eighth grade from which two hours were destined to different subjects apart from English (artistic and religion). Finally, four hours in ninth grade especially dedicated to English. [See table 1.](#)

*Table 1. Supervisor Schedule*

	<b>Time PM</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
1	1:00-1:50	9.1	8.2	7.2	8.1	7.1	
2	1:50-2:40		7.2		8.2	8.1	
3	2:55-3:45	7.2	7.1			7.2	
4	3:45-4:35	8.2	8.1	8.1			
5	4:50-5:40	7.1	9.1	9.1			
6	5:40-6:30	7.2 (artistic)	8.2 (religion)	8.2	7.1	9.1	
<b>Grade</b>	<b>Number of students</b>						
7 <sup>th</sup>	56						
8 <sup>th</sup>	44						
9 <sup>th</sup>	25						

## English area plan

Alfred Nobel institution based the English area planning under several axes, dividing the year into four academic periods which have different and focalized learning rights (DBA), learning standards and objectives together with variated main themes. The seventh-grade plan [see figure 3](#), the eighth-grade plan, [see figure 4](#), and the ninth-grade plan, [see figure 5](#).

<b>CUARTO</b>	<p>DBA 6. Da y recibe instrucciones, recomendaciones y sugerencias sobre sobre temas relacionados con su entorno cotidiano</p> <p>DBA 7. Describe acciones relacionadas con un tema de su entorno familiar o escolar</p>	<p>Identificar en textos sencillos los diferentes usos de las estructuras vistas para expresar órdenes y posesiones.</p>	<ul style="list-style-type: none"> <li>• Construye oraciones con los diferentes verbos en tiempo pasado.</li> <li>• Reconoce el uso de los pronombres posesivos.</li> <li>• Diferencia el uso de los pronombres posesivos con los pronombres objetos.</li> <li>• Comprende y sigue instrucciones en situaciones escolares, familiares y del entorno cercano.</li> <li>• Participa en conversaciones empleando expresiones modales</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations (modal verbs- should, must)</li> <li>• Possessive Pronouns</li> <li>• Object pronouns</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Places</li> <li>• Typical Gastronomy</li> </ul>
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*Figure 3. 7th grade plan*

<b>CUARTO</b>	<p>DBA 6. Hace exposiciones breves sobre un tema académico relacionado con su entorno escolar o su comunidad.</p> <p>DBA 7. Expresa sus emociones y sentimientos sobre una situación o tema específico de su entorno familiar o escolar, presentando sus razones de forma clara y sencilla.</p>	<p>Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros.</p> <p>Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase utilizando estrategias para monitorear mi pronunciación</p>	<ul style="list-style-type: none"> <li>• Utiliza los verbos modales para expresar sugerencias, consejos y obligaciones</li> <li>• Identifica el vocabulario referente al medio ambiente y usa los adjetivos para describir sitios</li> <li>• Identifica en un texto corto los diferentes tipos de conectores más comunes en el inglés.</li> </ul>	<p>Modal verbs (should, must, <u>have</u>, to)</p> <p>Linking words (because, so, <u>and</u>, too, also, but)</p> <p><b>Vocabulary:</b></p> <p>Adjectives to describe places Environment</p>
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*Figure 4. 8th grade plan*

<b>CUARTO</b>	<p>DBA 7. Identifica el propósito y tipo de textos en una lectura o audio cortos y los comparte con sus compañeros.</p> <p>DBA 8. Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.</p>	<p>Me apoyo en mis conocimientos generales del mundo para participar en una conversación.</p> <p>Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación.</p>	<ul style="list-style-type: none"> <li>• Aplica los pronombres reflexivos en un texto oral y escrito</li> <li>• Utiliza la estructura del presente simple para formar oraciones del condicional cero.</li> <li>• Reconoce los pronombres indefinidos sobre personas y lugares</li> <li>• Escribe recomendaciones sobre los problemas del medio ambiente</li> <li>• Clasifica los recursos naturales en renovables y no renovables</li> </ul>	<p>Kind of pronouns</p> <p>Indefinite pronouns about people and places</p> <p>Zero conditional</p> <p><b>Vocabulary:</b></p> <p>-Environmental issues</p> <p>-Natural resources (renewable and non-renewable)</p>
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Figure 5. 9th grade plan

## Diagnostic Survey

Alfred Nobel high school located in the south of Bolívar, in Santa Rosa del Sur, is a public mixed institution. Due to the sanitary emergency, the methodology implemented was a no synchronic student-teacher relationship, privileging and implementing all academic related communications via WhatsApp groups. The method consisted in the creation and distribution of one personalized guide per period which contained the academic contents of the course, given at the beginning and evaluated at the end of the term (7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> grade), [see annex 1](#), additionally there were given groped or individualized tutoring if needed, but rather few students used this space. It should be noted that there were no virtual encounters because the lack of students' technological resources and the higher rates of truancy (between 75-100%). This information was constated by the supervisor who stated the difficulties in making students interested in the autonomous and realistic material development, not for the grades but for a measurable knowledge upgrade.

## School Calendar

For the development of the academic year, the school proposed a calendar with academic activities to develop in the four periods. Each one of these activities included by the office of rectorry are shown below, [see figure 6](#).

PERÍODOS ACADÉMICOS 2020		
ACTIVIDAD	FECHA	OBSERVACIÓN
1er. Período Académico	Del 13 de enero al 20 de marzo	Docentes y Directivos
2do. Período Académico	Del 24 de marzo al 5 de junio	Docentes y Directivos
3er. Período Académico	Del 8 de junio al 4 de septiembre	Docentes y Directivos
4to. Período Académico	Del 7 de septiembre al 20 de noviembre	Docentes y Directivos

*Figure 6. School calendar*

## Observed Pedagogical aspects

With regard to planning, the institution assigns it for periods. That is, the supervising teacher must create some guides, at least one per period. In addition, it should be noted that the school has incentivized digital platforms such as zoom but the connectivity problems and truancy has made the virtual encounters nearly impossible and unreliable.

The teacher takes into account the Basic Learning Rights, standards, and the books "English please" and "Way to go" in order to make a cross-cutting content for the guides creation, while the objectives, resources, procedures and times are established in the planning.

It was notorious the absence of enthusiasm when teaching this way. There is a huge difference between in situ English teaching and distanced, virtual teaching; even more if there is no real "tangible" learning situation, where students and teachers can exchange experiences and thoughts.

### Chapter III: Pedagogical Component

#### Title

Radio broadcasted “E-zone” program for enhancing English listening skills and cultural awareness at “INEAN” students’ in Santa Rosa del Sur.

#### Introduction

Lindsay and Knight (2006) state, “We speak for many reasons- to be sociable, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on” (58). As for us to be able to speak words we had to listen them first, there is a significant importance of listening language abilities, even more if the purpose is to reach an accurate pronunciation and comprehension when delivering the message. However, human communication is a complex process. People need communication when they want to say something, transmit information, or need to speak. Following Harmer (2007) “Speakers use communication when they want to express or inform someone about something. They use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication.” (46).

Radio as a massive media, easily reachable, and with no other purposes than sharing information to create culture represents a huge advantage for there is a need of English exposure if an improvement and interest wants to be observed. When used as a supplementary learning tool, radio benefits weaker students (Tripp and Roby, 1996)

## **Statement of the problem**

The importance of learning a second language, as an instrument for personal and professional development, has become a crucial factor when seeking better perspectives of life. However, the inhabitants of South of Bolívar, in this case Santa Rosa del Sur do not face this reality until they can explore, mostly when studying, outside de rural and unprogressive context (language access) this because a lack of actual English environments besides the mandatory ones given in high schools; which considering the different language display due to the pandemic situation. In this sense the need of spaces where English is the primordial communication method is clearly noticeable and urgent; not just to achieve the levels of language desired but also the multicultural thinking prosperity. Therefore, the imperativeness of thought-provoking broadcasts' nature must be guaranteed, involving listeners into authentic English content. The radio is a dynamic receptacle of uncountable content, everything that can be communicated through sounds is a possible radio message. (Dido y Barberis, 2008)

## **General Question**

- How do radio broadcasts enhance students English listening comprehension and cultural consciousness upgrading?

## **Sub questions**

- How listening to radio authentic material can develop students' motivation and multiculturalism?
- What is most difficult part when listening to radio broadcasts to students?

## **Justification**

The construction of this proposal, conducted foreseen the teaching reality contextualization of last semester undergraduate students at the foreign languages program at the university of Pamplona, seeks the fulfillment and compensation of community demands where the operation is done as regards to educative needs and deficiencies.

On the one hand, the utilization of radio broadcast as non-academic ambiance of English exegesis enacting listening competences of students; not to mention the possibility of enhancing cultural awareness based on the information shared in these broadcasts. Jaminson and McAnany (1978) report three main advantages of radio: (1) improved educational quality and relevance; (2) lowered per student educational costs; and (3) improved access to education, particularly for disadvantaged groups. Some limitations of radio for educational purposes are that it inherently



lacks interaction; instructor feedback and clarification are generally unavailable; instruction cannot be interrupted or reviewed by students (unless it is tape-recorded); the pace of the lesson is fixed; note taking is difficult for some; and time for reflection is minimal. To overcome these drawbacks, preparation, supporting materials, and follow-up exercises are recommended when possible (McIsaac and Gunawardena, 1996). Similarly, Narodowski et al. (2006) states the fundamental role of media as socializer in this time where educators are closer to their own teaching dynamic than those corresponding the high school; a point of depart to conduct another dynamic, in this case the radio, as a path to enrich and modify the pedagogical practice in middle school.

On the other hand, new technologies' potential is vast and, as communication media, affect the Access to information, the way to perceive the world and the relationship student-knowledge; they contribute to interdisciplinary research teaching areas. (Morduchowicz, 2000) hence, the listening habit must be cultivated as the composition of an opened mindset in students and community in general where can be fully appreciated the cultural aspects that English as a language comprises, thanks to radio emissions original material's essence, and repercussions of learning English as a foreign language. Moreover, since the geographical, socioeconomic, and cultural context of Santa Rosa where most of inhabitants are peasants and traders who does not have the technological knowledge nor the cultural heritage for language interest and importance.

## **Objectives**

### **General**

- To employ radio broadcasts for enhancing English listening skills and cultural awareness at INEAN middle school students' in Santa Rosa del Sur.

### **Specifics**

- To produce authentic English content for INEAN student's listening skills upgrading.
- To develop English multicultural valuation and perception at INEAN and Santa Rosa del Sur community.
- To motivate students using radio emissions as an outside resource for classes.

## **Theoretical Framework**

Here are defined four main terms so can be achieved a better understanding of the purpose of this proposal. They are multicultural education, listening competence, critical pedagogy, community-based pedagogy, third space, and radio learning.

### **Multicultural education**

The definitions of multicultural education often vary according to the time and context. Even now there is still not a clear and agreed upon definition emerging from the literature on multicultural education (Ogbu, 1992; Özturgut, 2011) Banks (2008) describes it as the incorporation of the notion that all students—despite the diversity of genders, ethnicities, cultural

characteristics, or other life patterns they may possess—have an equal opportunity to learn at school, college, or university.

Nieto (2008) describes multicultural education as an approach that “. . . challenges and rejects racism and other forms of discrimination in schools and society accepts and affirms pluralism” (p. 44). In educational institutions, this definition translates as broad-based efforts that affect all aspects of the curriculum, have the support of all school personnel, and involves parents, families, and the community. (Manning & Baruth, 2004) Multicultural literature has also been used as a medium to discuss multicultural issues. Harris (1997) defines multicultural literature as literature written from multiple perspectives by culturally diverse authors.

## Listening skills

According to Nunan, (2001) Listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding.

These stages occur in sequence and rapid succession. The first one is *Hearing* and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. For this, we have *Attention*. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus. The third stage is *Understanding*, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, but they can also be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we must stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender. After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received. The next step, *Remembering*, is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different

from what was originally heard or seen. In the penultimate stage, *Evaluating*, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases. Finally, we have *Responding*, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or nonverbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension. Nunan, (2001)

### **Critical pedagogy**

Freire and Shor (1987) define critical pedagogy as “an active pedagogy which enables students to become truly participatory members of a community who not only belong to the society but who can create and recreate knowledge and society in and outside the classroom” (as cited in Contreras & Chapetón, 2016, p. 127). This implies that, for students to have a voice, reflect upon social issues, and provide possible solutions to them, teachers need to involve learners in a critical pedagogy that motivates them to look for an improvement of the quality of their lives as individuals and as community members.

Moreover, Javad and Mollaei (2012) affirm that critical pedagogy allows the teacher to hold critical conversations with the learners, who identify problematic issues and reflect upon them while constructing knowledge collaboratively. Thus, considering the social context in the English learning process serves as a way for students to explore and reflect upon their way of

life. That means that when teachers open spaces of reasoning while teaching, students think for themselves and gain a better understanding of their social reality. Similarly, Ruiz (2013) asserts that learners have the potential to produce and analyze information, but it is necessary to implement strategies that engage them to think critically.

Finally, considering students' context, critical pedagogy tries to promote their social analysis of life by making them learn using their own reality. Critical pedagogy is concerned with the idea of encouraging students to reflect upon what is around them and to give them tools in order to take control of their lives. Therefore, as Contreras and Chapetón (2016) affirm, it is necessary to have a student-centered classroom that encourages them to act, while respecting their voices, and promoting their individual growth as active, cooperative, and social beings. Therefore, we considered that including community-based pedagogy in our practicum project would connect the ideas of critical pedagogy with a curriculum that conceives the community as a fundamental aspect of the teaching and learning process.

### **Community based pedagogy**

In this type of pedagogy, teachers visualize the curriculum in such a way that it can promote not only classroom, but also outside learning opportunities where students can integrate knowledge regarding various aspects of their lives such as environment and society, among others, and improve their capacities to take actions towards their social reality.

In this respect, some author suggests that the inclusion of community related topics in the EFL curriculum is a way of improving student's academic performance in their EFL classes. According to Palacios and Chapetón (2014) , “when EFL class activities are related to students

real lives, they feel motivated, committed, and willing to take an active part in the class as it becomes enjoyable and meaningful” (p. 27).

Moreover, teachers have the possibility to implement this type of pedagogy which can give them and their students many possibilities to grow academically, personally, and socially. However, it is important to remember that if students find a mismatch between what they are supposed to do at home and what it is required at school, they are prone to fail. Therefore, within classroom activities, students should be encouraged to assume active roles guided by their cultural and community contexts.

Consequently, if we believed in critical pedagogies and wanted to follow the ideals of community-based pedagogy, we had to think about a tool that allowed us to organize all the information we could gather while analyzing and observing our students and their community. As a response to this need, the project-based learning model helped us organize our project in a coherent and practical way.

### **Third space theory**

Third Space is used in a variety of fields (e.g. sociology, linguistics, mathematics) to describe the convergence of two spaces. Gutiérrez et al (1999), Moje et al (2001). In this study, we extend this notion to describe Third Space as a framework used for pedagogical practices for science education. Thus, throughout the paper we utilize Third Space as a theoretical space that combines the worlds of students (first space) with the worlds of school science (second space) to construct a Third Space. First space represents the space of home networks (i.e. home, community centers, church) and second space represents the space of school. Using this framework of congruent Third Space, the educational focus is shifted to include achievement and

equity by creating a space that values instructional and everyday discourses to support but not compete with scientific discourse.

Moje et al. (2001) used this approach to guide their studies in science education by focusing the discipline on science. Whereas these researchers focused on new language learners, our approach was to focus on scientific discourse as both a discipline and a language to be learned— how the teacher constructs these Third Space moments.

### **Radio-Learning**

The concept of Radio-Learning or R-Learning follows from social, educative and formative characteristics of the radio on the Internet, as an object of learning. It is about the combination of various elements common to the web radio: the ubiquity (accessible everywhere) – the flexibility – the low cost of production and program broadcasting – the emission in real time (integral) – the synchronous communication (communication intermediated by computers in a simultaneous way) – the multi directed connectivity – the multimedia sharing – the streaming (listen/see directly from the Internet) – the collaboration (exchange of information in cyberspace) – and the interactivity, integrated to e-learning (system of learning on the Internet). (Teixeira & Silva, 2016).

According to Silva (2001) “The new technological supports brought the facility of access to information, namely by the increase of storage capacity, by the processing speed and by the compatibility between the systems” (130) The schools through a web radio can provide educational programs with different themes for different courses and disciplines, which will be available online and can be accessed at anytime and anywhere in the world. Through this technological resource, there is no possibility of losing the program if the person is busy, the



programs are available online and can be accessed when necessary or possible (Susano, 2003).

This model of educational web radio is what we call Radio-Learning, expanding in many parts of the world.

## **Literature Review**

This section shows a review of some studies that have been conducted over the past years regarding the use and/or effect of reading strategies on students' reading comprehension.

Omid and Razavi (2015) conducted a research entitled "Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes" in an Iranian high school where fifty-seven (57) female and male English teachers, who teach in high schools and took apart in teacher training course (TTC) with CLT framework, completed a survey questionnaire for the purpose of this study. The essential purpose of this study was to elicit the attitudes of Iranian English language teachers, toward using authentic materials in their classes. The study focuses on receptive skills only (listening and reading). In order to collect data, a questionnaire consisting of selected and open-response items. Both types of items may collect information on (a) personal profile (including years of experience, nationality, academic degree and (b) attitudes toward using authentic materials in class. The results indicate that English teachers have a positive attitude toward presenting authentic materials in the classroom. The authentic materials are an important input for improving students' skills and exposing them to real language.

On the other hand, Osorio et al (2019) investigated in their study titled "A Radio Program: a Strategy to Develop Students' Speaking and Citizenship Skills" whose intention

involved a radio program in a private school in Colombia that would allow students to learn the language, practice their oral ability, and develop their capacity for tolerance and respect towards others' opinions. This action research study was initiated to solve an identified immediate problem (students' poor oral communication in the English language) through a reflective process which involved workshops, recording, reflecting and assessing a radio program created by children in the English language. The study collected the information for data analysis from a focus group of 18 students, and the instruments were a survey, a diagnostic test, and four lesson observations were carried out to establish a diagnosis of the problem and the possible course of action (planning). Findings showed students learned and improved their listening skills, despite the lack of interest at the beginning, as the time passes. Furthermore, their citizenship skills by enhancing cooperation, attitude's change, and self-motivation, not to mention the perception of radio as a learning tool, showing a positive impression in general.

Moreover, with the study "Community-based field experiences in teacher education: possibilities for a pedagogical third space" Hallman (2012) establishes the importance of community-based field experiences as a feature of teacher education programs, where four beginning teacher completed at least 40 hours of tutoring/mentoring with adolescents involved in an after-school initiative for homeless youth in the united states. It took place in the context of Family Partnership's 1-day center for homeless families, as well as in the teacher education program in which the prospective teachers were enrolled. This study used a few data-collection methods to attend to prospective teachers' stories of "self": interviews and seminar meetings. Conclusions evidenced the concept of community-based sites as "third spaces" became operationalized in conversations that occurred throughout monthly seminar meetings, situated as meaningful "other" than school spaces. Moreover, the reflection of the future teachers to

become, as a self-exploration of the teaching act and pedagogical means; and the affectation of students' perceptions due to this reflection as a way to change the role of students and teachers when teaching.

Besides, Mousavi and Iravani (2012) research titled "The Effect of Authentic Versus Non-authentic Aural Materials on EFL Learners' Listening Comprehension" examined how the use of aural authentic input as opposed to non-authentic one in an EFL classroom eases and/or impedes students' learning in English-language listening. A sample of 80 ten-semester, with 16-20 age range, students all in upper-intermediate level of English proficiency took part in this investigation. As instruments, two-part pretest and a posttest were administered. This pretest included a part for authentic and a part for non-authentic listening materials. Results from comparing this test evidenced an enhancement of listening abilities when authentic material were implemented. By the same token, English language comprehension got better as soon as the exposure to original content was progressive.

Likewise, Masoud & Mahsefat (2015) in their study intitled "The Impact of Authentic Listening Materials on Elementary EFL Learners' Listening Skills" which evaluated a difference between exposing or not students to authentic materials as listening skill was concerned and the attitude of students' toward authentic listening materials. The study was carried out in Koshyar non-profit university located in Golsar district, Rasht, Guilan, Iran. Sixty students participated in the study. The instruments in this study were an English level test (Oxford Placement Test), a pre-test, a post-test, and a student feedback survey: the English level test. Findings reveal that access and exposition to authentic listening materials makes students more proficient in listening comprehension, however instruction plays a great role. Additionally, levels of accuracy and

satisfaction were higher on those students working with authentic material, showing positive attitudes, willingness, and preferences.

### **Pedagogical Proposal Methodology**

Developing the listening competence is the most difficult task when it comes to language learning. Dunkel (1986) asserts that "developing proficiency in listening comprehension is the key to achieving proficiency in speaking"(99). Listening skills are also the basis for the development of all other skills; and they are the main channel through which students make initial contact with the target language and its culture (Curtain & Pesola, 1988). Nevertheless, the habit of listening radio broadcasts to get used to natural English sounds rather than selective pronunciation in class environments can be seen differently than a mandatory task.

#### **Radio show format**

##### **Community broadcasting**

“Community broadcasting is a non-profit service that is owned and managed by a community, usually through a trust, foundation, or association. Its aim is to serve and benefit that community. It is, in effect, a form public-service broadcasting, but it serves a community rather than the whole nation” (Fraiser and Restrepo, 2001, 3) By the same token, the prior intention is to provide an external resource for students get exposed to English, not excluding the whole community.

### **Radio talk show “E-Zone”**

Radio talk shows can be defined as radio broadcasts centered primarily on conversational speech. It is being testified the following:

There are three main reasons why it is a very challenging task to define talk shows: they represent rapidly changing hybrid media phenomena, they display intertextuality through overlaps with other mediatized forms of talk, and they endlessly reconstruct themselves by violating and transgressing their own discursive conventions. The talk show displays a hybrid broadcast discourse in which patterns of communicative and social behavior can be associated with more than one discourse type, through overlaps with other mediatized forms of talk, such as interviews, debates, sitcoms, game shows, and quiz shows.

Likewise, the hybrid nature of the talk show can profitably be examined by adopting a comparative perspective since they exhibit both conversational features (belonging to non-institutional discourse, such as regular conversation) and institutional features (belonging to institutional discourse, such as news interviews and public debates. (Llie, 2006, 1-2)

E-Zone English program consisted of five radio broadcasts, emissions done thanks to Santa Rosa stereo community radio station (100.5 FM), one afternoon dominical episode per week, which was used for complementing the 4<sup>th</sup> period students’ listening competences (as a nonacademic extra resource), hosted by the teacher supervisor and the undergraduate teacher, [see](#)

[figure 7](#). It must be noted the supervisor just participate in two of the five episodes because he had to travel, and it was a situation beyond expected.



*Figure 7. Radio Show Hosts*

Created following first the author's format model, [see table 2](#). However, after some modifications needed due to inactive interaction, these individual formats of each episode were changed into worksheets, seeking a greater and easier participation for the last two episodes. Along with it, was given an infographic image containing a brief explanation of each radio episode. Furthermore, all this free material was published in the radio show Facebook page called E-Zone for posterior use in case of not being able to listen the live broadcasting. It must be

noted just the second, fourth and fifth episodes were able to be recorded. [See figure 8.](#)



*Figure 8. E-zone Facebook page*

Once the episodes' theme and content were decided, after being applied the diagnostic survey, the participants were divided into control groups: listeners (live and video recorded) and non-listeners. All of them had access to the broadcasts if they wanted to. Four main natures were selected to be the foundation of each radio episode: Idiomatic expressions and proverbs, literature recitation, culturally taboo topics, trends and facts and a song special.

The introduction and advertisement of English zone live radio talk show via Facebook was done taking advantage of a infographic advertisement, [see figure 9](#), and a video presentation [see annex 2](#), sharing in Spanish the purpose, methodology and features of the show so the subjects; in this case, INEAN students and Santa Rosa del Sur community would understand better what the project was about. Along with this video was presented some infographics containing precise information about radio history, its uses, and the importance of broadcasted media as a complementary source of facts. [see annex 3.](#)

# E-ZONE

“ THOSE WHO KNOW NOTHING OF FOREIGN LANGUAGES KNOW NOTHING OF THEIR OWN. ”  
- JOHANN WOLFGANG VON GOETHE

## English Radio Talk Show

EXPERIENCE ENGLISH AS YOU NEVER HAVE DONE IT BEFORE. E-ZONE IS A SPACE FOR INTERACTING AND LEARNING WHILE LISTENING.



### 1. Syntonize 100.5 FM

EVERY SUNDAY AFTERNOON AT 4:00 PM SHOWS WILL BE FOCUSED ON FIVE MAIN TOPICS OR NATURES:

- IDIOMS AND PROVERBS
- LITERATURE RECITATION
- CULTURALLY TABOO TOPICS
- FACTS AND TRENDS
- SONGS SPECIAL (LAST ONE)

### 2. Don't be afraid to participate. Embrace English !

MAKE SURE YOU'RE AWARE OF ALL THE PLATFORMS WE ARE SO YOU CAN INTERACT WITH US, CALL US OR COMMENT AND DON'T HESITATE TO SHARE WHAT IS ON YOUR MIND. YOUR OPINION IS VALUABLE TO US.

THIS IS THE SHOW YOU'VE BEEN LOOKING FOR

### 3. Have Fun With English

VISUALIZE YOUR GOALS - IT WILL BE EASIER TO ACHIEVE THEM!  
YOU CAN FIND US, AND LOOK THE FREE MATERIAL WE HAVE FOR YOU.



**E-Zone**





318 782 2324

ENGLISH HOSTS TEACHER  
JORGE MARIO CASTAÑEDA, JAVIER ENRIQUE ALVARADO

SANTA ROSA DEL SUR, 2020

Figure 9. E-Zone Presentation



As established, each episode followed the same format where simultaneously students had pre, while and post instructions depending on the episode content, that they could do no matter if were live or Facebook retransmitted listener, [see table 2](#). However, the last two episodes presented a different format focused not on open questions but in association activities with images, multiple choose questions and gaps filling exercises, [see figure 14](#). The usage of this new format was adapted after the little percentage of participation and as a strategy to motivate students into active engagement. Moreover, the show chronogram encompassing a total of five episodes, each with a different main topic of discussion in English. It must be emphasized there is a lacking week (October 11<sup>th</sup>) due to the national week of recess in Colombian high schools. Therefore, the third episode had to be postponed. [See table 3](#).

*Table 2. Radio Broadcast Format*

Date:	Interviewed:	
Communicative objective:	Time: 1 hour	Welcome
Linguistic objective:		Introduction
Sociocultural objective:		Song break:
Show # and nature:	10 min-----	Topic 1:
		Song break:
	10 min-----	Topic 2:
		Song break:
		Farewell
		Outro
Pre-listening:	While listening:	Post listening:

Table 3. Radio Broadcast Schedule

Radio broadcasts theme	Emission's Dates
Episode 1: idioms vs proverbs	September 27 <sup>th</sup>
Episode 2: literature recitation	October 4 <sup>th</sup>
Episode 3: culturally taboo topic	October 18 <sup>th</sup>
Episode 4: facts and trends	October 25 <sup>th</sup>
Episode 5: Music special	November 1 <sup>st</sup>

### Episode #1 Idioms and Proverbs.

Conducted on September 27, it was the first and inaugural show that was hosted by my supervisor and me. It was conceptualized what an idiomatic expression is and how can we use proverbs to acquire wisdom, besides the discussion about liberalism and extremism, San Valentin, love and friendship day among some common and curious idiomatic expressions and proverbs. [See table 4](#), [see figure 10](#).

Table 4. Episode 1

Date: 27 <sup>th</sup> September	Interviewed: none	
Communicative objective: to have a conversation and discussion about topics of interest.	Time: 1 hour	Welcome Introduction: what and idiom and a proverb? Song break: War-Eddie Starr Topic 1: idioms (liberalism vs extremism) Song break: Somebody else-the 1975 Topic 2: love (san Valentin vs love and friendship day) Song break: L.o.v.e-Frank Sinatra
Linguistic objective: to know about Idioms and proverbs	5 min-----	
Sociocultural objective: to contextualize Santa Rosa about idioms and proverbs use when speaking English	5 min-----	
Show #1 idioms and proverbs	10 min-----	
Armchair liberal		
The apple doesn't fall far from the tree		
Lex talionis term	5 min-----	
Get a taste of its own medicine		
You cannot make an omelet without breaking some eggs	10 min-----	
Love understand all languages		
Try to reason about your love and you will lose		

your reason Fraternal love vs carnal love	5 min-----	Farewell
	5 min-----	



## Idioms and Proverbs

1st English Zone live radio episode



Fixed expressions containing a figurative meaning. They does not exactly mean what the words say.

Songs



Popular sayings that provide a nugget of wisdom. Short well-known sayings containing an advice or a moral based on a general truth

**01**

War- Eddie Star

**02**

Somedoy Else- The 1975

**03**

L.O.V.E- Frank Sinatra

**04**

Perfect-Ed Sheeran

### Liberalism vs Extremism

- The apple does not fall far from the tree.
- Lex Talionis: An eye for an eye; Principle of retaliation or retributive justice.
- Are you an armchair liberal?

- Do you think some people deserve a taste of their own medicine?
- Can you make an omelette without breaking out the eggs?
- The end justify the meaning?

### Love: San Valentin vs Friendship day

- Love undersatnd all languages \_ Rumanian proverb
- Try to reason with love and you will lose your reason French proverb

- Consumerism and the standardized conception of love
- There are many sorts of love or there is just one?
- Fraternal love vs carnal love which is more important?

powered by  
**PIKTOCHART**

Figure 10. episode 1 infographic

## Episode #2 Taboos

Conducted on October 4<sup>th</sup>, it was the second episode. It was debated going to therapy, the difference between religion and spirituality, the concept of beauty, body modifications and tattoos and their relationship with self-esteem and morality among other situations considered as taboos. [See table 5, see figure 11.](#)

Table 5. Episode 2

Date: 4 <sup>th</sup> October	Interviewed: none	
Communicative objective: to have a conversation and discussion about topics of interest. Linguistic objective: to know about taboos Sociocultural objective: to contextualize Santa Rosa people's about taboos	Time: 1 hour 5 min----- 5 min-----  5 min----- 10 min-----	Welcome Introduction: what is a taboo? Song break: heathens- twenty-one pilots Topic 1: going to the psychologist-religion vs spirituality Song break: god- john Lennon Topic 2: concept of beauty-body modifications, tattoos Song break: are you going to go my way- Lenny Kravitz Farewell
Show #2 taboos What make you beauty? What beauty mean to you? What in your mind epitomizes beauty? "the body seen as the place for self- esteem and independence restoration" When standards are or not link to immorality?	5 min-----  10 min-----  5 min-----  5 min-----	
Pre listening: do you think there are taboos in Santa rosa? Can you think of some examples? Search the following vocabulary: Taboo, ideal, personality, free will, liberalism (character), social context, forbiddance, prohibition, punishment, euphemism, connotation, choice.	During listening: take notes about what you can infer, the main idea and details. write 8 random words you think are important to remember. Can you guess the meaning of the songs?	Post listening: What was the taboos about? Do you think there are important to consider? How would you promote tolerance in SR? Using vocabulary make sentences(conditionals)



The word taboo is borrowed from Tongan, a language spoken by Polynesians in the Pacific archipelago, where any sacred or humble things are forbidden to touch or even to talk about. (Gu, 2002, p.264) "Taboo" does refer to this phenomenon and means "holy" or "untouchable". For a long time, English and American believe that avoiding linguistic taboo is the symbol of their civilization. They refuse to talk about certain objects or actions and refuse to use the language referring to them.

▶ Do you think these are taboos in Santa Rosa?



When it comes to beauty there is no a specific idea



Mental health and emotional balance

▶ Why Should I Attend?

**Learning**

Do you really need help to deal with life?  
Are you socially selective or just antisocial?  
Are you emotionally free?

**Safe environment**

An space free of judgement and prejudice.  
meditation leads to introspection and reflection.  
A place for liberation, where your problems, successes, failures and regrets can be expressed without any concern.

**Exposure**

Emotional intelligence is developed in practice and during counseling, therefore the mental stigmas break-downed.

▶ Beauty is said to be in the eye of the beholder.



What make you beautiful?  
What beauty means to you?

Neoliberal standards of beauty?  
When standards are linked to immorality?



The body seen as a place for self-stem and independence restoration.

Obsession vs Decision  
our own definition of beauty

Figure 11.episode 2 infographic


### Episode#3 Literature

Broadcasted on October 18<sup>th</sup>, it was the first episode I hosted on my own because my supervisor was no longer able to accompany me in it. I talk about literary, definitions of literature and oratory, the relationship between words and emotions, the music and poetry, Colombian Spanish vs English literary works extracts. [See table 6](#), [see figure 12](#).



Table 6. Episode 3

<b>Date:</b> 11 <sup>th</sup> October 2020	<b>Interviewed:</b> none	
Communicative objective: to have a conversation and discussion about topics of interest (literature)	Time: 1 hour 5 min-----	<b>Welcome</b> <b>Song break:</b> good news – Mac Miller <b>Introduction:</b> the concept of Literacy, Literature vs Oratory <b>Song break:</b> would not it be nice – beach boys <b>Topic 1:</b> Emotions and literature <b>Song break:</b> Toxicity – system of down <b>Topic 2:</b> Wisdom of literature <b>Song break:</b> Somewhere over the rainbow – IZ <b>Farewell</b>  <b>Song Outro:</b> I do not love you – my chemical romance
Linguistic objective: to know about literary forms (poetry, music)	5 min-----	
Sociocultural objective: to contextualize Santa Rosa people´s about English literacy importance.	5 min-----	
	5 min-----	
<b>Show #3 literature:</b>	10 min-----	
• Emotion, which is suffering, ceases to be suffering as soon as we form a clear and precise form of it. - ethics, B. Spinoza	5 min-----	
• “Without music, life would be a mistake.” – Friedrich Nietzsche, Twilight of the Idols	10 min-----	
• C. S. Lewis: "Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become."	5 min-----	
• “A heart is not judged by how much you love; but by how much you are loved by others” – L. Frank Baum, The Wonderful Wizard of Oz	5 min-----	
• “If you are going to try, go all the way. Otherwise, do not even start. This could mean losing girlfriends, wives,	5 min-----	

<p>relatives and maybe even your mind. It could mean not eating for three or four days. It could mean freezing on a park bench. It could mean jail. It could mean derision. It could mean mockery–isolation. Isolation is the gift. All the others are a test of your endurance, of how much you really want to do it. And you will do it, despite rejection and the worst odds. And it will be better than anything else you can imagine. If you are going to try, go all the way. There is no other feeling like that. You will be alone with the gods, and the nights will flame with fire. You will ride life straight to perfect laughter. It’s the only good fight there is.” — Charles Bukowski, Factotum</p>		
<p><b>Pre-listening:</b></p> <ol style="list-style-type: none"> <li>1. Define literature in your own words.</li> <li>2. Search the following vocabulary: Literacy, oratory, literature, analphabet, prose, verse, emotions, poetry, human expression, art.</li> <li>3. Can you think about the last book you read? What was it about?</li> </ol>	<p><b>While listening:</b></p> <ol style="list-style-type: none"> <li>1. Listen to every song during the show. What feelings do they awake? Which one do you love the most, and why?</li> <li>2. Write 8 random words you think are important to remember.</li> <li>3. Can you think of literature forms’ different from music and poetry?</li> </ol>	<p><b>Post listening:</b></p> <ol style="list-style-type: none"> <li>1. Why is literacy important? What benefits might provide for your personal and professional life?</li> <li>2. Do you consider a wise person? What makes you such?</li> <li>3. Choose an emotion or feeling and try to make a poem about it.</li> </ol>




**3<sup>RD</sup>**  
English live  
radio show

## Literacy: Literature Vs Oratory

Colombian  
Spanish  
English




Literature

Ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.

**Literature**

Any collection of written or oral works. An art form and human expression, specifically possessing a literary merit.  
E.g.(Books, poetry.)

"The man who does not read has no advantage over the man who cannot read."  
Mark Twain



**Oratory**

The rationale and practice of persuasive public speaking (the art of persuasion)  
Rhetoric, classically the theoretical basis for the art of oratory, is the art of using words effectively.

I must judge for myself, but how can I judge, how can any man judge, unless his mind has been opened and enlarged by reading."  
**John Adams**

**Emotions and Words**

How can we relate them?  
Do you think the sates of mind and feelings can be inferred in written words?  
It is punctuation important when we write and read?

**Fear**

A distressing emotion aroused by impending danger, evil, pain, etc.

- What is the thing you are most afraid of?

**Anger**

A strong feeling of displeasure or rage; wrath

- Do you consider easy to get angry? what cannot you stand?

**Disgust**

Repugnance caused by something offensive; strong hatred or aversion

- what disgust you easily?

**Sadness**

Feeling unhappiness or grief

- Do you know the difference between sail and depressed?

**Happiness**

The quality or state of being happy

- What is happiness to you?
- What makes you happy?

**Surprise**

The state of being surprised, esp. at something unexpected

- Do you get temperamental when surprised?
- Are you prepared for unexpected? How would you do it?

La sabiduría nos llega cuando ya no nos sirve de nada.  
**Gabriel García Marques**

León de Greif  
"Porque me ven la barba y el pelo y la alta pipa;  
dicen que soy poeta".


powered by  


Figure 12.episode 3 infographic



#### **Episode #4 Facts and trends**

Transmitted on October 25<sup>th</sup>, it was the fourth episode. This one particularly, was not transmitted live because some technical difficulties in the radio station but it was uploaded to the show Facebook page. It was shared content about 2020 quarantine tendencies, conceptualization of consumerism, fact and tendency, fun facts about English and curios tendencies during confinement. [\*See figure 13, see figure 14.\*](#)

## Worksheet episode #4 Trends &amp; Facts

- Underline the Vocabulary heard and use them to complete the sentences.

Trend communication consumer online application tags boring  
entertainment buying reflection challenge downloads habit

- It was the \_\_\_\_\_ that mattered, not the words.
  - The United States is the greatest lead producer and \_\_\_\_\_ in the world.
  - It wasn't something she would normally do - \_\_\_\_\_ clothes specifically for a trip.
  - She sent the text then tucked the phone in her pocket, praying they could track her with the \_\_\_\_\_ Toni placed there.
  - available as instant \_\_\_\_\_ and some of the best I have come across in their area of Internet Marketing.
- True or false
1. A word containing the 26 letters of the alphabet is called "bang bang" \_\_\_\_\_
  2. Gravity is a fact \_\_\_\_\_
  3. A blend is a union of two words to create a new one \_\_\_\_\_
  4. The word alphabet comes from the last 2 words of the Greek alphabet \_\_\_\_\_
  5.  $\frac{1}{4}$  of the earth inhabitants speaks English \_\_\_\_\_
- Listen to the radio broadcast and answer
1. What mobile application were the songs related about?
    - A. Facebook challenges
    - B. Tik Tok
    - C. Snapchat
  2. What was the name Gabo Marquez wanted for its birthplace?
    - A. Aracagabo
    - B. Aracata-Marquez
    - C. Aracata-Macondo
  3. How many items did the speaker bought in less than a month?
    - A. Less than 4
    - B. More than 8
    - C. More than 5
  4. Tendencies can become a
    - A. Nice thing to do
    - B. Headache
    - C. Bad habit
  5. How many times has been reproduced the song birthday suit from Cosmo in Youtube?
    - A. About 2000 times
    - B. Near 5000 times
    - C. More than 10000 times
  6. Life in Colombia in 2020 has changed due to
    - A. Ivan Duque Election
    - B. Peace treaty
    - C. Confinement period

*Figure 13. Episode 4 worksheet*



English Zone



Santa Rosa Stereo  
100.5 fm



4<sup>th</sup>

## English Live Radio Show

### Facts and tendencies 2020







1



**FACTS**

Something that is know to have happened or exists, especially something for which proof exist.

- Colombia is the only country in South America that has coastlines on the Caribbean Sea and the Pacific Ocean.



2



**TENDENCIES**

Likelihood to happen or to have a particular characteristic or effect.  
If someone has a tendency to do or like something, they probably do it or like it.

Board games have long held the spotlight when it comes to at-home entertainment. It was finally puzzles' time to shine.



As the world tries to adjust to a "new normal," many have turned to Zoom, TikTok and more online applications

I

A

**Technological Adaptation**

The adjustments in social relationships due to the pandemic emergency has forced us to be virtually meeting others, enhancing and changing the way we do things.

powered by



Figure 14.episode 4 infographic

## Episode #5 music special

This was the last episode transmitted on November 1<sup>st</sup>, centralized in different kind of English music, variating genres, and styles. This final intervention was focused on sharing the vast possibilities of learning throughout music. [See figure 15](#), [see figure 16](#), [see figure 17](#).

### Worksheet episode #5 Music Special

- Match the name of the artist with the picture correspondent music genre.

- |                     |                 |
|---------------------|-----------------|
| A. Metallica        | I. Reggae       |
| B. Bob Marley       | II. Jazz        |
| C. Eminem           | III. Pop        |
| D. The Death South  | IV. Metal       |
| E. Enrique Iglesias | V. Folk         |
| F. Daft Punk        | VI. Rap         |
| G. Louis Armstrong  | VII. Electronic |
| H. Linkin Park      | VIII. Rock      |

*Figure 15.episode 5 worksheet 1.1*

- Can you answer these questions?

During the song "Giorgio" intro:

- I. why was so difficult to become a musician?
  - a) He lived in a small town and he was studying at that moment.
  - b) He was not good at music.
  - c) He was broke.
- II. Why did he drop out school?
  - a) He wanted to make money.
  - b) He wanted to play and compose music.
  - c) He started to work in a store.
- III. How did he call the click inside his music style?
  - a) The webbed
  - b) the future's sound
  - c) the change motion

- From the box below, chose the emotion you feel identified when listening the song and justify

Angry	Disgusted	Surprised	Sad	Happy
Aggressive Frustrated Critical	Disapproving Disappointment Repelled	Confused Amazed Excited	Vulnerable Despair Depressed	Playful Interested Powerful

- A. Finally found \_\_\_\_\_
- B. Giorgio \_\_\_\_\_
- C. In the end \_\_\_\_\_
- D. Misty Morning \_\_\_\_\_
- E. What a wonderful world \_\_\_\_\_

- Define Music in your own words. You can use the emotion box from the precedent point as help, as well as the next questions:

- I. What is music for you?
- II. When and why do you listen to music?
- III. What kind of music do you love?

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Figure 16. episode 5 worksheet 1.2



Figure 17. episode 5 infographic

## **Research Methodology**

This is a mixed methods research design study since, according to Creswell (2002), this type of research includes “procedures for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. (623).

As stated by Creswell, the main idea of the process is to understand or explore a phenomenon; in this case, the central problem to be enacted is the listening comprehension and cultural consciousness in ninth graders. However, the analysis of numerical results or percentages is also necessary, since listening ability is a comprehension or receptive ability and a score is assigned to students’ work.

The present study is an action research since radio as a listening enhancement strategy will be implemented with the participants. Ferrance (2000) states “is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research” (p. 1). Moreover, this procedural includes a different path for practicing and improving listening comprehension outside the classroom, considering the new distant learning conditions.

### **Setting and participants**

The study took place at Alfred Nobel high school in Santa Rosa del sur south of Bolívar. The educative community has been challenged after the quarantine educative conditions (non-synchronic encounters), forcing student to depend mostly on themselves and their families in terms of academic continuity.

Initially, the participants were INEAN students from seventh, eighth and ninth grades whose level should be between A2.1 and B1.1 following the English basic learning rights proposed by the minister of education in Colombia, yet the reality is quite different, enunciating some deficiencies in not just listening but all the language competences. Nevertheless, considering the fact of level discrepancy the study focused on ninth graders only for matters of objectivity and practicality; there is a single ninth course from which 5 participants were chosen under voluntary basis to be part of the study and the objects of data gathering. Additionally, the teacher supervisor was also part of the study who was only one interviewed at the end of the data collection process. There was a good implementation process at the beginning but when a higher responsibility was demanded it resulted in a bad and not satisfactory interaction from participants, mostly due to the difficulties in communication and synergy.

### **Data collection Instruments**

Seeking the collection of information, this study implemented four main instruments:

#### **Diagnostic Survey**

To collect quantitative information and for the purpose of knowing students' interests, opinions, likes and dislikes, and their learning preferences, as well as limitations and dispositions, a survey was applied at the beginning of the study. According to Cohen and Manion (1994) surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigation through small scale study carried out by a single researcher scale studies carried out the purpose of this survey is generally to obtain a snapshot of conditions attitudes and or events at a single point in time. This instrument pretended



to know possible participants and the viability of the project objectives, it was administered on September 23<sup>rd</sup> with the mere objective of knowing student's availability in terms of technological access, time disposition and expectations about their English learning processes well as topics of interest possibly touched in the show. This survey was implemented in three courses (7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> graders) from which only 21 people answered, and served as a point of depart to test technological feasibility in education. [See annex 4.](#)

## **Tests**

For collecting quantitative data on students listening comprehension, a pre radio broadcast exposition test in order to make an English level diagnosis of participants. Also, a post radio exposition test to stablish a listening competence upgrade; both listening comprehension samples to be contrasted by means of an error analysis comparison. Tests are described by Brown (2004) as a method of measuring a person's ability, knowledge, or performance in each domain.

### **Listening pretest**

This instrument was employed only in the sample population consisting of 5 students belonging to 9<sup>th</sup> grade. The purpose of this test was to diagnose listening skills before the episodes started to be broadcasted. From the participants, just two of them performed the test. It consisted of a ten minute 's video test containing a set of seven audio records from which seven question arose that must be answered relating and using an specific image. Participants had 30 minutes to do complete the test. [See annex 5.](#)

### **Listening posttest**

This instrument was not implemented due to lack of compromise and collaboration of the sample population. It was exceedingly difficult to contact them via cellphone, as a result the impossibility to perform the instrument and contrasted it with the first test. It consisted of a 5:35 minutes audio record with its script having seven gaps that must be filled. [See annex 6.](#)

### **Journal**

Qualitative data was collected using weekly narratives about the project implementation features. This instrument was employed only by the researcher and to know his perspective under the teacher's scope about the process action-procedure and results explored during the show development, [see annex 7.](#) Likewise, it is evidenced the following:

A journal is a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events. It is exactly the subjective experience of teachers and all events at school that they consider important, what they think may affect them that may point to new circumstances, which are tied with how teachers beginners experience situations at school. (Wiegerová, 2013, 239)

### **Interview**

Finally, to learn students' and teacher's perceptions of the pedagogical radio show interventions, one semi-structured interview would be implemented at the end of each control group of students, but it was not possible to do it. Also, only interviewed the cooperating teacher to collect his views about the students' performances and progress in the English language at the

end of the intervention process. Hatch (2002) established that interviews “are semi structured because, although researchers come to the interview with guiding questions, they are open to following the leads of informants and probing into areas that arise during interview interactions” (p.94). This instrument was implemented on November 23<sup>rd</sup>, consisting of sixteen questions related to the use of radio as an educative strategy and with the primal objective of knowing supervisor’s perceptions about the proposal application. The student’s interview was not performed because it was impossible to contact the participants; not to mention the fact that none of them did the posttest, a previous requirement. [See annex 8.](#)

### **Application Schedule**

This proposal was conducted, and the instruments were applied from September to November of 2020, *see table 7*. Nevertheless, it must be said that the pretest was realized by only 2 of the students’ participants selected. Also, the posttest and the interview were not accomplished by none of the student’s participants. The teacher on the contrary was able to complete the interview, hence the results only considered the data that was possible to collect.

On the other hand, it is necessary to mention the inconvenient presented in the radio station. At the beginning, the first contact was made with the producer and director, who was enthusiastic and really supportive about the project, the intention was to transmit nine episodes (two per nature and a special episode) notwithstanding, the reality was different. After the third episode, the directive board of the radio station conformed by six economically influent persons was not much happy to the fact of syntonized rates’ loss statistics besides the only English politic of the show that generated discomfort among some of the common listeners . For these reasons and to avoid further discrepancies, it was decided to do only one episode per nature and the music special, a total of five episodes. Nonetheless, it must be mentioned that the doors of the

radio station stay open for incoming educative strategies for 2021 regardless the differences. They believe these innovative proposals can help value English and all it comprehends.

*Table 7. Instruments application*

<b>Instrument</b>	<b>Application date</b>
Diagnostic Survey	September 25 <sup>th</sup>
Pretest	September 25 <sup>th</sup>
Interview (teacher)	November 23 <sup>rd</sup>
Researcher Journal	September 28 <sup>th</sup> – November 9 <sup>th</sup>

### **Ethical considerations**

According to Hatch (2002) “qualitative researchers doing research in education contexts have special ethical responsibilities when the participants in their studies are students and teachers” (p.66). This study considered a letter of permission and contemplation that was distributed via WhatsApp to the participants to inform and consent the development of the research activity and the responsibilities involved to data usage, as well as an appliance interview letter that eventually could not be performed by students, just the teacher. [See annex 9.](#)

## **Data collection process**

The information analysis was done throughout data triangulation. A process that links and contrast the information gathered with all instruments. Moreover, Creswell (2002) stated that is an activity corroborating evidence from different individuals, types of data, methods of data collection, themes and descriptions that ensures accuracy of the study.

## **Project base categories´**

This study was directed under several categories and subcategories, which were specifically, established for achieving the main objectives of it, they help the construction of the tests and the interviews. These main categories directed the research findings review and triangulation of information, are as follows: multiculturalism, ICT learning, listening skills, and teaching means.

[See annex 10.](#)

## Results

### Documental analysis

As far as documents and material received analysis is concerned, the results are quite disappointing as none of the participants member of the sample population nor any other student from the 7<sup>th</sup>, 8<sup>th</sup>, or 9<sup>th</sup> courses sent a finished worksheet. This lack of compromise, autonomy and interest in the academic self-upgrade made impossible an objective two-way feedback in terms of usefulness when using radio to learn and student's listening skills development. [See annex 11](#). However, it was possible to structure findings that were organized in categories and based mainly on information from journals and supervisor interview.

### Multiculturality: critical thinking

Innovation in terms of educational strategies has a big risk implied. The acceptance and adaptation of the subjects in question echoed in the actual development of this teaching methodology implementation; even more if we consider the disadvantages of virtuality in the rural context where English is not an important matter, at least compared to another activities non educative related (making money, find a job); as settled in the following journal excerpt:

*The consideration of this program as an educative ambiance goes beyond the type and sort of content and it is all about being exposed to the language that is the target of listening the radio in English. Journal week 6.*

The interrogative then is how teachers can provide an English space that is profitable and thought-provoking for students, awaking their desire to learn? As show in the interview extracts below, during and after doing the radio episodes, teacher's reflection about is professional practice can help improve the self-performance, as a way to analyze learning needs and context for posterior material design and creation, besides a self-diagnosis of teaching techniques and methods.

*"Teachers are not perfect, we are constantly learning, every day we learn new things"*

*"I improved my four language skills by practicing in a real context"*

*"It helps me remember vocabulary I forgot, maybe for not using it or because I had a relationship with more academic vocabulary in my professional life"*

Moreover, to highlight the benefits mastering English as a foreign language provide, that represents a huge asset and a considerable difference when students face professional life. A skill student should have when finishing the academic year, according to Colombian minister of education (2006) Competence Basic standards or DBA's:

*Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events). (24)*

Similarly, the duty of the teacher in making his part when achieving student's active engagement in classes, not only for mere objective of assisting but enjoying them. This can be noticed in the following interview extracts:

*“I always try to motivate students not only with grades but also with motivational dialogues to continue”*

*“The first strategy I would use would be to convince them how important is to learn a new language, that in the future they will face university, where they will require those knowledges”*

### **ICT: radio learning**

The 90.5% of students claimed to live in the urban area of the town while only 9.5% in the rural zone, [see figure 18](#), a 38.1% with access to internet connection against a 33,3% who do not and a 28.6% that could have, [see figure 19](#). Similarly, a 90.5 % of students with possibilities to smartphone’s approach and a 14 % to laptops or computer, [see figure 20](#). Moreover, a major interest as regard to music and art as the possible main topics in the show with a 81%, [see figure 21](#); also showing the reading and speaking as the most difficult English language competences to be learn with a 28.6 % each, [see figure 22](#). Finally, the Facebook usage within less than one hour per day according to a 71.4% and a 19% of student working on Sundays, [see figure 23](#).



## Lugar de Residencia

21 respuestas

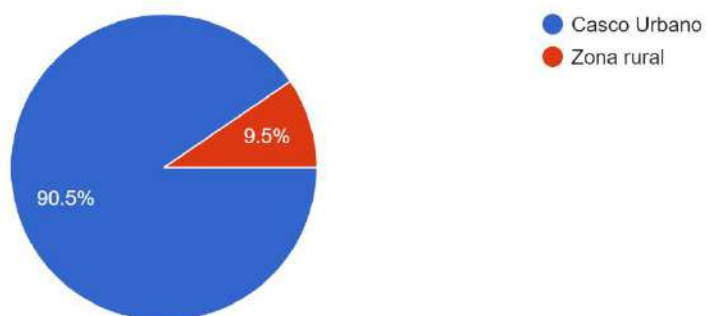


Figure 18. Student's livelihood area

## Seleccione según su caso ¿Tiene acceso a servicio de internet?

21 respuestas

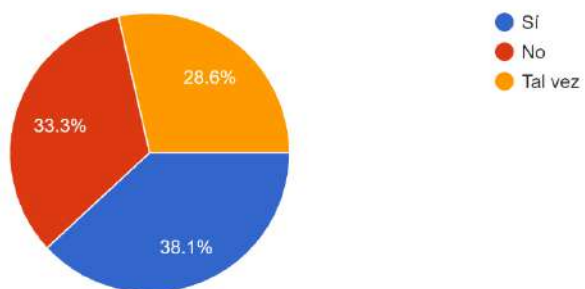


Figure 19. Access to internet percentage

Seleccione según su caso. En casa tiene acceso a:

21 respuestas

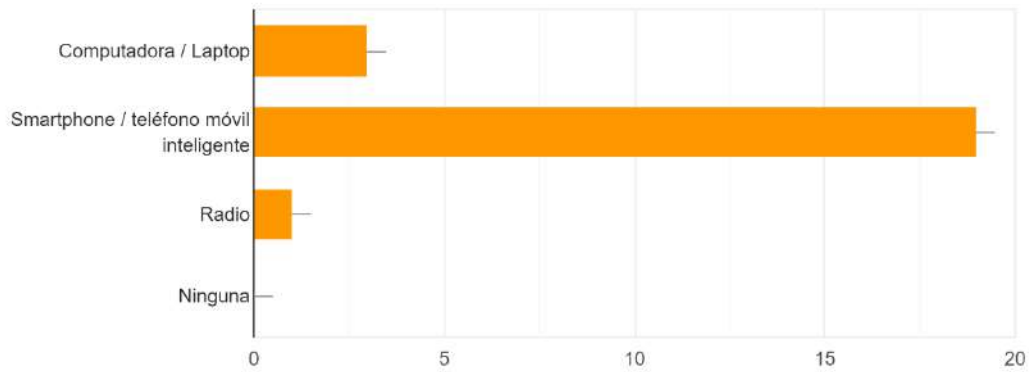


Figure 20. Tech device access

De los siguientes temas, escoja según su interés:

21 respuestas

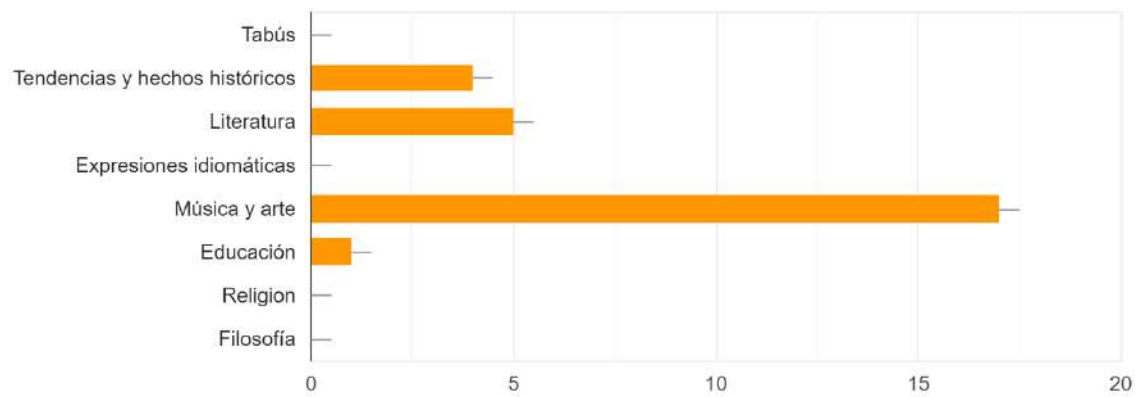


Figure 21. Interest selection

De las competencias del lenguaje, ¿Cuál es la que más se le dificulta?

21 respuestas

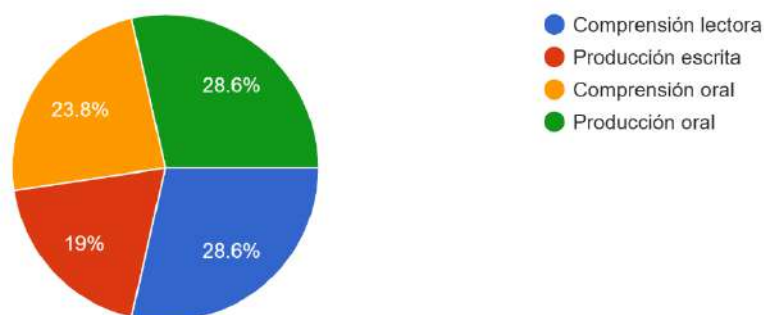


Figure 22. Competence difficulty percentage

¿Cuántas horas promedio de tiempo las destina al uso de Facebook?

21 respuestas

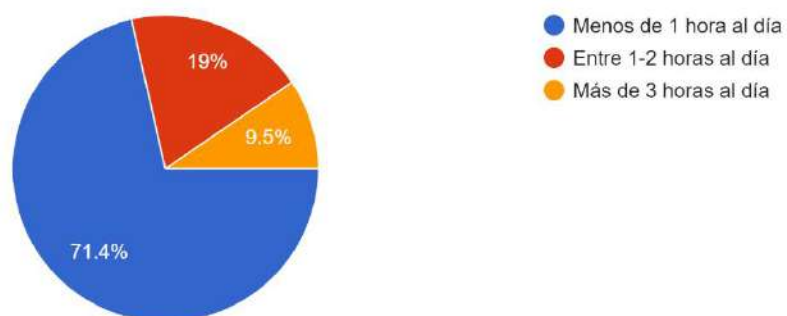


Figure 23. Facebook usage

Despite this extraordinary program was especially done for educative purposes and as ground test concerning English related community activities, this shown in the next interview extract:

*“It is a great opportunity for those students who does not have smartphones nor laptops at home”*

*“The interaction, it promotes the ability to profoundly interact with the language”*

It was appreciable a specific attitude toward the English program, an unfamiliar and sceptic expected vision of what the show could achieved and a lack of objectiveness perception of it, in terms of pedagogy and didactic means. However, as regard to radio transmission's as an extra class source of English material resulted a magnificent approach because of the virtual contact misfunction and deficiencies. Plus, it depended mostly the particular use the teacher can give to this material in class, as stated in the interview extracts below:

*“I would give the opportunity to people to relate with the topics from the native language, permitting them to know what is being told. Not sections but certain instructions to beginners and people with no English background so they can understand the subjects and the program methodology and achieving an active engagement”*

By the same token, this listening competence should be worked and developed somehow, not only to create listening English habits but to habituate the ears to English sounds and improve language skills. As evidenced in the Common European Framework of Reference for Languages:

*“I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear”*  
(6)

*“Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech”* (9)

However, the real success must be perceived from the innovation and newness of the proposal point of view, emphasizing the non-academic nor mandatory nature of the show and the possibility to expend the English horizon in the city. It is a homework that requires time and

persistence, considering the reality of formal education and the contextual characteristics, as stated in following the journal entry:

*The effort made by educators is misappraised and often seen as useless, now less than usual because of the virtuality adaptation. Journal week 5.*

### **Listening skills: conversational speech and vocabulary**

The Common European Framework of Reference for Languages seeks to achieve B1 English learner's lexical dominance and to guarantee a great communication process, as follows:

*“Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.” (27)*

On the other hand, the pretest results evidenced that just two of the five voluntarily selected participants performed it. The first candidate presented a 71.5 % of errors against a 28.5% of correct answers, it took him twenty-seven minutes to complete the test. The second candidate just responded four questions from the total seven, having just one correct representing a 85.7% of error against a 14.3% of correct responses; this candidate also left three questions unanswered and it took him twenty minutes to complete the test.

Furthermore, considering oral comprehension as the most important language skill worked in the show, focusing on sharing real content under no evaluative perspectives that would allow

students learn by practicing while listening the radio. Even more, forasmuch as the previous statistics elucidated as the prior need. This acknowledged in the following teacher interview extracts:

*“We speak a great percentage in English allowing students to improve the pronunciation, because they accurately listen the correct way to pronounce”*

*“Pronunciation and listening are a challenge when students do not have an English elementary foundation, not understanding mostly due to grammar focused language learning”*

*“Through a radio show the vocabulary is expanded because students directly receive the language, related in context, and allowing them to feel interested, permitting them a constant relationship with English”*

### **Teaching means: motivation and extracurricular practices**

This space was thought to be strictly executed for granting an English exposition so there was a way to discipline the listening abilities in students despite the impossibility of virtual encounters. However, listening competences are extraordinarily difficult to teach considering the learning conditions. This admirable in the following the interview extracts:

*“It has become a challenge for me, to develop the listening and the speaking skill among students”*

*“The strategy I would use to motivate them it would be to contextualize English to what they like and dislike, to what they do and make them continue”.*

Likewise, the importance of performing this strategy as an extracurricular activity permitting a more complete and relevant practice of the teaching profession, getting a real involvement with the community, and answering the best possible to the educative insufficiency presented. This exhibited in Coleman’s (1961) role theory that posits that the roles that people occupy provide contexts that shape behavior. Role theory also examines how observers form inferences about others’ personality and abilities based on their role. Similarly, Theory of motivation that aims to explain individuals’ goal-directed behavior. It proposes universal, innate psychological needs: competence, autonomy, and psychological relatedness; people are motivated by activities which allow them to form and enjoy good relationships (Deci & Ryan 1985; Ryan & Deci 2000).

Similarly, the challenge teachers and students experienced in the sense of a meaningful learning-teaching process after the Virtuality adaptation. A predicament that changed completely the course of teaching and forced us to do the best under limited and restricted conditions. This illustrated in the next journal excerpts:

*Classes are now different in the way we must approach students. We have no longer that possibility to highly intervene within learning processes mostly because the lack of social interaction and relationship, the bonds created between teacher-apprentice are not that appreciated and education is not seen as important as it should. Journal week 1.*

*I have noticed teachers not just language ones, but rather most aged, seemed to be tired and not motivated because the lack of interest and enthusiasm to any academic related*

*activity and most of the performance is done under mandatory circumstances.* journal entry week 7.

Finally, the alternative game play applied was a favorable scenario contemplation. E-zone Facebook page served as a substitute platform to access the show contents and the opportunity to participate in the activities shared. Furthermore, taking advantage of the social media massive teenager factor use, and the preferences when listening to radio against scrolling, in this case, in Facebook. The statics below show the information from October 29<sup>th</sup> to November 25<sup>th</sup> of E-zone Facebook page: a total of eight publications were done, from which two were the most relevant in terms of people reached and interaction or commentaries (likes, hearts, etc.). The first- and second-episode infographic about idioms, proverbs, and taboos; with sixty-seven people reached, seven-page views and four interactions. Also, the fourth- and fifth-episode infographic about facts and tendencies and the music special; with two-hundred and thirty people reached, nine-page views and 8 interactions. Moreover, a total of two events which combined reached two-hundred and thirty-three people, had five responses, twenty interactions, two-page followers and likes and five after live reproductions. It must be noted that a third macro event, containing the other episodes live transmissions, was done but due to a page malfunction it was eliminated by mistake. Therefore, the episodes that were possible to record were uploaded to a link and shared in E-zone Facebook page. *See figure 24, see figure 25.*

Nowadays the pertinency of technology in educative environments becomes a mandatory feature of the classes. The native digital factor of students permits a wider work using the internet, several applications, and different sort of tools that are more attractive and calls the attention of students, making for them easiest to understand new topics and information. The interview extract below confirms it:



*“The technological factor plays an important role, a great percentage of the students with no access to internet. There are homes with 5 students and just one cellphone, even more, houses with several students and no cellphone at all. That is why the radio show was important, proving possibilities and opportunities to English content access”*

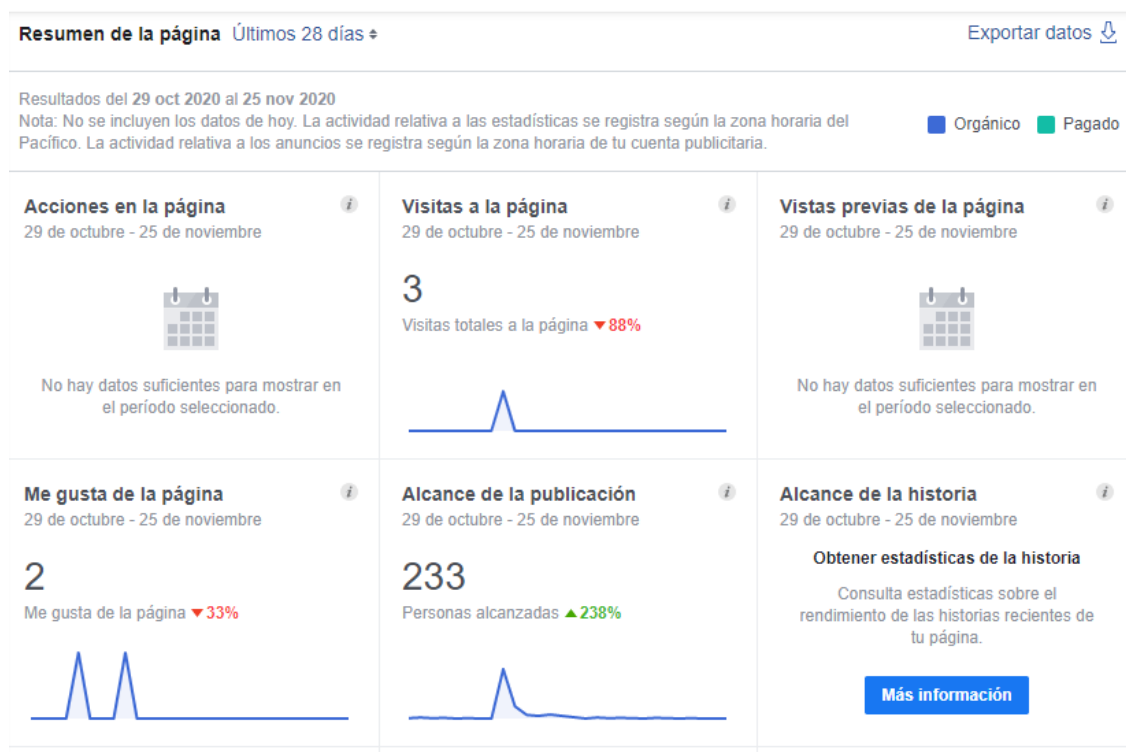


Figure 24. Facebook stats 1

<span style="color: orange;">■</span> Alcance: orgánico/pagado <span style="color: blue;">■</span> Clics en publicaciones <span style="color: red;">■</span> Reacciones, comentarios y veces que se compartió						
Fecha	Publicación	Tipo	Segmentación	Alcance	Interacción	Promocionar
06/11/2020 12:06	 Hello guys, it is a pleasure to			230 	9 8 	<a href="#">Promocionar publicación</a>
01/11/2020 19:09	 English zone 01 nov 2020			2 	1 0 	<a href="#">Promocionar publicación</a>
25/10/2020 14:47	 Hello guys, It is nice to greeting			5 	0 1 	<a href="#">Promocionar publicación</a>
08/10/2020 11:33	 Hello people, I hope everybody			67 	7 4 	<a href="#">Promocionar publicación</a>
27/09/2020 11:48	 Stay tuned guys.			4 	0 0 	<a href="#">Promocionar evento</a>
26/09/2020 17:48	 Hello people, here you have a			5 	1 1 	<a href="#">Promocionar publicación</a>
21/09/2020 21:58	 Hello friends Be welcome to			15 	0 1 	<a href="#">Promocionar publicación</a>
21/09/2020 21:24	 E-Zone			0 	0 0 	<a href="#">Promocionar publicación</a>

Figure 25. Facebook stats 2

## Conclusions

The listening competence comprehends perception and interpretation of oral information, which combined with the speaking, reading, and writing skills, grant a language learning success. The radio show E-zone as a project-based teaching strategy has resulted to be a viable not to say pertinent option for students due to the virtuality annoyances in the sense of language and authentic material exposition, reaching a major number of listeners exposed to English content. The show constant English exhibition permitted a vocabulary increment as well as cultural general knowledge upgrade to all active listeners, thanks to the topics of interest treated, deriving into an English valued perspective. To know other people's culture that you might possibly interact with, can help to know the protocols of behavior and to be more tolerant as regards to life and cultural differences. Moreover, if the hobbies and interest of the locals are contextualized and contrasted in English, inherently motivating student to use more the language.

Since the virtual adaptation, a technology high importance is notable. Nonetheless, it is questionable the fact that most of students had access to smartphones yet did not know how to open links, to access the phone radio or simply downloading apps. The native digital factor was not an advantage at all but was inconvenient in behalf of students lack of compromise and a fake liberty sensation that decreased students general performance and development; and regardless, the constant use of social media for non-academic purposes such as media posting, students demonstrated a low technological efficacy. This appears to be closely related to motivation and disposition, as there was no precedent ever in this kind of program execution and the majority of students did not possess the language level they should for them to easily understand, despite the space's creation it was not that attractive for most.

As far as the show methodology, the usage of authentic material shown to be crucial when learning English's characteristics in terms of accurate pronunciation, vocabulary size augmentation, expressions, and culture. This knowledge acquisition besides the language abilities control, can provide a motivational source for students to engage with English on their own, preparing them to future challenges and a wider communication competence. Likewise, the firmness and patience amelioration respecting English seriousness in personal and professional life development, determining a great point of depart for the town.

Finally, it can be concluded that despite the changes virtuality and non-synchronic teaching brought, it is vital to materialize different and enticing techniques and procedures for keeping students inspired and provoked by English classes. Additionally, the imperativeness of working on the four language competences in students: reading, writing, speaking and especially listening; bestowing a more complete language purchase.

## **Recommendations**

Firstly, it is suggested this project should be applied to students with B1 English level or more, according to the common European framework of reference. The ideal would be to use the episode and worksheet formats as a class resource or lesson complement, they can be adapted to context and social features if need it.

In addition, it is also suggested the profitability of social media and live transmission as a backup measure and to ensure better rating statistic management, in case of using the project in educative environments (keep track of students and interactions)

The final recommendation is regarding the methodology per se. The conversation fluency of a radio talk show (two or more hosts) is particularly useful, and it can help avoid monotony and scripted appearance during the show development.

## Practicum Activities Developed

Considering the adoption of virtuality modality to continue the academic activities since the sanitary emergency arrival in the 2020 first period, the practicum process consisted of fourth period guide's grading assistance and tutoring, counseling to students before the evaluation term.

Due to geographical and technological limitation, Santa rosa is a zone where there is a constant electric power failure lasting even a complete day and the virtual gathering via online application was not feasible. Furthermore, the supervisor stated the tried first months of the virtual adaption, he even gave a class via Zoom, but the higher rates of mis attendance and lack of participation and discipline made it impossible to continue.

The table 8 shows the major activities performed as teacher and develop during the practicum stage.

Table 8. Undergraduate practicum timeline

Activity	September			October					November			
<b>Diagnostic and institutional observation</b>	x	x										
<b>Supervisor acquaintance</b>			x									
<b>Pedagogical proposal</b>				x	x	x	x	x	x	x	X	
<b>Guide's grading</b>				x			x			x	X	

Three sets of English guides were distributed to students via WhatsApp on September 14<sup>th</sup>, one per each course (7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>), where different themes, vocabulary loads, and the learning basic rights structured its construction, providing some strategies and suggestion to fully profit its development. These exemplars were particularly featured in terms of language contents, by giving instructions in Spanish, and the concepts and examples in English. Additionally, each guide was divided into three main activities that must be delivered in a specific date as follows: activity #1 to be develop from September 10<sup>th</sup> to 25<sup>th</sup>, activity #2 to be develop from September 26<sup>th</sup> to October 15<sup>th</sup>, and activity #3 to be develop from October 16<sup>th</sup> to November 8<sup>th</sup>. Within these guides was a self-evaluation table to assess the autonomous work; also, it was shared the first set of the ICT use campaign, describing the correct behaviors when using technology for educative purposes.

To conclude, after the virtual engagement with the academic exercise, according to the performance scale, none of the groups achieved a superior position percentage (grades in the range 4.6-5), from 16% to 27,2% reached a high position (grades range of 3.9-4.59), and just a 12% to 14,2% attained low position (grades range of 1-2.99) Finally, the greatest percentage of students from 62% to 72% evidenced a basic performance (grades range of 3-3.89). Plus, a total population of one hundred and twenty five students were part of the three courses, and regardless the non-synchronic teaching methodology desertion had low percentage not to say any, in a way showing a degree of responsibility and commitment with the course.


		MUNICIPIO DE SANTA ROSA DEL SUR INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA ALFREDO NOBEL Código Dane: 413744000516- Nit: 829003500-2	Guía de Aprendizaje # 1 cuarto periodo. Inglés 7°
<b>Institución Educativa Técnica Agropecuaria Alfredo Nobel</b>			
<b>Área:</b>	Inglés como lengua extranjera		
<b>Docente:</b>	Javier Alvarado Arias		
<b>Grado:</b>	7° 1 y 2		
<b>periodo:</b>	4°		
<b>Duración:</b>	32 horas		
<b>Nombre del estudiante</b>	Karel Daniel Cuesta Leguizamón 7-2		
<b>Ejes temáticos:</b>	<ul style="list-style-type: none"> <li>• Recommendations (modal verbs- should, must)</li> <li>• Possessive Pronouns</li> <li>• Object pronouns</li> </ul> <p style="text-align: center;"><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Places</li> </ul> Typical Gastronomy		
<b>DBA:</b>	<b>DBA 6.</b> Da y recibe instrucciones, recomendaciones y sugerencias sobre temas relacionados con su entorno cotidiano		
	<b>DBA 7.</b> Describe acciones relacionadas con un tema de su entorno familiar o escolar		
<b>Estrategias de seguimiento:</b>	Estaré haciendo monitoreo permanente a través del grupo de WhatsApp y de llamadas telefónicas. Así mismo estaré atento a resolver sus dudas por medio de video llamada chat.		
<b>Orientaciones generales al padre de familia y estudiante:</b>			
<p>Señor padre de familia. Estos son momentos cruciales en los que su hijo requiere de su apoyo incondicional para poder llevar a cabo con éxito su proceso de formación lo invitamos leer atentamente las instrucciones dadas en el material de aprendizaje que encontrará a continuación, es absolutamente necesario que el estudiante se apropie de dicho material antes de empezar a resolver las evidencias de aprendizaje propuestas por el docente, además deberá revisar atentamente los materiales complementarios representados por videos y links proporcionados en este mismo material.</p> <p>Tenga en cuenta las fechas establecidas para la devolución de este material.</p>			

Figure 26. 4th term guide structure



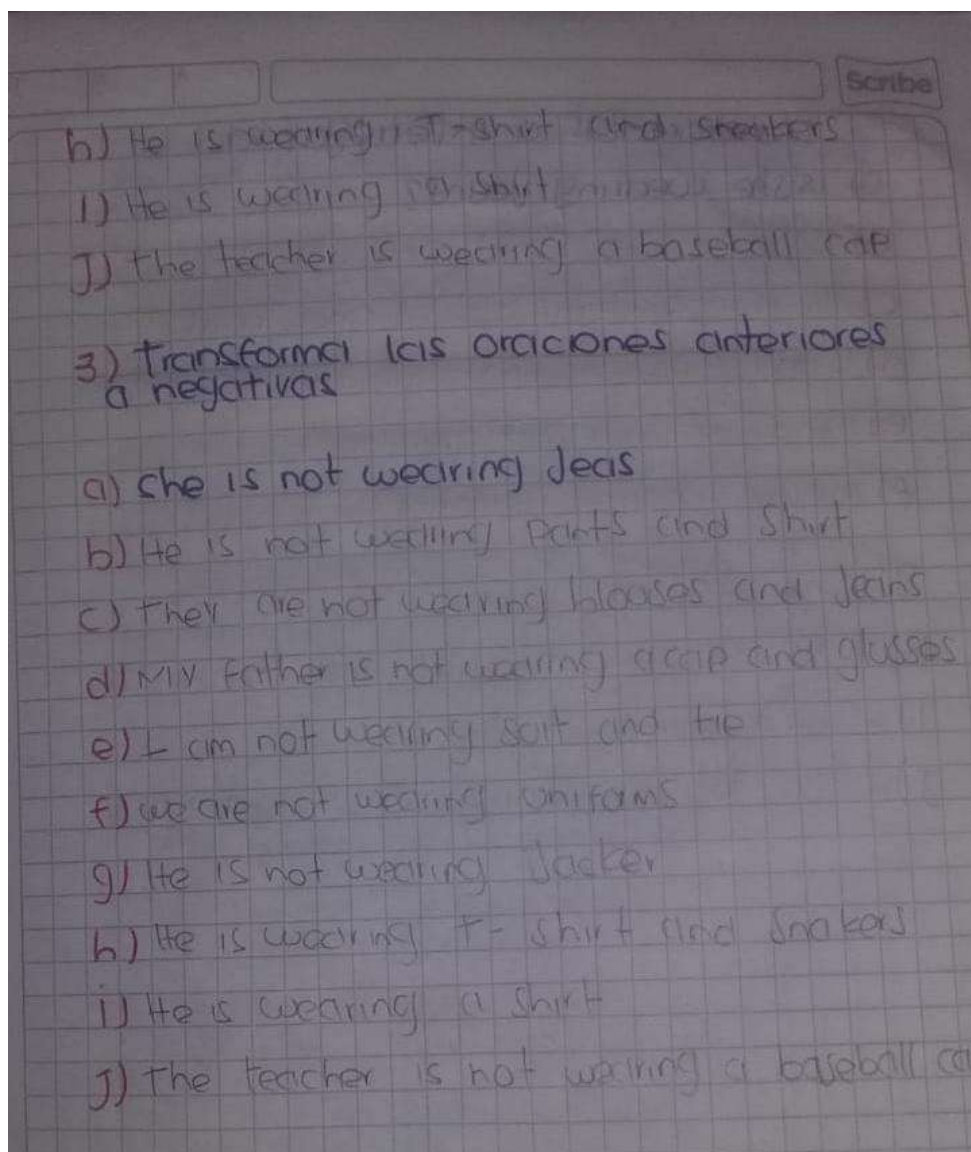


Figure 27. Guide exercise delivered



	<p>MUNICIPIO DE SANTA ROSA DEL SUR  <b>INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA ALFREDO NOBEL.</b>          Código Dane: 413744000516- Nit: 829003500-2</p>	<p>Guía de Aprendizaje # 1          cuarto período.          Inglés 9°</p>	
<b>Autoevaluación de la guía</b>			
<b>Aspectos:</b>	<b>Sí.</b>	<b>No.</b>	<b>Observaciones</b>
¿La información de la guía es clara?	✓		
¿el docente mantiene contacto con el estudiante?	✓		
¿las indicaciones dadas en cada actividad son entendibles?	✓		
¿es coherente el tiempo dado por el docente para realizar la guía?	✓		
¿se siente el estudiante motivado a continuar con sus estudios?	✓		
<p>Escriba al respaldo de esta hoja los aspectos que usted cree que se deben mejorar en cuanto a guías.</p>			
<p><b>Nota: al final encontraras una guía sobre el buen uso de las redes sociales, es necesario que la desarrolles debido a que es importante alternar estos temas con el fin de prevenir problemas asociados a los efectos provocados por la cuarentena y con temas de nuestra vida diaria. Esta guía será calificada, por lo que te recomiendo leer atentamente y responder con claridad.</b></p>			
<b>El buen uso de las redes sociales</b>			
			

Figure 28. Guide's auto evaluation

## **Chapter IV: Research Component**

### **Introduction**

In the Bachelor of Arts in Foreign Languages degree context of training, pre-service teachers' practicum is defined as one of the focal points of interest and updating to study, and document for the improvement of the teaching-learning processes, for the qualification of education.

Besides the clear interest in the need to understand and transform the teaching practice, many local studies also focus especially on the learning issue rather than teaching.

It has been considered relevant to carry out a project that establishes a reflexive approach to the practicum to objectify knowledge, behaviors, and attitudes that guide the teaching process. Likewise, this reflective approach is also regarded as a conscious internalization, immersion, and exploration exercise of teachers' subjectivity itself, through the formulation of questions and search for information for problem solving and self-recognition.

**Justification**

The proposal of this project in the context of Foreign Languages students' practicum is part of the professionalizing concept of the practicum as a "spearhead" to improve the educational processes in the institutions where the teaching practice is carried out.

It is considered that giving the importance to the role of the reflection in the teaching process is the first step to understand professional issues, own actions, and to be interested in knowledge of models and approaches to address a problematic situation and establish an analytical look at the fact.

According Jhon Dewey, a pioneer in the field of reflexive thought applied to teaching, the need for this project is to provide students with analysis and self-observation tools that let them distinguish a routine from a reflexive action. It is considered that a reflective approach protects the actors from the traditional context of inertia, and authority that permeates the school.

## Statement of the problem

Schools assume core aspects of individuals' training and institutional life without questioning that are seen as imprints, stable, and invariable traits that are part of the school identity and culture. When events are developed without major disruption, the teacher takes the risk of performing in a way that hinders the pedagogical development and the renewal of school culture. A non-reflective practicum does not encourage the emergence of problematic situations; those realities are ignored or invisible. Viewed this way, the practicum is assumed from reproductive codes that make teachers perform traditionally, such as cultural reproduction, becoming a barrier to the arising of emerging practices aimed at generating transformations of thought and knowledge to attend social needs.

Due to this situation, which affects teachers to a greater or lesser extent, it is necessary for the process of teacher training to encourage a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices so as to become essential elements that influence and transform their work and future professional performance.

In the case of the Bachelors of Arts in Foreign Languages degree at the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their practicum, in order for them to self-evaluate and look critically and constructively at their work in the teaching role.

To initiate this study, the following guiding questions are asked:

How does the implementation of reflection contribute to transform the pedagogical processes inherent to the development of the practicum stage?

How does the exercise of reflection influence the development of critical spirit of pre-service teachers in the analysis of their pedagogical work?

**General objectives**

- To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.
- To promote the critical spirit development in pre-service teachers for them to analyze their pedagogical work.

**Specific objectives**

- To consolidate a group of pre-service teachers with a critical spirit that reflects and presents proposals and alternatives for solving problems that are present in their practicum.
- To exchange criteria, ideas, and guidelines to take into consideration in the practicum and integrate them effectively into the institution.
- To identify and analyze strategies used by students in their pedagogical practice.
- To implement reflective workshops and the development of didactic units that guide pre-service teachers' reflections.
- To analyze one's own beliefs about teachers' work and students.

## **Theoretical Framework**

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

### **The teaching profession**

One of the fundamental members of every educational institution is the teacher, who has the function of giving knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession demands a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work, and education. This is how we find that every teacher must comply with some competences in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level at which he develops his activity. In the same way, every teacher must have competences in the organization of the contents, that is, the pedagogical practice does not only require ordering its components to be learned by the students, but also foresee for the teaching conditions in the educational context or outside it. The most immediate function that teachers must develop is to design or anticipate the practice of teaching.

## **The reflection**

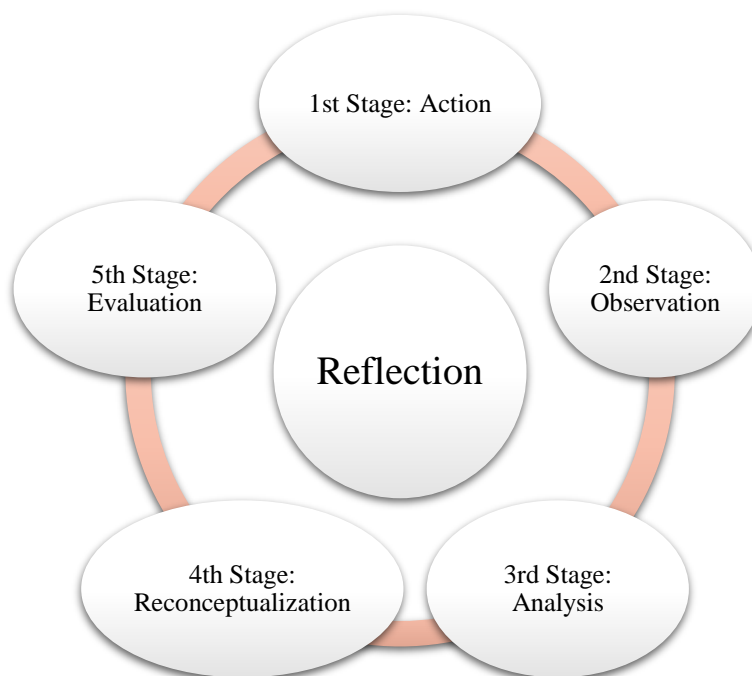
Talking about reflection implies addressing different conceptions of that notion. For this reason, to deepen its definition, two aspects will be considered: reflection as a process, and reflection as thematic. (Correa Molina et al 2010)

### **The reflection as a process**

The reflection is made from a series of stages that cyclically result in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on 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 structure of the situation”.



The stages of the reflection process as a process are evidenced in the following scheme:



*Figure 29.* Reflection as a process

### **The reflection as a thematic**

The conception of reflection is based on a theme that is related to that concept. For this and taking as reference to Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives:

Reflection as an instrumental mediation of action, reflection as a deliberation and reflection as a reconstruction of experience. Being for the first two perspectives, the external aspects, and the source of knowledge that allows reflection; and contextual aspects, which allows the exercise of reflection in the third perspective. In turn, these perspectives have mediators for

this process to be executed; in the first instance there is the action, the context, the colleagues and the same person who reflects.

### **The reflective practice**

Updating and qualifying academic proposals at the University and orienting students towards new ways of relating to the world, it is necessary for teachers to question their own practice and the impact it has generated; that is able to objectify their behaviors, and to assume the different roles in the pedagogical relationship.

The teacher occupies a central role in the current educational world; he acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt y Elliot: 1986). In this context, the problem of practice, and class space, require a particular treatment oriented towards social understanding and interaction.

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

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

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

On a second level, reflection is found in the implicit budgets of the specific classroom practices. Therefore, the consequences of the adopted strategies, curricula, and practices are analyzed. It is then necessary to apply educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and to contexts.

As a third, Van Manen establishes an exercise of critical reflection; at this level, the author stated that a more elaborated reflection, a questioning of ethical, normative, and moral criteria directly or indirectly related to the classroom are presented.

### **The pedagogical practice**

For the analysis and reflection on the practice, it is considered appropriate to methodologically use a conceptual operation of classification of the practice; to this end, the proposal of Zeichner is assumed. The author established some modalities of practice, as follows:

#### ***Academic practice:***

It is focused on the training of teachers who can reflect on the courses they work in so that they transform them into understandable structures for the students.

#### ***Social efficiency practice:***

It is about a way to achieve an effective teaching through the application of didactic techniques that are deduced from general principles that pedagogical research has reached. In this case, reflection consists of a strategic decision: “To select among a range of available techniques, the one which is considered the most effective”.

This is the way of proceeding from the technical rationality:

### *Developmental*

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

### *Social Reconstruction*

The object of reflection is social, economic, and political context to promote real democratic relations in the classroom, and egalitarian and fair in the social field.

### *Generic*

The programs refer to reflection in a generic way, but without specifying the claims of the programs or the contents on which to reflect, nor the strategies to encourage reflexive learning.

### Reflection Activators

According to Schulman (1997), these activators are the cognitive foundations of the teacher about the life of the classroom; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs in order to make decisions in the classroom.

### *Critical element of reflective thinking*

This element of reflective thinking relates to “moral and ethical aspects of compassion and social justice” as proposed by Sparks-Lander & Colton (1991, p. 39). The interest of aspects related to social justice and ethics in education.

These authors established some classification categories of knowledge:

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

According to George Spark-Lander & Amy Colton, the narrative element is another element of reflective thinking included in this study as an instrument. This one is related to the teacher's narrative in order to encourage the stories of their experiences in the classroom they go through in many forms and fulfill various functions in subjectivity, and, in the constitution of subjectivity. In this component, it is found the teaching journals in which the writing triggers the elaboration of the teacher's reflective thought, about objective and subjective or intersubjective practice experiences.

## **Methodology**

The central axis of the methodology proposed is a process of constant reflection while it also includes the carrying out of meeting that allow the strengthening of the practicum stage as an initial point to address the labor and educational phenomena. The methodology organization's principles are autonomy, planning and self-observation.

To review the importance of this proposal on reflection for the practicum process, a set of "socialization" and systematization of the process itself was done.

This study falls within the qualitative research approach, taking as starting point the perspective of reflecting as a professional space that will contribute greatly to the description, identification, and analysis of the teachers' own pedagogical practicum. According to Creswell:

Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes. From this data, the researcher interprets the meaning of the information, drawing on personal reflections and past research. The final structure of the final report is flexible, and it displays the researcher's biases and thoughts" (2002, p.626).

### **Context**

Pamplona city was founded in 1549, meaning it is the most ancient city in Norte de Santander. Located on "Espíritu Santo" valley in Colombian Andes. Founder of many other cities during the colonial times, it has been the meeting point of and influenced by religion throughout its history. It fostered different religious communities, such as: "La comunidad de franciscanos", "Las hermanas clarisas", "Los hermanos de San Juan de Dios", "La compañía de Jesús", "La comunidad la Sallista", as well as religious female communities: "Hermanas de la presentación", "Hermanas bethlemitas", among others. The acceptance of these communities in the city lead to the construction of educational establishment with emphasis on their beliefs and values. The context is where this study takes place, and their schools is where the practitioner teachers from the Foreign Language Program will play their role.

The term “school” can be defined as an educational community that takes over the institutionalized education, acting as an organization. This means that it is the establishment where education takes place, education is commanded, and education is accomplished.

Nowadays, the “school” is seen as an example of living in community. In other words, the school transfers knowledge and values that are necessary in a community and which lead students to better use their skills and to improve them for own and society’s benefit.

At school we will always find a set of fundamental elements, such as teachers and students, whose actions and behaviors are connected to a specific socio-cultural order upon which the organization of the institution is built.

A school is an organization that depends on society. A social institution commanded to provide the systematic education, conditioning the “teaching-learning” process and the organization of groups composed by teachers and students (Crespo, 2010).

In such sense the school as an educational institution has the following functions:

### **Socialization function**

This function is connected to the learning of values, rules, behaviors, attitudes, and aptitudes that focuses on social culture in the politic and economic context they belong to. This function embraces every socialization process involving the school members.

### **Instructional function**

The instructional function uses two more functions. It optimizes the spontaneous processes of socialization, in order to guarantee the training of human capital that is required for the good functioning of labor market. This function attempts thus to provide a higher level of culture, knowledge, and values, among others, and to produce a higher possibility of adaptation.

### **Educational function**

This function requires a life community, in which democratic participation exists, by participating in an intellectual search for discussion and learning. This means, an educational community that can break the existing barriers between school and society; a space of culture, where new concepts, technical tools and culture codes are learned. The aforementioned because of the active participation in the exchange of desires and behaviors with colleagues and adults (Vizcaino, 2010).

### **Population**

Participants in this study are 49 pre-service teachers of tenth semester, belonging to the Bachelor of Arts in Foreign Languages degree at the University of Pamplona.

#### **Direct beneficiary population**

- Pre-service teachers.
- Supervisor teachers.
- Student community from the educative institutions for practicum implementation.

#### **Indirect beneficiary population**

This population comprises the teacher community of the Bachelor of Arts in Foreign Languages degree, since the results of this will provide a useful feedback for the view of the program members about their practice as the Practicum group.

#### **Institutional departments articulated to the project**

- The Bachelor of Arts in Foreign Languages degree.
- Language and communication department.
- Faculty of education sciences.



### **External institutions linked to the project**

- José Antonio Galán School
- Brighton School
- La Presentación School
- Pamplona Normal Superior School
- José Rafael Faría School
- Cristo Rey Educational Institutional
- Alfred Nobel High School

### **Data collection chronogram**

In the process of gathering data for this research, [see table 9](#), the following instruments were used:

### **Reflection workshops**

The main purpose of the reflection workshops was to guide the process of reflection carried out by the practitioner teachers. In addition, it is also about sharing and communicating experiences that are an intrinsic part of their professional activities. The idea behind this is that they get to enrich their process and to implement new tools that will allow them to transform their pedagogical practicum. There was a total of 3 reflection workshops that took place during the semester and throughout the practicum, applied on September 23<sup>rd</sup>, October 14<sup>th</sup> and November 23<sup>rd</sup> where perspectives and criteria regarding teaching methodology, value of education and institutional involvement was tested. [see annex 12](#).

This instrument allowed the preservice teacher a realistic engagement with planning and intervention, be concerned about what pedagogical model are suitable and pertinent depending the context of the teaching practice.

### **Self-observation sheets**

Self-observation sheets main aim was to guide the practitioner teachers towards developing a perspective of their practicum as teachers and their role in the classroom and the educational community in which they have been included. However, the execution was not much objective as there were no constant encounters nor the possibility to evaluate students in situ. The non-synchronic methodology used (guides) made difficult the teacher's evaluation in terms of didactics and teaching strategies in class, class management, students' response-action among other features of the in-situ class per se. [see annex 13.](#)

This instrument provided a precise insight to the undergraduate about the self-performance and language development, how upgrades can be achieved when reflecting in-on action and applying strategies beyond the school atmosphere to ensure learning.

### **Narrative journal**

The reflection exercise allowed the student-teacher to express about their professional activity through a narrative of their experience as a way of providing some meaning to the teacher every day's life. Once the student begins with the planning and execution of the classes, he must send a narrative to the corresponding tutor. These were delivered on Monday of each week beginning on October 12<sup>th</sup>; that is, there were 8 narratives during the semester. [See annex 7.](#)

This instrument granted a record of the experiences, and to be used as a point of depart to increase contemplation habits as regards to the way I teach, the way I should teach, and the way want to teach.

Table 9. data collection chronogram

Instrument		Date											
Journal		From October 12 <sup>th</sup> to November 16 <sup>th</sup>											
Reflection workshops		September 23 <sup>rd</sup> , October 14 <sup>th</sup> , November 23 <sup>rd</sup>											
Self-observation sheet		September 23 <sup>rd</sup>											
Instrument	September				October				November				
Journal			X	X	X	X	X	X	X	X	X		
Self-observation sheet			X										
Reflection workshop			X			X						X	

## Results

The results were organized considering the following categories:

### Vocation and motivation

The practicum scenario was profitable in many ways but it felt strange thought because I was never adopted by my supervisor nor the principal of the institution in the sense that I never assisted to any online meeting regarding teacher area, and I think students did not perceived me as a resource but more as a temporal intern. So, my dilemma resided in the effectiveness of my doing as a teacher and the fact that was not directly required. Nonetheless, the motivation factor made the process not so tedious and the desire of changing people's mind was still a great fuel. I understand better now, how, and why some teacher loss or gain vocation; at the end of the day that is the most crucial and pertinent skill you most master.

## **English as a foreign language**

Elementary school is seen as a crucial stage for language development. Therefore, the fact that is not worked as it should be in the sense of language competence training (oral and written comprehension and production) as the level A2 they should have when finishing this cycle is not accurately achieved. In addition, the asynchronism factor within teaching did these skills upgrade exceedingly difficult, making the work of teachers sometimes useless as there was no an actual way to test and evaluate knowledge acquisition, not to mention the uninterest shown by students regarding English relevancy in their lives.

In other words, if we want to change how English is perceived by the community, we must begin by doing English children habituation, prioritizing language skills and educative strategies for accomplishing a radical social change. Do not get me wrong, there is a difference between trying to do something and achieve it. There is a collective responsibility starting from the family circles passing to the educative institutions and ending in the individualized reflection. Thus, when we talk about coaching to increase and promote English is a win-win situation where the final benefited will be a member of my community and my town will see the results eventually.

## **Teaching means**

How conducting this kind of exercises help the way we teach, that is subjective. What was clear is the demands of reflecting on pedagogical and didactic foundations and their strict relationship to student response-result, moreover ask ourselves if we want to do more than a simple transition of information or a real lesson illumination.

## Conclusions

The reflection is an imperative process educator must do, as a result, introspection for upgrading didactic and pedagogical perspectives might enhance individualized and collective teaching transformation. Therefore, this component seeks to prioritize reflective process of the teaching means for a metamorphosis in the mere concept of the teacher practice; a vital procedure to be done in the practicum stage as regards to significant feedback and individual improvements.

This inquiry led me to realize the reality in which educators live, especially those who live and intercede in precarious environments such as rural ones, where education is not seen as a pillar for integrality and success and the definition of knowledge importance is a clear need; the fact that the efforts teacher made is not valued for students nor community is a sign why many prefer to stay within urban and more advance societies. However, precisely is the issue we as preservice teacher should be fighting, the amelioration of society, the one we live in, throughout culture exposition and outdated mindset's elimination.

The methodology implemented must be precisely accorded and designed considering the students learning context, for achieving the objectives of the course. Hence, class planning, resources creation and academic interaction per se should be structured bearing in mind the real needs of the academic community. As a result, a more objective evaluation can be done, not to mention a better analysis and monitoring of the learning teaching process.

On the other hand, there is a tendency to avoid this sort of self-examination process for actualization due to the low levels of efficacy among students and passive participation's rates,

so people see the teacher's profession as a basic and unimportant job within society. Likewise, an intrinsic need emerged, what most of the teachers should ask themselves: is vocation what leads my instruction desire? This inner contemplation consents not a bounty haunt of weaknesses and strengths identification, classification but a mindset structuration where all outcomes are profitable if looked under different perspectives and the scope for teaching improvement, even more considering all the situations that can be presented during the teaching practice.

## **Chapter V: Community Outreach Component**

### **English language consciousness in primary schools in Santa Rosa del Sur**

#### **Presentation**

In this proposal, the reader will find a twofold objective: to organize the social impact of the Languages Program in a project from the implementation of the outreach component to the community of Practicum; and, to raise elementary school students' awareness to the basics of the foreign language, English.

In the first instance, it contains the justification, and the objectives of the project, its characterization, and the lines of contribution to which it contributes.

Next, the theoretical framework guiding the proposal, the target population, the timetable is presented below.

## **Introduction**

Participating in world policies in the academic, cultural and economic fields, impelled the Colombian National Government to promote the learning of foreign languages in the different educational areas of the country, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equal conditions for the personal and social development of the country.

With a view to promote English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in 2004, the main objective of which is to “To have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural openness. In this way, the Ministry has been implementing a wide range of strategies at the distinct levels of education with a view to achieving this goal, a prime example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and logical evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work implemented by the secretariats of education, public and private universities, and language institutes. However, the results obtained so far have not been very heartening since many of educational institutions of the nation have not yet been touched by it. With regards to primary education, the Government is advocating the coverage extension of English language education for boys and girls, since many of these educational establishments sometimes do not have an



English teacher to guide teaching-learning processes and therefore the results of evaluations implemented at the national level are not very optimal.

The University of Pamplona of Colombia in its capacity as a public training institution for trainers and more specifically the Foreign Languages English-French Program, has come close to the reality facing the primary school in the city of Pamplona as regards the National Bilingual Policy; Many of the educational institutions in this city do not have English teachers to meet the preparation needs of the primary sector.

In recognition of this reality and the problems it generates, the present proposal for social projection seeks to meet the needs of training in English, of the primary school population in the city of Pamplona and to integrate the foreign language training of students of the Foreign Language English-French Program into the educational reality of this area to deal with, to reduce the gap between public and private schools in the foreign language field.

Government policies identify the problem, but their attention is not sheltered by legislation, effective support is needed, for the specific case, by trainers in the field of foreign languages, so that the results of the examinations, the tests and results of our students are in accordance with the proposals of Colombia the most educated.

## **Justification**

The learning and acquisition of a foreign language allows to be at the vanguard of the own needs that today the world demands. That is why it is necessary to implement and work on this process from the very beginning of children's education so that when they complete their basic education cycle, having basis for continuing the learning process in secondary education, middle vocational and higher education, so that more people are trained in this area.

The aim of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic foreign language training that is required and essential at these levels. For this reason, it is carried out as part of the outreach component to the community of the integral practice developed by students of last semester of the Foreign Languages program of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education field.

The development of this project benefits both institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility for primary school children to have contact with the foreign language and in turn with students who complete their university practicum process so that they know the educational realities and needs of the environment and of this how they can help, intervening in processes that impact on the improvement of these needs.

## **General objectives**

The development of this social extension project by the Foreign Languages in English French Program of the University of Pamplona is heading toward the following purposes:

- To attend the needs of the children of the primary school in Santa Rosa del Sur.
- Integrate the foreign language training of students of the Foreign Languages English French program to the educational reality of teaching English at the primary school in the city of Pamplona.

## **Specific Objectives**

Looking toward a better understanding of the aspects mentioned above, this proposal will attempt:

- To familiarize the child of the primary school of Pamplona with basic knowledge of English.
- To involve students of the Program in Foreign Languages English French in the processes of teaching English in the primary school in Pamplona.
- To join the preparation of students of the bachelor's degree Program in Foreign Languages English French with the social projection programs offered by the Office of Social Interaction of the University of Pamplona.

**Typology of the project**

This is a formative project, disciplinary in the area of curriculum; "open to the institutions where the Integral practicum is carried out and offer basic training in primary education in the city of Pamplona. It is part of the training project of the Foreign Languages program at the University of Pamplona.

This proposal is articulated to the social projection, transcends the institutional space, and makes possible the articulation of the PLEX to the Pamplona's community.

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

**Contribution lines**

- Contribution to the academic training in the field of foreign languages.
- Citizen preparation (attention to issues of the educational setting aimed at reducing the inequity of the educational system)
- Projection to the school community at the university and program levels

## **Theoretical framework**

### **Language teaching**

#### *International Linguistic Policies*

“UNESCO has been concerned for several years about the role of languages in the global context. At a general conference in 1999 it adopted the term 'multilingual education' to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and the special needs of culturally and linguistically distinct communities, can only be catered through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that languages are not just a mean of communication, but they represent a true sector of cultural expressions; they are bearers of identities, values, and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, as well as, support the learning of international languages that provide access to global communication and information exchange. To accomplish this, UNESCO suggests the promotion of multilingualism and intercultural dialogue, together with development of policies

for the translation, by all possible means, of written and visual materials in order to promote the circulation of ideas and artworks.

According to Lima M, (2006). The learning process of foreign languages is now an real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long as it allows it to have a proper development in different contexts; The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

### **National Bilingual Program**

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

The following figure shows the levels sought by the national bilingual program for the year 2019:

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

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

### ***Bilingualism***

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

## **Teaching English in primary school**

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process which involves multiple variables of cognitive and affective character inherent in the individual as well as specific factors to the socio-cultural and educational context such as curriculum, methodology and training and updating of foreign language teachers, among others”.

Thus, the importance of reaching to the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyze the theoretical basis that explain the process of learning or acquiring a second language. (L2) o LE and how this process is related to the mother tongue”. Based on what was written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE. “language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language.”

“This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)”. the authors present their point of view on the subject and differ “that for purposes of this discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes”.

“It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach of language are relevant to the process of acquisition of LE in



children and nourish the Total Physical Response method (TPR) proposed by Asher (1976).

According to Krashen and Terrel (1983), a child acquires a language in three stages:

**Pre-production.** It is the stage in which the child develops the ability to listen and understand language through gestures and actions, it is a period characterized by silence. Therefore, at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing in the oral production.

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

**Extended Speech.** In this period, the child is already able to produce complete sentences and participate in conversations. Now, the teacher must help the child to improve fluency in the foreign language”.

To support the aforementioned about the process of acquiring an LE, it can be said that regarding to Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) “The children ability to learn, understand, discover and formulate communicative forms in a foreign language mainly underlies the need to establish new social approaches” (p. 467). Consequently, children build meanings of the world around them through the language and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, learning the LE must be based on prior knowledge and schemes mother tongue since the representations developed in prior learning and previous experiences are the scaffolding to build by LE, new mindsets or expand the existing ones”.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who establishes “from the point of view of cognitive psychology, explains that there are differences between child and adult cognitive abilities in relation to cognition and emotions, which are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and far from the adult, who usually is more prone to emotional blockage at the time of expressing themselves in another language”. “From the above statements, it appears that age is a factor that affects learning English as LE, particularly in the acquisition of pronunciation. That is to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native”.

### ***Why learn LE in elementary school?***

Frandiño Y, Bermudez J, & Vasquez V, (2012) quote Madrid and McLaren (1981) who claim “there are different kinds of reasons for learning a foreign language at school. Noting that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who begin studying foreign language in school tend to achieve a more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity and audacity that surpasses those of young and adults.
- Children not only tend not to be afraid of committing failures, but often acquire and transmit meaning through gestures and pantomime.
- Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages”.

To summarize it is found that the learning process of the human being is based on experiences with the environment in that is influenced by prevailing cultures and identify their idiosyncrasies and autonomy, especially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that put the main attention of the senses of each individual. Emphasizing that the process of cognition from the mental processes directs and brings to fruition significant learning in children who are at the beginning of learning especially of an LE.

### **Pamplona's context**

Pamplona's city, has institutions of basic and secondary education, being mainly public. Most of them are grouped by general Colleges as follows:

- **Escuela Normal Superior**, which has as headquarters "Escuela Rural Cariongo, Instituto Aurora".
- **Colegio Provincial San José**, which has as headquarters "Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez".
- **Colegio Águeda Gallardo de Villamizar**, which has the "Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional".
- **Institución Educativa San Francisco de Asís**: which is in charge of "Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII".

Likewise, there are two institutions that do not have the nature of a General College but that provide basic and secondary education of a public nature. They are:

- **Colegio Técnico la Presentación**
- **Institución Educativa Brighton Betlemitas.**

### **Institución Educativa Alfredo Nobel**

In this context where the students of Foreign Languages program of the University of Pamplona carry out their integral practice and doing social projection in primary schools.

The scenarios in which the activities of the Project will be developed are the educational institutions described above. The specific course will be included once the students - practitioners finish the observation stage and provide the courses and schedules in which they will be implementing the Social Projection component.

## **Subprojects**

This space aims at establishing a line of action for the Languages Program regarding social projection. In this regard, in the implementation of the extension component to the community, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which the integral practice is carried out.

The objective of this proposal is part of the concept of social interaction of the university with Pamplona's community through the design of a project to support training in English.

## **Subproject**

Enacting English language through the appliance of short, modified monologues activities in 4<sup>th</sup> grade students at Alfred Nobel

### **Justification**

The geographical and social conditions of Santa Rosa del Sur elementary students' creates a predisposition of learners towards English that could be seen as degrading, even more because learning English is not foreseen as an agreeable and important situation rather portrayed as an inutile aspect of education. The implementation of this proposal seeks changes within the way English is approached and motivation generators' in the cycle of basic primary.

Considering the non-synchronic communication between student-teacher, the development of content guide's, prioritizing the use of dialogues, profits from the space's construction where simple language, precise and short sentences, and memorization avoidance is highlighted. In this way, students will have an English conversation gradually modified for them to be able to communicate a concrete message; the teacher simultaneously, will elaborate contextualizing materials making easy their comprehension without focusing on explanations.

**General Objective**

- To improve English competences in elementary students at Alfred Nobel School by applying monologues as learning activity into the classes.

**Specific Objectives**

- To review on English topics already worked
- To enhance speaking skills in elementary students.

**Need**

The imperativeness of achieving the basic education and the MEN goals as far as English language dominance is a crucial factor considering the disadvantages and deficiencies the social context creates. Henceforth, the usage of strategies that help accomplish these objectives is highly beneficial not only for personal but institutional results.

The fact that students who reach middle school are unable to communicate basic information and express themselves simple and precise in English is a clear alert for educator to be concerned about.

## **Theoretical Framework**

To better understand this proposal, it is necessary to define some key terms that are part of the process of teaching English and that help to consider some bases for its better development.

### **Oral skills**

The oral ability development. Speaking is one of the four language skills and how people can communicate with others to express their intentions, opinions, and viewpoints (Burns & Joyce, 1997). According to these authors, it is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning depend on the context in which it occurs, including characteristics of the participants themselves, their collective experiences, the physical environment, and the purposes of the message. Spoken language then becomes an important communicative competence for the students to develop, even more profiting the sociocultural context for this to happen.

### **Short, Modified dialogues and monologues**

The use of dialogues and monologues serves to present common and quotidian situations in context. Therefore, it is expected the construction of knowledge by means of significative learning, defined by Mayoral (2016) as life conversations' reproduction, adapted to children's level in which situations are exposed using the targeted language naturally. Moreover, this strategy benefits children in visualizing the language in context and acts as an elevation forms to test if students can express ideas, opinions with preselected language sentences. Mayoral (2016)

The use of dialogues and monologues will be used as a different approach to be implemented considering the difficulties generated by the sanitary emergency, where students



are learning under unusual parameters, being them the mayor agents of knowledge construction in different lesser strict conditions.

### **Methodology**

To provide an elementary teacher training in terms of English didactics, it was necessary to clearly explain the instructions to employ the workshops. Nevertheless, the conditions made quite difficult this operation, so the communication via online meetings was the only contact I could do with the subjects. The idea was to send the workshops to be administered weekly to students, but due to the lack of time and the non-synchronic methodology, it was heavy for students and seen as an extra academic load. For this reason, the plan was changed into delivering them during the leveling stage so that it could be used a recovery activity or in future academic years. There should be noted that only one meeting was done as a training session where it was elucidated the way worksheets should be implemented. Nonetheless, teachers did not contact again for doubts clarification and no question arose about the worksheet's development.

### ***Participants***

This study was intended to be implemented on elementary students at Alfred Nobel high school. However, due to teachers (2 instructors from 5<sup>th</sup> grade) lack of time and the difficulties they presented with students' subject engagement; activities were designed for future implementation as an alternative resource for teacher's classes. All the classrooms had around 30 students.

### *Setting*

The project was conducted with 5<sup>th</sup> grade elementary teachers at Alfred Nobel high school, campus “la Floresta”. It is an official institution, founded in 1970, with the primary education attention in 4 campuses, it is in Santa Rosa del Sur, Bolívar. The communications were precarious and done via jitsimeet online application, which served as the platform for doing the teacher training session. [See table 10](#), [See figure 24](#).



*Figure 24. teacher's online training*

### **Timeline**

*Table 10. Elementary workshops schedule*

<b>Date</b>	<b>Dialogue topic</b>	<b>Resources</b>	<b>Online meeting</b>
19-23 October	Personal presentation	Worksheets, PDF, Images	October 23 <sup>rd</sup> Training reunion for teachers.
26-30 October	Personal description		

2-6 November	Emotions		
9-13 November	My family		
16-20 November	Mi home/house		

### Workshop #1 Personal presentation

This first workshop is focused on creating a monologue where students must introduce themselves giving precise and personal information such a name, age, nationality, birthdate among other information of relevancy, the difference between formal and informal greetings and farewells. Also, it was given a PDF containing exercises to practice. [See table 11](#), [see annex 14](#).

Table 11.workshop 1

Workshop #1 personal presentation		
<p>Objectives</p> <ul style="list-style-type: none"> <li>• Communicative: To introduce yourself in English.</li> <li>• Linguistic: To review common greetings and farewells in English.</li> <li>• Sociocultural: to differentiate formal and informal speech in English.</li> </ul>	<p>Instrucciones:</p> <p>¿Has pensado alguna vez qué sabes decir sobre ti mismo en inglés? Más allá de que parezca un tópico, saber describirnos y presentarnos personalmente en inglés es útil y necesario.</p> <ul style="list-style-type: none"> <li>• Utiliza los siguientes ejemplos para crear un monologo en inglés donde presentes los aspectos de tu persona que creas convenientes.</li> <li>• Video registra el dialogo (3-5min)</li> <li>• Completa el anexo PDF</li> <li>• Envía el dialogo al docente cada semana.</li> </ul>	<p>What do you want to say about yourself? Name, age, city, birthdate, profession, interests, and hobbies. Example: <b><u>DO NOT REPEAT IT</u></b> <i>Hello, I am Alicia and I'm 27 years old. I was born in Barcelona I have lived in London since I was a child. I work in a travel agency as a business analyst. I like dancing and swimming in my free time. What I like the most is to walk around in the countryside. I really hate to get up late because I think it's better not to waste time!</i></p>

## Workshop #2 personal description

This workshop is focused on creating a monologue where students must describe themselves or a relative answering three questions: what are you like?, what do you look like?, what do you like?

In addition, it was given a PDF with some exercises to practice some images related to idiomatic expressions and vocabulary about character and personality. [See table 12](#), [see annex 14](#).

Table 12.workshop 2

Workshop #2 personal description		
<p>Objectives</p> <ul style="list-style-type: none"> <li>• Communicative: To describe yourself and others in English.</li> <li>• Linguistic: To know vocabulary about personality (adjectives)</li> <li>• Sociocultural: to identify idioms and expressions about character and personality.</li> </ul>	<p>Instrucciones:</p> <p>¿Cómo se hace una buena descripción de una persona en inglés? Describir a una persona es una habilidad muy práctica y necesaria para desenvolvernos. Podemos ayudarnos de vocabulario muy básico para realizar la descripción de una persona: partes del cuerpo, tamaños, colores...</p> <ul style="list-style-type: none"> <li>• Utiliza los siguientes ejemplos para crear un monologo en inglés donde describas los aspectos de tu persona que creas convenientes.</li> <li>• Video registra el dialogo (3-5min)</li> <li>• Completa el anexo PDF</li> <li>• Envía el dialogo al docente cada semana.</li> </ul>	<p>How can you describe yourself?</p> <p>Adverbs and superlatives</p> <p>Personality, complexion, hair, color skin, age, physical characteristics.</p> <p>What does he look like?</p> <p>R/physics</p> <p>What is he like?</p> <p>R/personality</p> <p>Example:</p> <p><b><u>DO NOT REPEAT IT</u></b></p> <p><i>I love my friend Gabriel. I met him at work 4 years ago. He is middle-aged. He is handsome. He has big hazel eyes. He has short wavy black hair. He is tall, he is 1.90 meters tall. He is well-build because he goes to the gym almost every day. He is funny and outgoing. I always have a great time when I am with him.</i></p>

### Workshop #3 Emotions

This workshop is focused on creating a monologue where students show the feelings and emotions some situations can awake. In addition, there were given some images related to idiomatic expressions and vocabulary about people's moods as well as some questions and a video link to guide the monologue creation: What emotion do you experience the most? What is your favorite thing to do? What makes you happy? How do you deal with \_\_\_\_\_ (e.g. sarcasm) What do you complain about? What are you afraid the most? How do you feel in the mornings? When your emotions are a problem? [See table 13](#), [see annex 14](#).

Table 13.workshop 3

Workshop #3 Emotions		
<p>Objectives</p> <ul style="list-style-type: none"> <li>• Communicative: To express feelings and emotions in English.</li> <li>• Linguistic: To know vocabulary about emotions</li> <li>• Sociocultural: to identify English idioms and expressions about people's mood.</li> </ul>	<p>Instrucciones: ¿El cuerpo reacciona de diversas maneras bajo la influencia de las emociones? Algunas respuestas son visibles, otras son internas. Se puede decir que nuestros cuerpos dan tres tipos de reacciones: Físicas: estas son las que los demás ven: gestos y acciones. Internas: estas son las que el personaje en cuestión siente en su propio cuerpo, y solo se dan</p>	<p>What emotion do you experience the most? What is your favorite thing to do? What makes you happy? How do you deal with _____ (e.g. sarcasm) What do you complain about? What are you afraid the most? How do you feel in the mornings? When your emotions are a problem? Example: <b><u>DO NOT REPEAT IT</u></b> I'm already, I just need to put on my shoes, and we can go. Thanks for being so understanding. It is why I love you. You are such an understanding man. I am so happy I found you...you always seem to make sense out of my confusion, out of the things that—you know what I mean, I just, I love you and I appreciate you and I know my bullshit isn't easy for you, I thank you for being you... You're the best...  <a href="https://www.youtube.com/watch?v=viT78TfDfXU&amp;app=desktop">https://www.youtube.com/watch?v=viT78TfDfXU&amp;app=desktop</a></p>

	<p>cuando la emoción es intensa y hasta extrema: ritmo cardíaco acelerado, sudor frío, falta de aire, náusea.</p> <p>Mentales: lo que el personaje piensa bajo la influencia de la emoción en cuestión.</p> <p>Utiliza los siguientes ejemplos para crear un monologo en inglés donde describas los sentimientos y emociones que despiertan ciertas situaciones.</p> <ul style="list-style-type: none"> <li>• Video registra el dialogo (3-5min)</li> <li>• Completa el anexo PDF</li> <li>• Envía el dialogo al docente cada semana.</li> </ul>	
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#### **Workshop #4 My family**

This workshop is focused on creating a monologue where students must describe their family answering the following question: How can you describe your family members? In addition, it was given a PDF with some exercises to practice and some images related to idiomatic expressions and vocabulary about family. [See table 14, see annex 14.](#)

Table 14.workshop 4

Workshop #4 family		
<p>Objectives</p> <ul style="list-style-type: none"> <li>• Communicative: To describe and introduce your family in English.</li> <li>• Linguistic: To know vocabulary about the family.</li> <li>• Sociocultural: to identify idioms and expressions about family.</li> </ul>	<p>Instrucciones:</p> <p>¿Qué es una familia? ¿Cómo se puede llegar a ser un buen padre o una buena madre? ¿Qué papel tiene la familia en la educación y el desarrollo de los niños? ¿Cómo pueden los padres combinar autoridad y libertad? ¿Cómo deben las familias ejercer confianza y seguridad en la vida diaria? En el seno de la familia, nadie está apartado: tanto los ancianos como el niño serán bienvenidos aquí. La cultura del encuentro y del diálogo, la apertura a la solidaridad y la trascendencia se origina en la familia. Por esta razón, la familia constituye un gran y "rico recurso social".</p> <ul style="list-style-type: none"> <li>• Utiliza los siguientes ejemplos para crear un monologo en inglés donde describas los aspectos de tu familia que creas convenientes.</li> <li>• Video</li> </ul>	<p>How can you describe your family members? <b><u>DO NOT REPEAT IT</u></b> <i>I have a large family. My father is 57. (fifty-seven) He works as an engineer at a plant. My mother is 55. She works part-time as a nurse. My younger brother is a student of economics. He is going to graduate next year. I also have an older sister. She is married and lives with her family in an apartment house not far from us. They often visit us. Her daughter Lena, my niece, is a very talented girl. She plays the piano and writes interesting poems.</i> <i>I am married. My wife Olga is a schoolteacher. She teaches mathematics. We have two children, a boy, and a girl. My son Victor is six years old, and my daughter Anna is three years old. They go to a kindergarten near our house. My wife picks them up on her way home from work and takes a long walk with them in the park. My mother looks after the children when we work late, and my mother-in-law takes care of them on Saturdays.</i> <a href="https://www.youtube.com/watch?v=nlRmFnTlceo">https://www.youtube.com/watch?v=nlRmFnTlceo</a> <a href="https://www.youtube.com/watch?v=ZtvvufD3vhU">https://www.youtube.com/watch?v=ZtvvufD3vhU</a></p>

	registra el dialogo (3-5min) <ul style="list-style-type: none"> <li>• Completa el anexo PDF</li> <li>• Envía el dialogo al docente cada semana.</li> </ul>	
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### Workshop #5 My home/house

This workshop is focused on creating a monologue where students must describe their home/house answering the following questions: How can you describe the place you live? Do you live in the urban area or in a rural zone? How it would be the house of your dreams? Do you love your home? How do you feel when you are in home? In addition, it was given a PDF with some exercises to practice and some images related to idiomatic expressions and vocabulary about home/house. [See table 15](#), [see annex 14](#).

Table 15.workshop 5

Workshop #5 My home		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• Communicative: To describe your home in English.</li> <li>• Linguistic: To know vocabulary about house part's</li> <li>• Sociocultural : to identify idioms and</li> </ul>	<b>Instrucciones:</b> ¿Cómo describiría su hogar? ¿Cuál es la diferencia entre 'hogar' y 'casa'? La palabra "hogar" no se usa para hablar de un edificio. Se usa de una manera más emocional, para	How can you describe the place you live? Do you live in the urban area or in a rural zone? How it would be the house of your dreams? Do you love your home? How do you feel when you are in home? <b><u>REPEAT IT</u></b> <i>I live in a flat, with my partner and a friend from Canada. My flat is on the second floor. When you go in, you can find a hall. On the right, there is a kitchen. Opposite the entrance door, there is a sitting room and, on the left, there is a corridor to the bedrooms and the bathroom. Finally, my neighbors are OK. They sometimes make a lot of noise, but they also help us. I love my house, but it is not mine! I am renting it!</i> <a href="https://www.talkingpeople.net/tp/usefullanguage/elementary/d">https://www.talkingpeople.net/tp/usefullanguage/elementary/d</a>



expressions about home.	hablar sobre el lugar donde vives. <ul style="list-style-type: none"><li>• Utiliza los siguientes ejemplos para crear un monologo en inglés donde describas los aspectos de tu familia que creas convenientes.</li><li>• Video registra el dialogo (3-5min)</li><li>• Completa el anexo PDF</li><li>• Envía el dialogo al docente cada semana.</li></ul>	<a href="http://www.escribmyhouse.htm">escribmyhouse.htm</a> <a href="https://www.youtube.com/watch?v=SxTdQyuYKaE">https://www.youtube.com/watch?v=SxTdQyuYKaE</a>
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## Conclusions

As it was impossible for me to have a real contact with elementary students, it was necessary to redirect the way I could be useful as the procedure with them is considerably different from high school students. The virtuality made for teachers exceedingly difficult an objective English competences evaluation, specially speaking, and listening, and the overload of content was not a viable option for students prefer not to do the tasks. This situation allowed me to have a close relationship to teachers, in addition to compare the way of carrying out activities. It is important to highlight that non-synchronic methodology carried out in elementary school must keep the students' attention focalized into learning common, interesting, and profitable things.

Following this, the usage of innovative strategies for teaching are more than necessary. Nevertheless, is mandatory the application of didactic activities and tasks for keeping students motivated and take advantage of employing the tools virtuality provide. In other words, the virtual work was of great help since it served to expand the appliance of different gadgets that are of great help for sanitary worldwide emergency such as the use of platforms and applications. This emphasize the huge importance of technology in educational processes and virtual approach to students.

This elementary school work contributed to the strengthening of the role as a teacher, giving an effective perspective that allowed to know more about the value of the teacher. Moreover, the fact of actualizing teaching means, and capacitating teachers who want to exploit the potential of childhood in language learning, was really satisfying and worthwhile. It was

comforting to realize that there are educators still concerned in upgrading their didactic foundations for students to be benefited in the sense of better teaching strategies, class motivation techniques and accurate, directed instruction. Even more, considering the adversities and predicaments that emerged with virtuality adoption.

## **Chapter VI: Administrative Component**

### **Introduction**

Schools are a convergence point for us to get access to formal education. Nevertheless, to achieve an accurate educative process that comprises the whole functions of an institution is necessary to consider the big picture and recognize the different yet important extracurricular activities for a precise and productive dynamic.

The Alfred Nobel high school prepared a set of activities to be carried out during the school year. These ones were scheduled before the sanitary emergency and now are no longer considered viable to realize and were suspended. Henceforth, the purpose of this component is allowing preservice teachers to be contextualized (inside and outside the classroom) so that can acquire an enriching experience of the practicum.

Then, this component corresponds to the participation of students in extra-curricular activities proposed by the institution so that students can learn about the role of teachers outside the classroom.

## **Objectives**

### **General**

To increase knowledge and perspective towards the conception of teacher's profile in terms of duty out of classroom.

### **Specific objective**

To be participate of all institutional extracurricular activities

To assist in educative chronogram's organization

## **Methodology**

The foundation of this study were extracurricular activities so the scholar can fully engage into teacher's responsibilities beyond class environments. Bîrzéa and colleagues (2004) describe extracurricular activities "to be part of nonformal curriculum and they range from visits to different settings and institutions, school exchanges, voluntary work, and student organizations to student clubs and projects outside the school. They may take place after and during school programs and both in and out of school buildings." (p. 812). Finally, some researchers describe extracurricular activities using synonyms, such as "non-academic endeavors" (Chia, 2005, p. 76) or "out-of-class experiences" (Nelson et al. 2002, p. 278).

Involvement in extracurricular activities strengthens the ties of students to the school they are enrolled in. Therefore, it is important that academic institutions enhance such activities for retention purposes, when students are engaged and feel some type of connection with the school; they are more likely stay in the same institution (Baker, 2008). Therefore, these activities serve a double aim from the point of view of students and from the teacher's one, enhancing engagement and active participation.

### **Participant and setting**

The subject of this study is a tenth semester student of the foreign language program at the university of Pamplona whose profile must accurately fulfilled the requirements the practicum stage demands among them responsibility, language domain pedagogical and methodological bases.

The teaching scenario of this study is the Alfred Nobel high school, located in Santa Rosa del Sur Bolívar, an educational institution with eleventh grades of basic education elementary, middle and high school formation access under calendar “A” alignments; considered as the best educative institution in the city.

Considering the new educative methodology adopted (95% of virtual activities: administrative and academic), it was imperative a sensibilization of students in terms of TICS usage and implementation rules. This campaign is mainly promoted by the Minister of education in Colombia and Davivienda Bolivar foundation with the objective of treating the risks and consequences of inadequate use of technological devices and information.

### **Activities and chronogram**

As mentioned, The INEAN considering the sanitary emergency decided to call off most of the extracurricular activities and the only way the undergraduate teacher could be participate in administrative endeavors was through the ICT use campaign, however academic ones were mandatory to be using technologic devices. Therefore, it was scheduled the creation, design and circulation of 3 set of infographic PDFs (“educative technology”) detailing and describing information related to the use of technological devices, social media, and applications such as WhatsApp, Facebook, Instagram, and platforms like google classroom, Edmodo, zoom, jitsi, etc. as well as the risks, advantages and considerations of this tools in educative environments. Only the set 2 and 3 were designed and created by the author, considering it pertinent and relevant.

### Set #1

Containing three infographic images about metadata usage and online crimes in social media.

This set was proportioned by the school as only warning material resource, following the Colombian minister of education (2020) guide. [See figure 25](#), [see figure 26](#), [see figure 27](#).

### Set #2

Containing three infographic images about the ICT components, a contrast between technology, education, and social media. [See figures 28](#), [see figure 29](#), [see figure 30](#).

### Set #3

Containing three infographic images about internet user's guide, ICT skills and Social media in education. [See figures 31](#), [see figure 32](#), [see figure 33](#).





**¿QUIERES SER TU PROPIO JEFE, TRABAJAR DESDE CASA Y GANAR EN DÓLARES?**

No seas crédul@: desconfía de promociones, rifas, ofertas de trabajo o regalos que parecen demasiado buenos para ser verdad.



**ES VERDAD, LE PASÓ AL AMIGO DE UN AMIGO...**

Ten cuidado con lo que compartes: todos los días circula mucha información, pero no toda es cierta.

Que lo envíe alguien en quien confías no quiere decir que sea verdad.

Antes de compartir intenta revisar si noticieros o periódicos han dicho algo sobre el tema.



**SABÍAS QUE...**



Existen leyes que castigan si se comparte, extorsiona o presiona para recibir información privada, especialmente si se trata de menores de edad.



**CAFOD**  
Just for a world



**MINEDUCACIÓN**

**Fundación Bolívar Davivienda**

Figure 25. set 1



## DELITOS EN LAS REDES SOCIALES

Las redes sociales se han convertido en un elemento atractivo debido a la era digital, pues esta es una opción para aprender, investigar, hacer amigos, divertirse y hacer campañas con fines sociales, pero muchas veces el uso inadecuado de ellas puede convertir a las personas en víctimas de engaños que ponen en riesgo su integridad física, social y mental.

### TIPOS DE DELITOS

Que más se evidencian.



**Pornografía infantil:**  
Se refiere a toda representación visual, gráfica, textual que involucren la participación de niños o adolescentes en el desarrollo de actividades sexuales o exhibición de los genitales con fines sexuales.



**Sextorsión:**  
Esta ocurre cuando una persona chantajea a un niño, niña o adolescente con la amenaza de publicar contenido audiovisual o información personal de carácter sexual que le involucra.



**Happy slapping:**  
Consiste en la grabación de una agresión física, verbal o sexual hacia una persona, y ésta es difundida en una página web, una red social, una conversación a través del teléfono móvil. Generalmente sucede en Facebook y WhatsApp.



**Grooming:**  
Se trata de la acción deliberada de un adulto al acosar sexualmente a un niño, niña o adolescente mediante el uso de las redes sociales.



**Ciberacoso o cyberbullying:**  
Es el uso de redes sociales para molestar o acosar a una persona o grupo de personas, mediante ataques personales, divulgación de información confidencial o falsa entre otros medios.



**Sexting:**  
Es la actividad de enviar fotos, videos o mensajes de contenido sexual y erótico personal a través de dispositivos tecnológicos, ya sea utilizando aplicaciones de mensajería instantánea, redes sociales, correo electrónico u otra herramienta de comunicación.

### ACCIONES POSITIVAS EN REDES SOCIALES

- Cursos de aprendizaje online certificados.
- Contenidos exclusivos de todo tipo de temas en versión video, audio, infografía, entre otros.
- Campañas sociales para ayudas humanitarias, educativas, ambientales, entre otras.
- Capacitaciones en vivo con profesores de cualquier tipo de temas.

### ACTIVIDAD

Entra a tu red social favorita y haz una lista de:

a- Publicaciones que consideres informativas, prácticas o reflexivas.

b- Publicaciones donde se evidencie la violencia, el chantaje o sean inapropiadas.

Cuando tengas hecha las listas, haz una reflexión en una hoja sobre la importancia de las publicaciones apropiadas e inapropiadas en las redes sociales.

 **No olvides revisar el canal Educación y Cultura para la Paz en la YouTube para ampliar información.**

Fuente: GUÍA PARA EL BUEN USO EDUCATIVO DE LAS TIC. Junta de Extremadura.



Figure 26. set 1

### ¿Y SI ESA FOTO LA VIERAN MUCHAS PERSONAS?

Recuerda que la información en las redes sociales puede correr rápidamente y sin control.

Piensa muy bien antes de compartir fotos, audios o textos que consideres privados. puedes llegar a ser víctima de extorsión, presiones, venganzas o burla.



### MENOS, ES MÁS...

¡NO ACEPTES SOLICITUDES DE AMISTAD DE PERSONAS QUE NO CONOZCAS!

Cuidado con lo que publicas. Ya sea fotos, direcciones, o comentarios que revelen cosas personales sobre ti y tu familia, pueden ser usadas para engaños y robos.

Ajusta la privacidad y los filtros en tus redes sociales para que sólo pueda ser vista la información que tú quieras.



### NO SEAS TOXIC@...

Antes de enviarle a alguien imágenes o información que pueda ser ofensiva, incomoda o problemática, es mejor preguntarle.

Evita compartir imágenes o información que tenga la intención de burlar o dañar a alguien.



Cuéntanos que otro truco conoces para el buen uso de las redes sociales.



CAFOD  
Just for a world



MINEDUCACIÓN

Fundación  
Bolívar  
Davivienda

Figure 30. set 1

**COMPONENTES ICT**

Tecnologías de la información y comunicación

**Software & Hardware**

SET DE INSTRUCCIONES USADOS PARA LA OPERACION DE COMPUTADORAS Y LOS ELEMENTOS FISICOS QUE LA HACEN POSIBLE.

**LA NUBE**

TERMINO QUE DESCRIBE LOS CENTROS DE INFORMACION DISPONIBLES PARA LOS USUARIOS EN INTERNET

**Información & Transacciones digitales**

Información que representa otro tipo de información específica, así como las operaciones automatizadas sin el uso de papel.

**Tecnología de comunicaciones**

Equipos y programas usados en el proceso comunicativo y transmisión de información.

**Acceso a Internet**

El proceso de conectarte a la internet usando dispositivos electrónicos.

INEAN ICT USE CAMPAIGN

Figure 28. set 2

# SOCIAL MEDIA

## Y la Educación



**TWITTER**

Permite seguir tus propios intereses y gustos en cualquier area. usa micro-blogs con posts de hasta 280 palabras

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**FACEBOOK**



Es una gran oportunidad para aprender via en vivo, hacer un seguimiento constante de las noticias educativas; además puedes crear una plataforma donde subir contenido.

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**INSTAGRAM**

Se percibe el contenido como fiable, auténtico y relevante, y es, por tanto, más posible que inspire la adopción de medidas. Imágenes y videos de 60 segundos

---

**TUMBLR**



Tumblr es el lugar para que los creadores encuentren un público para su contenido. Hay más de 200 millones de blogs que suben 80 millones de publicaciones diarias.

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**PINTEREST**

Pinterest es una herramienta online que recopila y organiza imágenes; ha ganado en importancia en algunos sectores gráficos.

**INEAN ICT USE CAMPAING**

Figure 29. set 2

# TECNOLOGÍA VS EDUCACIÓN



**ORIENTACIÓN FUTURISTA**

La tecnología va de la mano con la innovación educativa: el uso de dispositivos y multi-pantallas para lograr una inmersión total en el aprendizaje virtual.



**MOTIVACIÓN Y APRENDIZAJE**

Involócrate y desafía la forma como aprendes, busca otras opciones en línea, nuevos metodos interactivos e interesantes.



**MEJORA DE HABILIDADES**

Aprendizaje digital, colaboración, comunicación, planeación, solución de problemas, trabajo en equipo, liderazgo, diversidad, autonomía, disciplina.



**RED EDUCATIVA**

La colaboración y trabajo a distancia hace posible el acceso a meta-información que es vital para la comunicación y retroalimentación exitosa.



**PORTABILIDAD DIGITAL**

El uso de dispositivos tecnológicos hace mucho mas fácil el manejo de trabajos, documentos y proyectos. Las ventajas que nos proporcionan son inmensurables, si sabemos cuales son las funcionalidades de los mismos.

INEAN ICT USE CAMPAIGN

Figure 30. set 2

INEAN ICT USE CAMPAIGN

# Social Media

*Ambientes virtuales educativos,  
Una frontera por explorar.*

## LOGROS

**COMUNIDADES  
SEGURAS**

Monitoreo y control parental por parte del profesor, gracias a algunos sitios en línea.



**PROMOCIÓN DE LA  
COLABORACIÓN**

Los estudiantes pueden comentar y criticar las asignaciones de sus compañeros para una construcción colectiva del conocimiento.



**PRODUCCIÓN DE  
CONTENIDO  
AUTÉNTICO**

Desarrollo de facultades en el manejo de aplicaciones y programas informáticos básicos.



## DESAFIOS



**FALTA DE  
CONOCIMIENTO**

El manejo adecuado implica un conocimiento mínimo del funcionamiento de las redes sociales.



**FALTA DE ATRACCIÓN Y  
DISTINCIÓN**

La falta de compromiso es una dificultad creciente. Sin embargo, la autonomía en el aprendizaje es fomentada.



**PRECENCIA:  
EFECTIVIDAD Y EFICACIA**

Es requerida una interacción y práctica constante; el potencial es evaluado a través de las experiencias.

*Figure 311. set 3*

EDUCACIÓN DIGITAL

# GUÍA DEL USUARIO DE INTERNET

## Errores comunes e irrupción a la privacidad

### CONTRASEÑAS FACIL DE ADIVINAR

Nivel de seguridad en línea

Evitar dar pistas de la  
información vital e  
importante.

### INFORMACIÓN PERSONAL COMPROMETIDA

Fecha de nacimiento,  
numero telefónico, lugar de  
residencia.

Datos que uses en preguntas  
de seguridad en entidades  
bancarias y a fines.

### PRIVACIDAD SIN CONTROL

¿Quién tiene acceso a tu  
información?

Información familiar,  
personal y profesional que  
puede ser usada para otros  
fines, diferentes y ajenos a  
tus prioridades e intereses.

### RIESGO DE INTRUSIÓN O HACKEO

Los datos son la clave!

¿Qué información deberías  
publicar en internet?  
Conexiones, detalles de  
contacto, ubicación, hoja de  
vida; todas estas referencias  
pueden ser objeto de robo y  
suplantación.

### MANEJO ADECUADO DE DATOS

Uso de redes sociales

81 % de los usuarios en redes sociales es de jóvenes  
y adolescentes, mientras que el 72% son adultos.  
Como prioridad, es deber del cibernauta hacer un  
empleo correcto de las aplicaciones e información  
digital.

INEAN ICT USE CAMPAIGN

*Figure 32. set 3*





# HABILIDADES ICT

*Autonomía y eficacia del estudiante*

## CREACIÓN DE BASE DE DATOS

**Manejo de office y programas basicos**



Creación de presentaciones multimedia con imágenes, sonidos y videos; edición de documentos y ejecución de softwares aplicativos.

## ERUDICIÓN TECNOLÓGICA



## REDES SOCIALES EN CLASE

**¿Por qué implementarlas ?**



Alcanzar un desarrollo cognitivo bien definido.  
Soportar nuevos estilos y estrategias de aprendizaje neomillennial.  
Facilitar el aprendizaje en un contexto social digital.

## EXPLORACIÓN VIRTUAL EDUCATIVA



Categoría	Porcentaje
Contenido	33.3%
Identidad	33.3%
Conexión	33.3%

Desarrollo profesional individual y colectivo.  
Potencializador de habilidades en los estudiantes.  
Orgullo y sensibilización escolar.  
Acceso y promoción de contenidos y material gratuito.

INEAN ICT USE CAMPAIGN

Figure 32. set 3

## Conclusions

The administrative component concedes the undergraduate teacher an engagement with the institution from inside and outside the classroom ambiances, academically speaking. At the end of the practicum, the student-teacher should have acquired an expertise as regards to the role of teacher and what the profession encompasses. That is, to understand that learning goes beyond the knowledge transmission found in the campus facilities. Similarly, this component encourages meditation, organization, and planning; since it is required to fulfill an number of institutional events that should be appropriately attended.

As regards to my experiences all extracurricular activities were done via online meetings and the administrative and social relationships were dismissed until the point the only contact was done using technological devices. However, the digital communication is a skill many colleagues are not acquainted to, specially technology for educative purposes and most of the time, the information is not good profited and implemented. I wish I could have been part of reunions and teachers' online gatherings, but I was never included despite my interest shown. I could notice I was seen as an intruder and the fact I was not exactly graduated, but still in evaluation, the institution created a barrier in terms of what I had access to and could do.

It can be concluded teachers undertake a multitude of extracurricular activities. Yet, while these activities consume considerable time and require specific expertise, little attention is afforded to developing these skills and expertise during pre-service training. What was more alarming is the lack of sympathy and concern of the institution directives to include the

practitioner in the few options of the action schema's where he could be useful and part of the two-faced realm exercise.

The professional spectrum of the teacher includes not only mastering theories. Also, comprises an interpersonal relation deriving into several action fields besides the classroom. This particularity is a crucial feature preservice teacher should be trained by doing; because try and error method is the perfect way to resolve any problematic situation. If not, the experience should have taught you something new and it will be considered next time.

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**Annexes**

Annex 1. Methodological guide

	MUNICIPIO DE SANTA ROSA DEL SUR <b>INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA ALFREDO NOBEL.</b> Código Dane: 413744000516- Nit: 829003500-2	<b>Guía de Aprendizaje # 1</b> <b>Tercer periodo.</b>

<b>Institución Educativa Técnica Agropecuaria Alfredo Nobel</b>	
<b>Área:</b>	<b>Inglés como lengua extranjera</b>
<b>Docente:</b>	<b>Javier Alvarado Arias</b>
<b>Grado:</b>	<b>8° 1 y 2</b>
<b>periodo:</b>	<b>3 guía # 1</b>
<b>Duración:</b>	<b>16 horas</b>
<b>Nombre del testudiante</b>	

<b>Ejes temáticos:</b>	•Futuro be going to forma afirmativa, negativa e interrogativa.
<b>DBA:</b>	<b>DBA 4.</b> Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles. <b>DBA 8.</b> Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita.
<b>Estrategias de seguimiento:</b>	Estaré haciendo monitoreo permanente a través del grupo de WhatsApp y de llamadas telefónicas. Así mismo estaré atento a resolver sus dudas por medio de videollamadas y chat.
<b>Orientaciones generales al padre de familia y estudiante:</b>	
<p>Señor padre de familia. Estos son momentos cruciales en los que su hijo requiere de su apoyo incondicional para poder llevar a cabo con éxito su proceso de formación lo invitamos leer atentamente las instrucciones dadas en el material de aprendizaje que encontrará a continuación, es absolutamente necesario que el estudiante se apropie de dicho material antes de empezar a resolver las evidencias de aprendizaje propuestas por el docente, además deberá revisar atentamente los materiales complementarios representados en videos y links proporcionados en este mismo material.</p> <p>Tenga en cuenta las fechas establecidas para la devolución de este material.</p>	

### **Actividad de reflexión inicial:**

Relaciona las siguientes imágenes con la palabra que corresponda a cada una. Luego piensa en 3 cosas que tengas planeado hacer e imagina como las expresarías en inglés. Esta actividad tiene como propósito encaminarlo al tema principal por tanto no es calificable, pero sí es importante que la realice para que se haga una idea de los temas de esta guía.



MUNICIPIO DE SANTA ROSA DEL SUR  
 INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA ALFREDO NOBEL.  
 Código Dane: 413744000516- Nit: 829003500-2

Guía de Aprendizaje # 1  
 Tercer periodo.

1



2



3



4



5



6



7



8



A) go shopping  B) work  C) practice soccer  D) have a party

E) travel  F) get degree  G) go to the cinema  H) do exercise

## Futuro con *Going to*

El futuro con **going to** es muy utilizado en el inglés junto al futuro simple. En esta guía aprenderás cómo y cuándo se usa este tiempo verbal.

La estructura es muy sencilla. Se usa primero el verbo **to be** conjugado en el presente, seguido de la expresión **going to** y finalmente el verbo en **infinitivo** simple:

	<p>MUNICIPIO DE SANTA ROSA DEL SUR          INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA ALFREDO NOBEL.          Código Dane: 413744000516- Nit: 829003500-2</p>	<p>Guía de Aprendizaje # 1          Tercer periodo.</p>
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Verbo to be = ser o estar en presente tiene tres formas: am – is – are

**Sujeto + verbo to be + going to + verbo en infinitivo simple + complemento**

- I am going to...
- You are going to...
- He is going to...
- She is going to..
- It is going to...
- We are going to...
- You are going to...
- They are going to

Ejemplos:

I am going to see a movie tonight. (Voy a ver una película esta noche)

She is going to go to the doctor tomorrow. (Ella va a ir al médico mañana)

They are going to listen to the song. (Ellos van a oír la canción)

### Usos:

1. En general el futuro con *going to* lo usamos para hablar de **planes a futuro e intenciones**:

- **He is going to start** working next week. (Él va a comenzar a trabajar la próxima semana)
- **She is going to do** the shopping on Saturday. (Ella va a hacer las compras el sábado)
- **He is going to swim** with his friends in the beach. (Él va a nadar con sus amigos en la playa)

	<p>MUNICIPIO DE SANTA ROSA DEL SUR  <b>INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA ALFREDO NOBEL.</b>          Código Dane: 413744000516- Nit: 829003500-2</p>	<p><b>Guía de Aprendizaje # 1</b>  <b>Tercer periodo.</b></p>
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2. Se puede usar también para hacer **predicciones con base en pruebas**:

- *According to the weather forecast, it **is going to rain** tonight.* (Según el pronóstico del tiempo, va a llover esta noche)
- *You **are going to catch** a cold if you continue playing outdoors!* (¡Vas a coger una gripe si sigues jugando afuera!)
- *My mom looks angry, she's **going to scold** me again...* (Mi madre se ve enojada, me va a regañar otra vez)

### **Negative form – forma negativa:**


Para crear la negación del futuro con *going to* se debe insertar la partícula *not* entre el verbo *to be* en presente y el *going to*:

Sujeto + verbo *to be* en presente + *not* + *going to* + verbo en infinitivo simple


### **Ejemplos:**

- *I **am not going to explain** you the lesson.* (No te voy a explicar la lección)
- *They **are not going to force** you to do that.* (No te van a obligar a que hagas eso)



	<p>MUNICIPIO DE SANTA ROSA DEL SUR  <b>INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA ALFREDO NOBEL.</b>          Código Dane: 413744000516- Nit: 829003500-2</p>	<p><b>Gua de Aprendizaje # 1</b>  <b>Tercer periodo.</b></p>
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▪ *Patricia is not going to go hiking this weekend.* (Patricia no va a hacer senderismo este fin de semana.)



**Interrogative form – forma interrogativa**

Para crear la frase interrogativa, debemos **alterar el orden** de los elementos. Se debe usar el verbo **to be** al principio, seguido del **sujeto**, la expresión **going to** y por último el **verbo principal** en infinitivo simple. La estructura quedaría de la siguiente manera:

Verbo to be + sujeto + going to + verbo principal en infinitivo simple + complemento + ?

**Examples – ejemplos:**

- *Are you going to stay longer?* (¿Te vas a quedar por más tiempo?)
- *Is he going to have his hair cut today?* (¿Se va a cortar su cabello hoy?)
- *Are they going to protest in the square?* (¿Van a protestar en la plaza?)

**Exercises – ejercicios:**

**1) Completa las siguientes oraciones según la forma correcta del futuro be going to, luego tradúcelas al español.**

1. Tommy \_\_\_\_\_ (call) her tonight.
2. Michael and Laura \_\_\_\_\_ (go) on a trip to Egypt next week.
3. Francis \_\_\_\_\_ (sow) some seeds in the garden.
4. My aunts \_\_\_\_\_ (give) him a great present.
5. I \_\_\_\_\_ (watch) the soccer game in the bar.

**2. lee atentamente y resuelve:**

The weekend starts tomorrow and Sam is going to be very busy.

Write sentences using the picture prompts and 'going to'—

El fin de semana empieza mañana y Sam va a estar muy ocupado. Escribe oraciones con going to usando las imágenes: \_ \_



1) He is going to get up at six o'clock.

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

7) \_\_\_\_\_

8) \_\_\_\_\_

9) \_\_\_\_\_

10) \_\_\_\_\_

	MUNICIPIO DE SANTA ROSA DEL SUR <b>INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA ALFREDO NOBEL.</b> Código Dane: 413744000516- Nit: 829003500-2	<b>Guía de Aprendizaje # 1</b> <b>Tercer periodo.</b>

stay at home all day	call my best friend
buy some carrots	visit a museum
go fishing	see an action movie
eat a bag of candy	play with my pet rabbit
do exercise at the gym	bake some cookies
sing some songs	go to a bank
clean my apartment	buy a new sports car
study English	throw away my cell phone
get on an airplane	have dinner at a restaurant
get a haircut	buy a magazine


**3) Escribe una oración negativa con cada uno de los verbos del recuadro.**

0) I am not going to stay home all day.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_
- 11) \_\_\_\_\_
- 12) \_\_\_\_\_
- 13) \_\_\_\_\_
- 14) \_\_\_\_\_
- 15) \_\_\_\_\_
- 16) \_\_\_\_\_
- 17) \_\_\_\_\_
- 18) \_\_\_\_\_
- 19) \_\_\_\_\_

**4) grammar quiz. – quiz de gramática.**

*Para realizar este quiz debes repasar nuevamente la forma afirmativa, negativa e interrogativa del futuro con be going to.*

	<b>MUNICIPIO DE SANTA ROSA DEL SUR</b> <b>INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA ALFREDO NOBEL.</b> Código Dane: 413744000516- Nit: 829003500-2	<b>Guía de Aprendizaje # 1</b> <b>Tercer periodo.</b>
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1. What ... your brother going to do tomorrow?  
a) are  
b) is  
c) does
2. (A) ... you going to see the movie?  
(B) Yes, I ....  
a) Do / am  
b) Are / are  
c) Are / am
3. My friend ... a birthday party next week.  
a) is going to has  
b) going to have  
c) is going to have
4. I can see a lot of gray clouds in the sky. I think it ... rain soon.  
a) is going to  
b) goes to  
c) going to
5. (A) When ... they ... arrive?  
(B) I'm not sure.  
a) do / go to  
b) will / going to  
c) are / going to
6. ... are you going to do on your summer holiday?  
a) Where  
b) What  
c) How
7. (A) ... your friend going to join us?  
(B) Yes, she ....  
a) is / is  
b) is / will  
c) Will / will
8. (A) ... they going to be here soon?  
(B) No, they ....  
a) Are / aren't  
b) Do / not  
c) Are / won't
9. What time are you going to ... for the airport?  
a) leaving  
b) leave  
c) leaves
10. ... you ... go home after our English class?  
a) Are / are  
b) Do / will  
c) Are / going to
11. (A) ... your friend going to be late?  
(B) No, she ....  
a) is / isn't  
b) Are / isn't  
c) Are / aren't
12. Is your cousin ... move to another apartment?  
a) going  
b) going to  
c) will
13. (A) ... the plane going to land soon?  
(B) Yes, it ....  
a) Are / is  
b) Is / is  
c) Are / are
14. I ... going to ... my homework after I finish dinner.  
a) am / do  
b) am / doing  
c) is / do
15. (A) ... you going to join us?  
(B) Yes, I ....  
a) Are / am  
b) Are / are  
c) Do / do
16. What are your plans for next year?  
Are you ... to Canada?  
a) go to  
b) will go  
c) going to go

Autoevaluación de la guía			
Aspectos:	Sí.	No.	Observaciones
¿La información de la guía es clara?			
¿el docente mantiene contacto con el estudiante?			
¿las indicaciones dadas en cada actividad son entendibles?			
¿es coherente el tiempo dado por el docente para realizar la guía?			
¿se siente el estudiante motivado a continuar con sus estudios?			
Escriba al respaldo de esta hoja los aspectos que usted cree que se deben mejorar en cuanto a guías.			

Annex 2. E-Zone Video Presentation



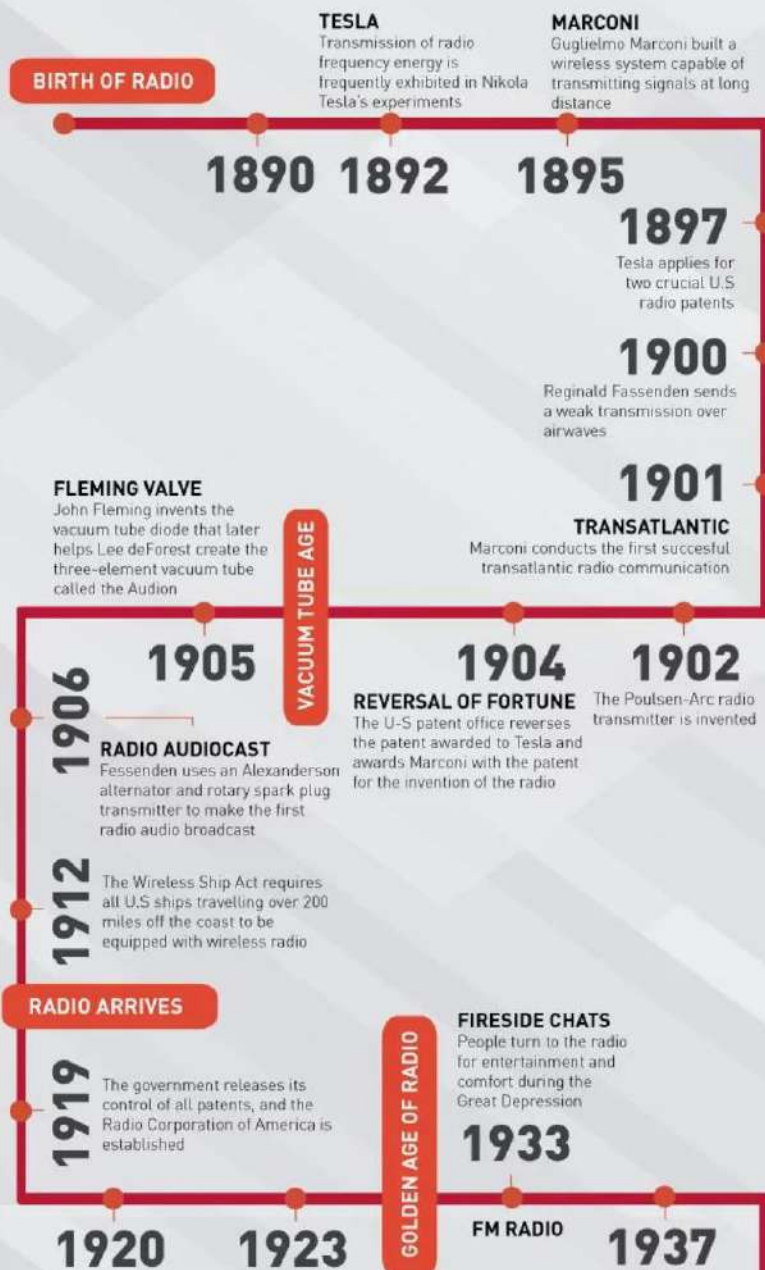
Castañeda (2020) [Episodes of the show](#)

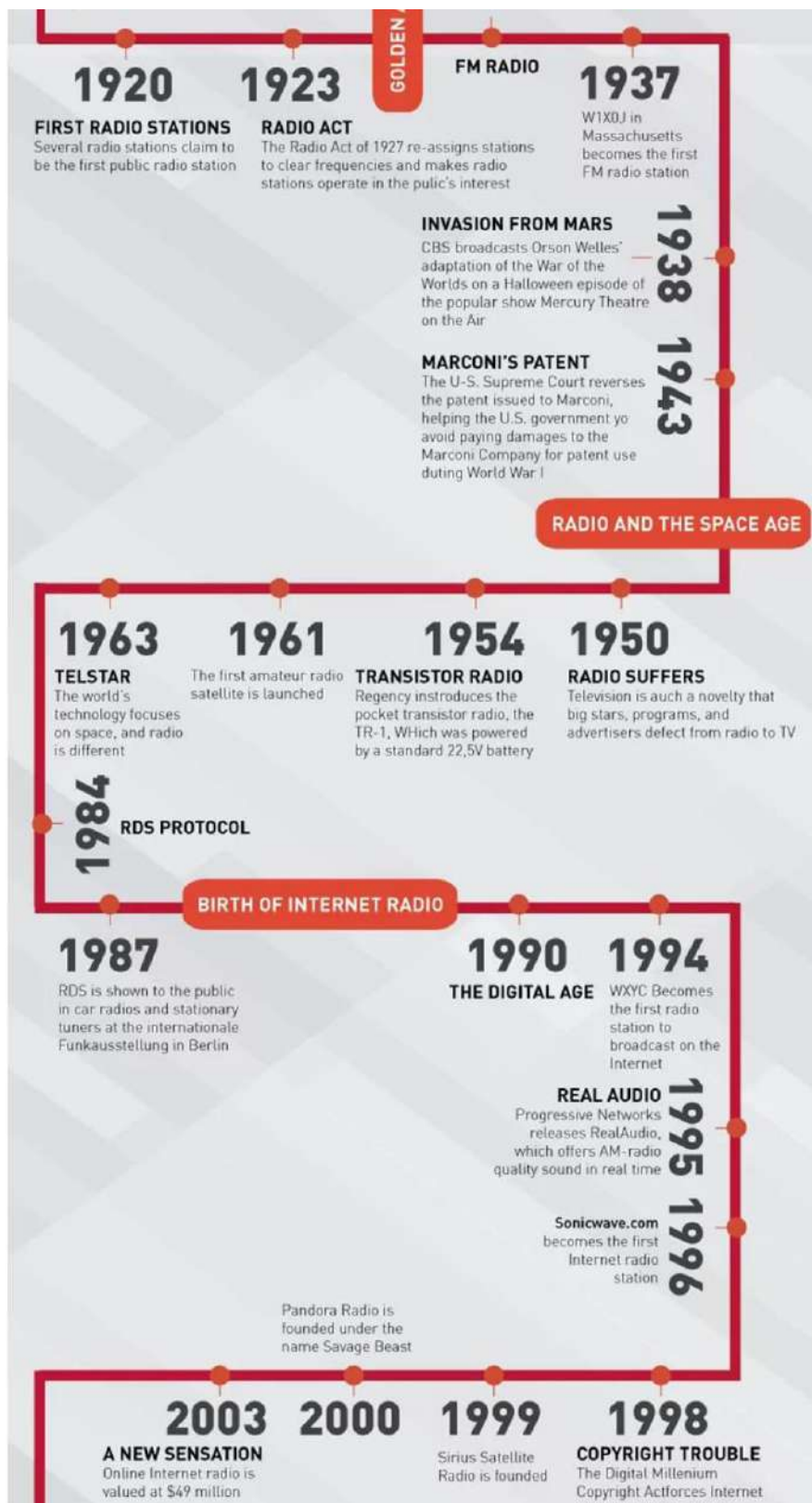
Annex 3. Radio infographics

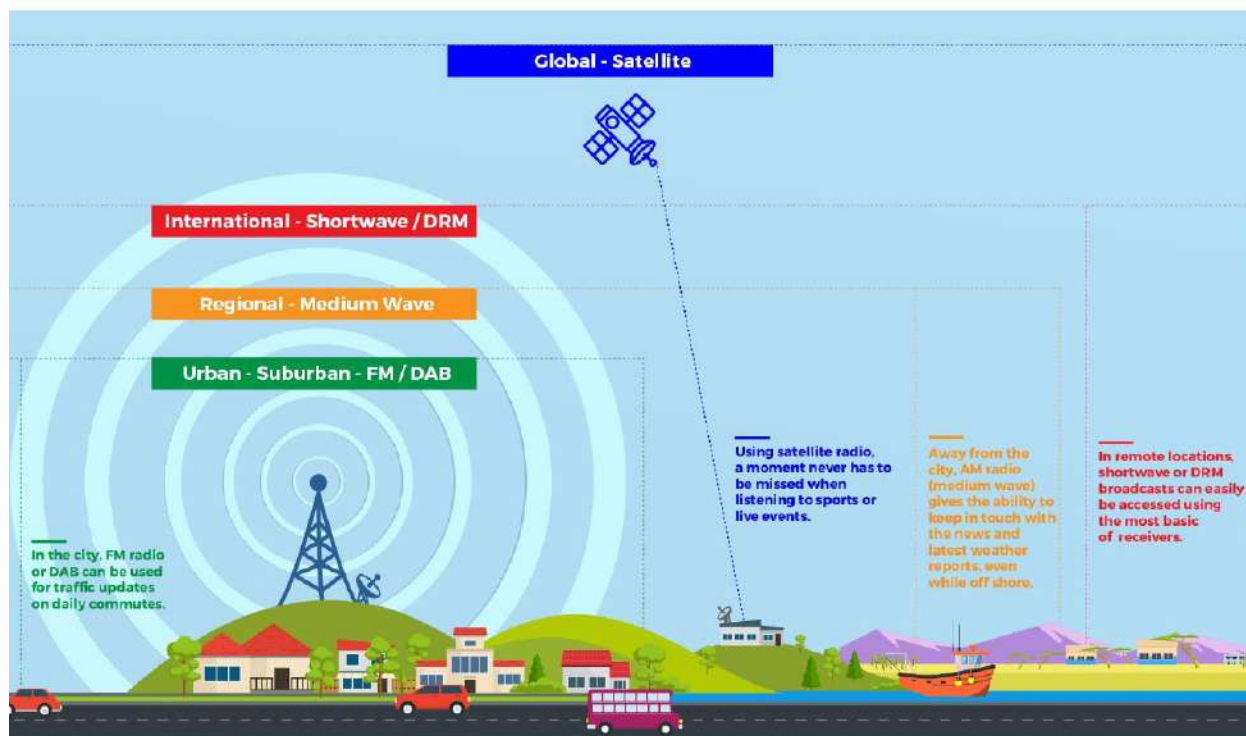
# HISTORY OF RADIO



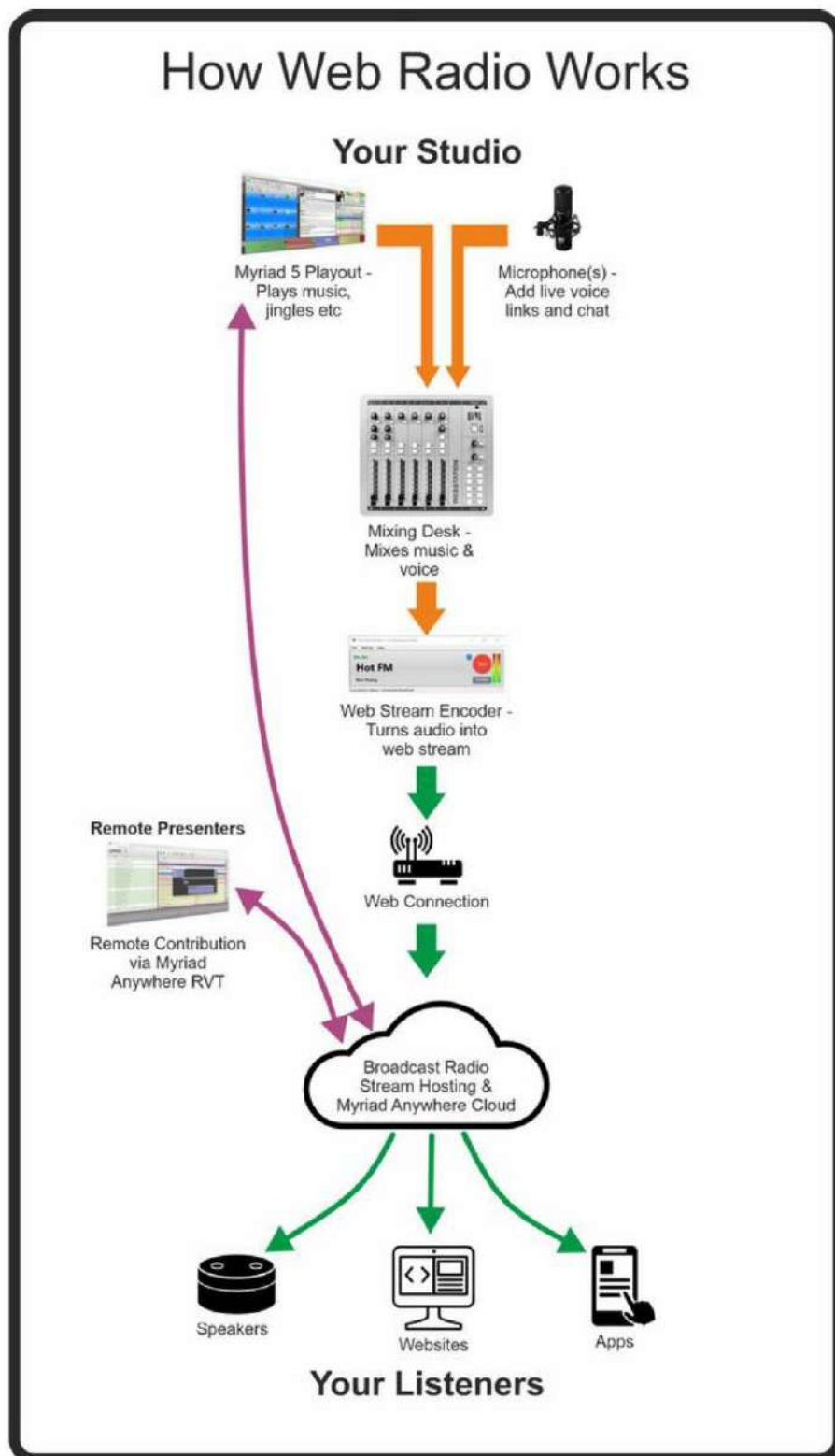
RADIO IS ONE OF THE MOST IMPORTANT TECHNOLOGICAL INVENTIONS IN RECENT HISTORY, AND PAVED THE ROAD FOR ADVANCED COMMUNICATION, EXPLORATION, ENTERTAINMENT, AND MUSIC DISCOVERY. SINCE ITS BIRTH IN THE LATE 1890S, RADIO HAS EVOLVED TO FIT THE NEEDS OF THE TIMES. WE TRACE ITS JOURNEY FROM TESLA TO TURNTABLE FM







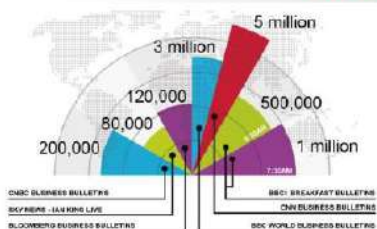




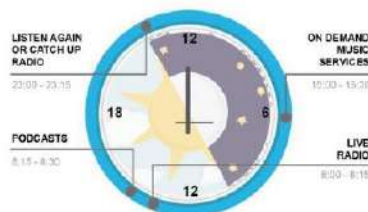
# THE INFLUENCE OF BROADCAST MEDIA

Broadcast is still relevant – it has impressive reach, is well-trusted and is the news source of choice for more people than any other media. So, while digital will change how traditional broadcast media engage with their audiences, TV and radio will remain the place where agendas are set.

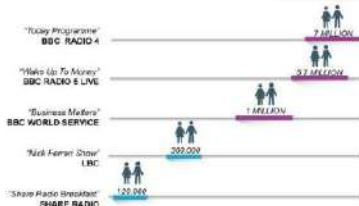
## REACHING BUSINESS AUDIENCES ON TV



## PEAK AUDIENCE TIMES



## ON AIR



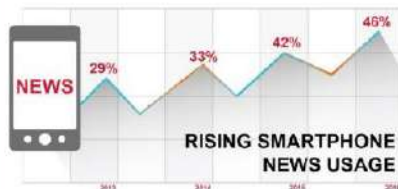
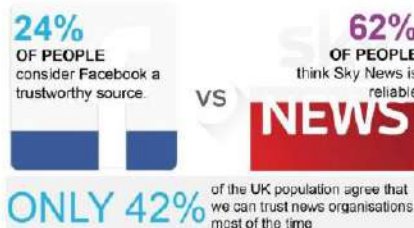
## TRADITIONAL VERSUS DIGITAL MEDIA

The BBC remains one of Europe's most successful broadcasters, with 66% weekly reach via TV & radio and 51% via online

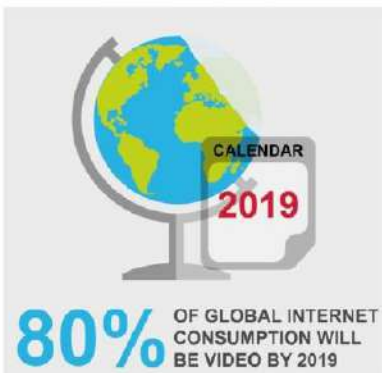


## LEVELS OF TRUST

Digital news overtook TV as the main source of news in 2015 but only 31% would choose a digital news source first.



## PODCASTS



## Annex 4. Diagnostic Survey

11/30/2020

E-Zone Survey

## E-Zone Survey

\*Obligatorio

1. Nombre \*

---

2. Grado \*

---

3. Lugar de Residencia \*

*Marca solo un óvalo.*

Casco Urbano

Zona rural

4. Seleccione según su caso. Los domingos en la tarde estoy: \*

*Marca solo un óvalo.*

Libre

Trabajo

5. Seleccione según su caso ¿Tiene acceso a servicio de internet? \*

*Marca solo un óvalo.*

Sí

No

Tal vez

11/30/2020

E-Zone Survey

## 6. Seleccione según su caso. En casa tiene acceso a: \*

*Selecciona todas las opciones que correspondan.*

- Computadora / Laptop
- Smartphone / teléfono móvil inteligente
- Radio
- Ninguna

## 7. ¿Cuántas horas promedio de tiempo las destina al uso de Facebook? \*

*Marca solo un óvalo.*

- Menos de 1 hora al día
- Entre 1-2 horas al día
- Más de 3 horas al día

## 8. De los siguientes temas, escoja según su interés: \*

*Selecciona todas las opciones que correspondan.*

- Tabús
- Tendencias y hechos históricos
- Literatura
- Expresiones idiomáticas
- Música y arte
- Educación
- Religión
- Filosofía

11/30/2020

E-Zone Survey

## 9. De las competencias del lenguaje, ¿Cuál es la que más se le dificulta? \*

*Marca solo un óvalo.*

- Comprensión lectora
- Producción escrita
- Comprensión oral
- Producción oral

## Annex 5. Pre-Test

11/30/2020

E-ZONE

## E-ZONE

Instrucciones:

- Vea el video y responda las preguntas.
- El test tiene un limite de tiempo (30 minutos), considérela ya que una vez terminado se cerrará automáticamente.
- Solo hay una oportunidad para realizar el test.

**\*Obligatorio**

1. Dirección de correo electrónico \*

---

### Pre-Test

Evaluación diagnóstica de habilidades de comprensión oral.

2. Nombre \*

---

### B1 Listening Test

[http://youtube.com/watch?v=XDCi3g\\_Vr1w](http://youtube.com/watch?v=XDCi3g_Vr1w)

11/30/2020

E-ZONE

3. Which program will be shown next on this tv channel?

*Marca solo un óvalo.*

A

B

C

4. What did the girl eat for lunch?

*Marca solo un óvalo.*

A

B

C

5. What are the boy and his family going on holiday?

*Marca solo un óvalo.*

A

B

C

6. When did the girl be on the race?

*Marca solo un óvalo.*

A

B

C

11/30/2020

E-ZONE

7. which animal did the boy enjoy seeing at the zoo?

*Marca solo un óvalo.*

A

B

C

8. What has the girl dis receive in the post?

*Marca solo un óvalo.*

A

B

C

9. How did the boy find out about the cancelled lesson?


*Marca solo un óvalo.*

A

B

C

10. ID \*

 DO NOT EDIT this field or your time will not be recorded.

---

## Annex 6. Post-Test

11/30/2020

E-Zone Post test

## E-Zone Post test

Instrucciones:

- Vea el video y responda las preguntas.
- El test tiene un limite de tiempo (30 minutos), considérelo ya que una vez terminado se cerrará automáticamente.
- Solo hay una oportunidad para realizar el test.

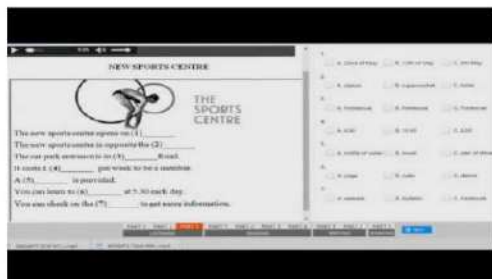
**\*Obligatorio**

1. Nombre \*

---

2. Dirección de correo electrónico \*

---



<http://youtube.com/watch?v=MGF12S---wc>

3. The new sport center opens on \*

*Marca solo un óvalo.*

22nd May

12th May

5th May



11/30/2020

E-Zone Post test

4. The center is opposite to \*

*Marca solo un óvalo.*

- station  
 supermarket  
 Hotel

5. the Car park entrance is in \*

*Marca solo un óvalo.*

- Fortrescue road  
 Fostescue road  
 Fortescue road

6. the cost a week is \*

*Marca solo un óvalo.*

- 9.50 pounds  
 19.50 pounds  
 5.50 pounds

7. you will be provided with a \*

*Marca solo un óvalo.*

- bottle of water  
 towel  
 pair of shoes

11/30/2020

E-Zone Post test

8. at 5.30 am you can learn \*

*Marca solo un óvalo.*

dancing

yoga

judo

9. for more information you can check the \*


*Marca solo un óvalo.*

bulletin

facebook

website

10. Submission ID (skip this field) \*

 DO NOT EDIT this field or your time will not be recorded.

---

## Annex 7. Journal

## REFLEXIVE JOURNAL

**Week 1**

It is still a disappointment not to be able to impart presential lessons to students due to the non-synchronous teaching methodology implemented so far. Moreover, the institution has not even been as concerned as I thought it would and the fact that they do the less acceptable efforts for guarantee the education of young minds, troubles me a little. Classes are now different in the way we must approach students. We have no longer that possibility to highly intervene within learning processes mostly because the lack of social interaction and relationship, the bonds created between teacher-apprentice are not that appreciated and education is not seen as important as it should.

As regards to my teaching, I have not done much but I focused my energies on preparing my radio episodes content. It was a nice experience; I had not spoken on radio before and felt like I was doing something relevant for the community regardless of nervous and anxiousness, it was weird and cool at the same time to hear myself through the speakers and reaching people I don't know, creating this abstract image of my person just using the sound of my voice. My supervisor Javi and I were really happy with the immediate results, proving that knowledge combined with purpose and initiative can be a resource for success, actually we have good first comments and that calms us a bit, considering that the level of audience is a real issue when trying to implement projects such as this one. Yet, I am sad because we have some technical difficulties so we could not record the audio streaming for posting it later on Facebook and that was a real shame, so *Ipso facto* I had to reschedule meetings with the sound director of the radio station in order to avoid the repetitions of this avoidable problems.

## Week 2

This week was not much different from the first one, I had not done much regarding classes per se and I felt like most of students are not interest in learning English. It is inevitable to see the way students approach to the learning environment under strict conditions such as the mandatory factor of solving the guides we sent if they want to approve the course, and not because there is an inner desire of improving language competences.

On the other hand, as the communication is done through WhatsApp, I have not receive any message or request of any group nor student (5 groups) and that is a sign I don't want to connotate yet and before revising those guides. However, the sensation of uselessness as a teacher and the fact that technology does not serve at all if the learner does not have access and the resources necessary to achieve the knowledge construction.

To make matters worse, I received worrying but exciting news from my supervisor. He must travel, and he will not come back until next year so I must become the headquarter for all groups. I hope I can help them, and they trust me for they guidance bearing that the supervisor will not have any personal contact.

Concerning the proposal schedule, we did the second radio show on October 4<sup>th</sup> and talked about taboos. Fortunately, this time we could record the voices and during the week will be published in the Facebook E-zone page along with the infographic poster. I am a little bit worried because I loved the way the show has been done by conversating with Javi. So, his travel might signify me doing by myself the show and completely changing its process and development.

### Week 3

This week was full of inconvenient as regards to the proposal implementation process; that is something I would not completely think yet I will say it help me introspect about the way English is learned in general. To better contextualize and understand, I felt the methodology I was implementing so far questioned and useless.

The one hour English radio talk show, which actually is about 40 minutes because as part of the format I include four songs breaks that take 20 minutes more or less, was not objective for the directives of the radio station anymore and I felt surprised for they told me "as a suggestion" I should include Spanish in the radio conversations because I was not thinking in all the people who listen to it, especially those who do not speak English, and they were losing syntony rates. They pretended I would spoke in Spanish then in English, as a kind of traduction-repetition of the discourse and I firstly was irritated considering I was clear in my intentions and the purpose of the show, easily inferred in the name yet it was obvious the fact that there would be people that understand much, some or nothing at all of the content shared. Then I felt pressed and frustrated, the idea of authentic content exposition to learn English is a theory I consider extremely inquisitive not to say relevant if we want to achieve language mastering. However, it seemed 1 hour a week is much time and rates are more important than change the way things are done and innovate.

On the other hand, I receive intriguing news from my supervisor Javi who was helping me conduct the show and my cohost. He traveled to his family farm near Cartagena, where he is from and unfortunately he will not come back Santa Rosa until the next year; therefore that represent a real challenge because he has no access to good internet so his live connection via skype to help me host the show will probably be a constant problem. I expect we can continue doing things as we were and that the distance issue will not be a problem at all.

#### Week 4

Last week was the middle term vacation and I did not do the show. This means I had one week less in my schedule because I missed to consider it when planning the number of episodes so I must eliminate one episode from one of the four natures I had established in order to keep the closing music special episode. That make me realize the imperativeness of planification and organization when dealing with educational projects, especially if we are under constant external monitoring.

This week I conducted the show on my own because Javi could not assist via skype. I am having the impression I could do this as a hobby, maybe for next year, include and consider more things, scope a wider picture of what the show can share in terms of content and educative purposes.

On the other hand, I am still feeling unproductive and impotent concerning the fact that non synchronic teaching has done quite tedious and demotivational the process, particularly due to the lack of compromise of students and parents. A month ago, I begin this journey, and no one has required help nor tutoring regarding academic business and there has been little response related with the radio show. However, I think is part of own learning course and the more spaces we create the more people will be interested in them.

#### Week 5

My biggest fear has come true. I was called this week by the producer of the radio station and I was told bad news concerning the show. Apparently, many people, among them peasants and field laborers were not happy with the content of the show. Most of them preferred music not so different to what they love to hear (Corridos prohibidos, ranchera y vallenato) and that the fact of the show is in English they do not understand much.

This situation made me feel sorry because I knew this was the biggest risk and that people would not be interested from the start. However, I was able to persuade the producer to reschedule the show transition to Sundays 7 pm which is a time with less loss of tuning rate percentage. I know there are people who is still attracted and expectative about the show as well as supportive to this kind of innovative projects but is a real shame that people do not take advantage of this sort of spaces that can be used for learning upgrades.

This made me realize why teachers, language ones even more, are not so involve in student's learning process more than extract and necessary, and considering the lack of autonomy, discipline, and care about academic related activities. The effort made by educators is misappraised and often seen as useless, now less than usual because of the virtuality adaptation.

## Week 6

I knew implementing the proposal would be a real challenge because the way English is perceived in Santa Rosa, the fact that most of its inhabitants are peasants reperculated in the reasons why they listen to the radio (worktime entertainment); therefore syntonizing and listening English content, not understandable for many, would represent a loss of listeners rates.

I decided to do a last episode focus on music this week and dismissed the other ones which were programmed. However, I was called by my friend and producer in the radio station for me to remind me that are some people rejecting the show but that he is interested in going against the tide this time and support me with the show. This troubles me and I feel I have a dilemma; I want to continue with the project but doing so might result in problems for the radio producer and the people seemed to be uninterested in this kind of spaces.

Now I must decide if I should continue and finish with the 8 episodes emission or leave the 5 I have already and avoid more awkward situations within the radio station. The consideration of this program as an educative ambiance goes beyond the type and sort of content and it is all about being exposed to the language that is the target of listening the radio in English.



### Week 7

this week was kind of a ghost week. I did not continue with the show and officially ended it. It is time now to perform the post test that was focused on listening evaluation and intended to measure, by means of error analysis, the progress participants had after listening the show episodes. The challenge I perceived was the fact that these participants were not quite interested in doing the activities I proposed anymore, and it was difficult to know why not because I have not hear from them since the last test, even though I have tried to communicate with them via WhatsApp several times.

I reflected as regards to if there are people who really profited this project and that this kind of effort is appreciated and worthwhile. I have noticed teachers not just language ones, but rather most aged, seemed to be tired and not motivated because the lack of interest and enthusiasm to any academic related activity and most of the performance is done under mandatory circumstances. Furthermore, the fact that students only rely on material provided by teachers, evidenced there is a lack of knowledge acquisition for there is a degraded authentic material preparation in terms of amount and competence's encompassment.

How can we engage with students so the lessons we as teacher prepare are not wasted but valued; and the purpose of teaching not twisted by our own deceptions and fears when teaching ?

What advantages can we save when making students motivated in classes? When my motivation as teacher is affected so what then?

### Week 8

The end of this journey has come, and it is weird because I am not quite satisfied with the work done, I feel I could have done more. Yet it is nice to have shared even some might say was not much, I think is a start.

I envisioned to implement the interview to students and the supervisor this week; after the post test was realized by the student's participants. However, none of the 5 did the posttest and I am doubting they are going to help me with the interview and last activity of the project. The objectivity of this might be affected and it is a real shame to think that every was done in vain. I am going to exhaustively try to reach them so the findings can be reliable.

On the other hand, regarding the outreach community approached teachers who were supposed to be applying some worksheets I prepared for them (after a meeting instruction) told me they were not available for the final capacitation and instructive meeting I planned this week. Apparently, they had much work, and they were busy enough with calcifications, leveling, etc.

I question myself if there is a kind of expire date for vocation. I want to think this is not the teacher I want to become, the one who does not the job of enlighten minds because it loves it. I realize that dealing with people's guidance is not a job for anybody and that even though you can be a teacher you will never stop learning new things every day.

Jorge Mario Castañeda 1094275442

## Annex 8. Interview

## Entrevista estudiante

Objetivo: Conocer la perspectiva de los estudiantes participantes en cuanto al uso de radio en ambientes comunitarios y como alternativa educativa en Santa Rosa del sur

**Categoría/subcategoría:** listening skills/ conversational speech

- ¿Qué piensa de aprender inglés a través de emisiones de radio?
- ¿Encontraste difícil de entender el contenido compartido en los episodios? ¿Fueron interesantes? Si\_\_ No\_\_ ¿por qué?
- De los cinco episodios. ¿Cuál fue el más atractivo y fácil de comprender? ¿Por qué?  
Taboos\_\_ Literature\_\_ trends&facts\_\_ Idioms&proverbs\_\_ Music special\_\_

**Categoría/subcategoría:** listening skills/ vocabulary

- ¿Considera que escuchando las emisiones incrementó su vocabulario y como utilizarlo en contexto? Si\_\_ No\_\_ ¿Por qué?
- ¿Considera que su pronunciación mejoró después de escuchar los episodios del espectáculo en inglés? Si\_\_ No\_\_ ¿Por qué?

**Categoría/subcategoría:** ICT/ radio learning

- ¿Considera que su nivel de inglés aumentó después de escuchar el programa radial? ¿en qué aspectos?
- ¿Cuáles aspectos encontró más interesantes dentro del programa radial?
- ¿Si tuviera que elegir, preferiría que el programa tuviera incluidas secciones en español? ¿Por qué?

**Categoría/subcategoría:** multiculturality/critical thinking

- ¿Cree que este tipo de programas sirven para conocer la cultura del inglés?  
Si\_\_ No\_\_ ¿Por qué?
- ¿Cree que es importante aprender la cultura en las clases de inglés?

**Categoría/subcategoría:** motivation

- De 1 a 5, siendo 1 aburrido y 5 entusiasmado, ¿Que tan motivado se sintió al escuchar las emisiones de radio en inglés: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ ¿que lo motivó a seguir escuchándolas?
- Marque los episodios que escuchó: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_  
Emisora en vivo\_\_ transmisión vía Facebook\_\_ no escuche ninguno\_\_

**Categoría/subcategoría:** extracurricular learning environment

- ¿Considera este tipo de programas como un espacio educativo?
- ¿De hacer otro programa con emisiones de radio en inglés, ¿le gustaría seguir escuchándolas?

### Entrevista Docente

Objetivo: Conocer la perspectiva del docente supervisor en cuanto al uso de radio en ambientes comunitarios y como alternativa educativa en Santa Rosa del sur.

#### **Categoría/subcategoría:** listening skills/ conversational speech

- ¿Qué piensa de enseñar inglés a través de emisiones de radio?
- ¿considera que la implementación de programa radiales en ingles mejora la comprensión oral? Si \_\_\_ No \_\_\_ ¿por qué?
- ¿Qué estrategias utiliza en clase para el desarrollo de habilidades orales (comprensión y producción)

#### **Categoría/subcategoría:** listening skills/ vocabulary

- ¿Considera que participando en / escuchando las emisiones es posible incrementar el vocabulario y la forma de utilizarlo en contexto? Si \_\_\_ No \_\_\_ ¿Por qué?
- ¿Considera que la pronunciación puede mejorar después de participar en / escuchar los episodios del programa radial en inglés? Si \_\_\_ No \_\_\_ ¿Por qué?

#### **Categoría/subcategoría:** ICT/ radio learning

- ¿Considera que su nivel de inglés aumentó después de participar en / escuchar el programa radial? ¿en qué aspectos?
- ¿Cuáles aspectos hubiese cambiado del programa radial en cuanto a contenido y metodología de enseñanza?
- ¿Si tuviera que elegir, preferiría que el programa tuviera incluidas secciones en español? ¿Por qué?

#### **Categoría/subcategoría:** multiculturality/critical thinking

- ¿Cree que este tipo de programas sirven para conocer la cultura anglófona? Si \_\_\_ No \_\_\_ ¿Por qué?
- ¿Cree que es importante enseñar la cultura en las clases de inglés? ¿generalmente como la trabaja?
- En su experiencia cual ha sido el desafío más grande en la enseñanza del inglés (cultura, gramática, pronunciación, etc.)
- ¿Después de la virtualidad cual ha sido el mayor desafío en cuanto a la enseñanza del inglés?

#### **Categoría/subcategoría:** teaching means /motivation

- Considera necesaria la creación de estímulos para la enseñanza de las ingles en la educación básica media.
- ¿Qué estrategia implementaría para motivar los estudiantes en el uso de programas radiales para practicar el inglés?

#### **Categoría/subcategoría:** teaching means/ extracurricular learning

- ¿Cree que este espacio debería estar enfocado a la enseñanza de aspectos lingüísticos?
- ¿Qué ideas propondría para lograr un mejor desempeño en futuras emisiones de radio en inglés como la lengua extranjera objeto de enseñanza?

Interview data analysis					
category	Subcategory	Interview extracts			
Listening skills	Conversational speech	<b>Participant: teacher supervisor</b>			
		Listening and interacting through the radio promotes the ability to interact more with the language	We speak a great percentage in English allowing students to improve the pronunciation, because the accurately listen the correct way to pronounce.	When you learn a language, you do it to relate with the culture, the people speaking that language.	Pronunciation and listening are a challenge when students do not have an English elementary foundation, not understanding mostly due to grammar focused language learning
Listening skills	Vocabulary	Through a radio show the vocabulary is expanded because students directly receive the language, related in context, and allowing them to feel interested, permitting them a constant relationship with English.	Students receive vocabulary, throughout the speaking, giving the opportunity to hear.	The culture provides you vocabulary and vice versa	
ICT	Radio learning	There is a radio in most of the people's homes and it is an important element in Santa Rosa's families	It a great opportunity for those students who does not have smartphones nor laptops at home	The interaction. It promotes the ability to profoundly interact with the language	I would give the opportunity to people to relate with the topics from the native language,

		It provides to the community the opportunity to know about English culture, increasing general knowledge thanks to the subjects treated in the show.			permitting them to know what is being told. Not sections but certain instructions to beginners and people with no English background so they can understand the subjects and the program methodology and achieving an active engagement.
Multiculturalit y	Critical thinking	Teachers are not perfect, we are constantly learning, every day we learn new things.	It helps me remember vocabulary I forgot, maybe for not using it or because I had a relationship with more academic vocabulary in my professional life.  I improved my four language skills by practicing in a real context.	I always try to motivate students not only with grades but also with motivational dialogues to continue.  The first strategy I would use would be to convince them how important is to learn a new language, that in the future they will face	The knowledge of the people's culture you will interact with is especially important.

				university, where they will require those knowledges .	
Teaching means	Motivation	In my classes I use interactive activities as monologues, dialogues, interviews, forums, activities that allow knowledge and ideas interexchange	It has become a challenge for me, to develop the listening and the speaking skill among students. The strategy I would use to motivate them it would be to contextualize English to what they like and dislike, to what they do and make them continue.	It is important the student should be motivated, that the government design motivational strategies for students to be interest in learning English.  Many people fail because they do not love what they do, they are not motivated by the teacher.	
Teaching means	Extracurricular practices	It is wonderful because People with no access to internet will have the opportunity to learn.  The English contextualization is the most important idea I propose, to know more the	The methodology and the content were excellent, but I would change just the opportunity to people get involve in the mother tongue. This would grant	The knowledge of the people's culture you will interact with is especially important.  The teaching of just linguistic	The technological factor plays an important role, a great percentage of the students with no access to internet. There are homes with 5 students and just one

		<p>population we are accessing, make them participate. That during the show they can call and ask and to be heard.</p>	<p>them knowing about what is being told.</p>	<p>aspects does not. We can teach values; another things that are fundamental for the human being development</p>	<p>cellphone, even more, houses with several students and no cellphone at all. That is why the radio show was important, proving possibilities and opportunities to English content access.</p>
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## Annex 9. Letters of acknowledgement



**ACREDITACIÓN INSTITUCIONAL**  
*Avanzamos... ¡Es nuestro objetivo!*



Santa Rosa del Sur, 11 de Noviembre de 2020

Estimados,  
 Padres de familia  
 Noveno grado  
 Institución educativa Alfredo Nobel "INEAN"  
 Cordial saludo,

Yo, Jorge Mario Castañeda Alfonso, identificado con C.C 1094275442 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos séptimo, octavo y noveno, acompañado de la supervisión del docente Javier Alvarado, me dirijo a Usted con el fin de solicitarle su autorización para que su hijo/a responda a una entrevista que se hará via telefonica que tiene como objetivo recolectar información relacionada con el proyecto del cual estaba siendo participe su hijo denominado "English Zone" el cual se desarrolló dentro de las clases de inglés en los últimos meses.

Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía. Y dicha información será utilizada para la escritura del proyecto final de mi práctica integral.

Agradeciendo su atención.

Cordialmente,

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



SC-CER96940



*"Formando líderes para la construcción de un nuevo país en paz"*

Universidad de Pamplona  
 Pamplona - Norte de Santander - Colombia  
 Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750



**ACREDITACIÓN INSTITUCIONAL**  
*Avanzamos... ¡Es nuestro objetivo!*



Santa Rosa del Sur, 11 de Noviembre de 2020

Estimado Javier Alvarado

Docente supervisor

Institución educativa Alfredo Nobel "INEAN"

Cordial saludo,

Yo, Jorge Mario Castañeda Alfonso, identificado con C.C 1094275442 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en el grado noveno, acompañado de su supervisión, me dirijo a Usted con el fin de solicitarle su autorización para que responda a una entrevista que se hará vía telefónica que tiene como objetivo recolectar información relacionada con el proyecto del cual estaba siendo participe denominado "English Zone" el cual se desarrolló dentro de las prácticas profesionales.

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Agradeciendo su atención.

Cordialmente,

Jorge Mario Castañeda

Estudiante-Practicante

Licenciatura en Lenguas Extranjeras Inglés-Francés

Universidad de Pamplona



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Universidad de Pamplona  
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SC-CER00940

## Annex 10. Project Categories

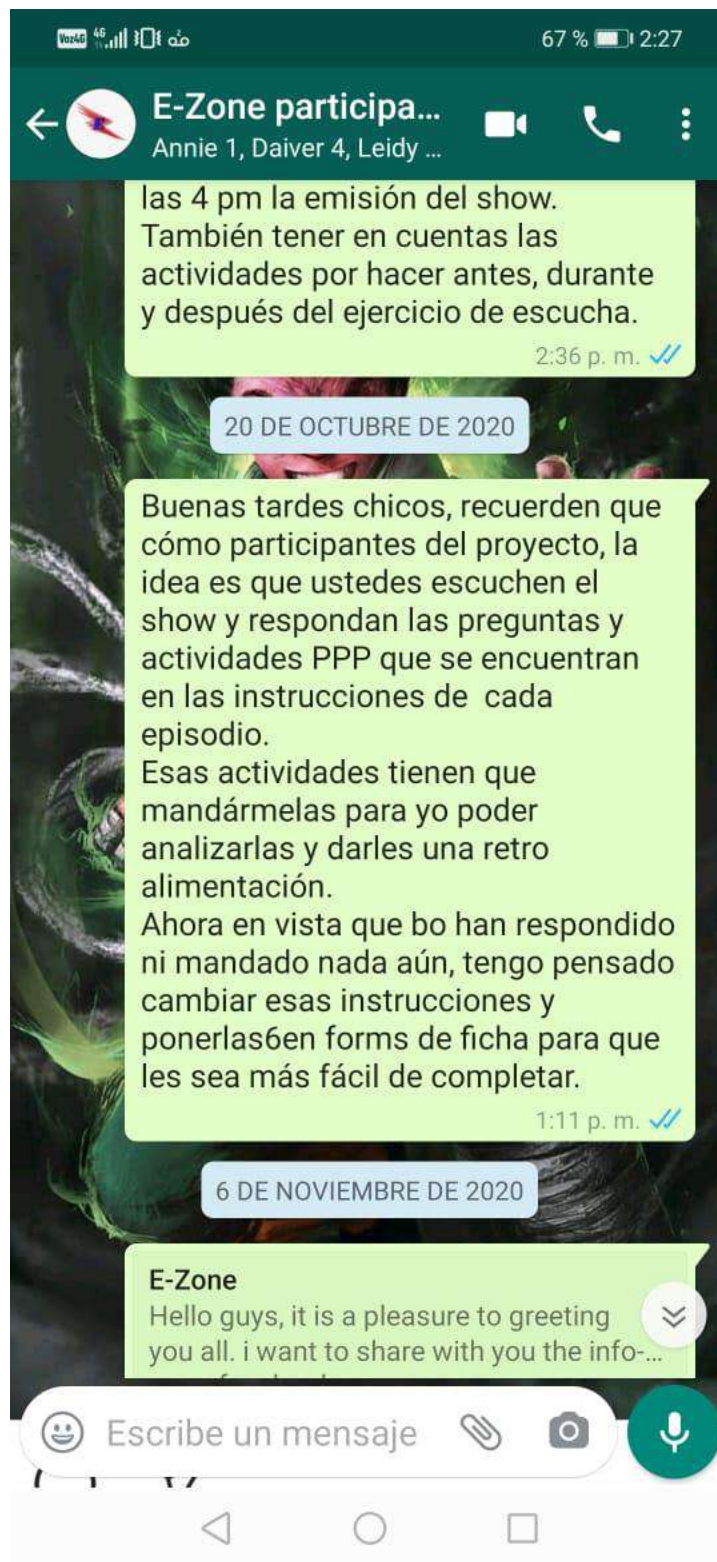
<b>Project base categories'</b>		
<b>CATEGORY</b>	<b>SUBCATEGORY</b>	<b>THEORY</b>
<b>Listening skills</b>	<b>Conversational speech</b>	<p><b>B1.1 DBA MEN</b></p> <p>I understand what my classmates and professor tell me in daily interactions without repeating</p> <p>I identify general and specific ideas of oral texts if I know the subject and vocabulary</p> <p>I recognize the elements of an oral text for identifying its sequence</p> <p>I identify speakers' roles while participating in conversations with themes of interest.</p> <p>I use my general knowledges for understanding what i hear</p> <p>I infer specific information from an oral text.</p> <p><b>CEFR</b></p> <p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>
<b>ICT</b>	<b>Radio learning</b>	<p><b>CEFR</b></p> <p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p>
<b>Listening skills</b>	<b>Vocabulary</b>	<p><b>CEFR</b></p> <p>Has a good range of vocabulary for matters connected to his field and most general topics</p> <p>Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</p> <p>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p> <p><b>DBA</b></p> <p>I support myself with work knowledge for</p>

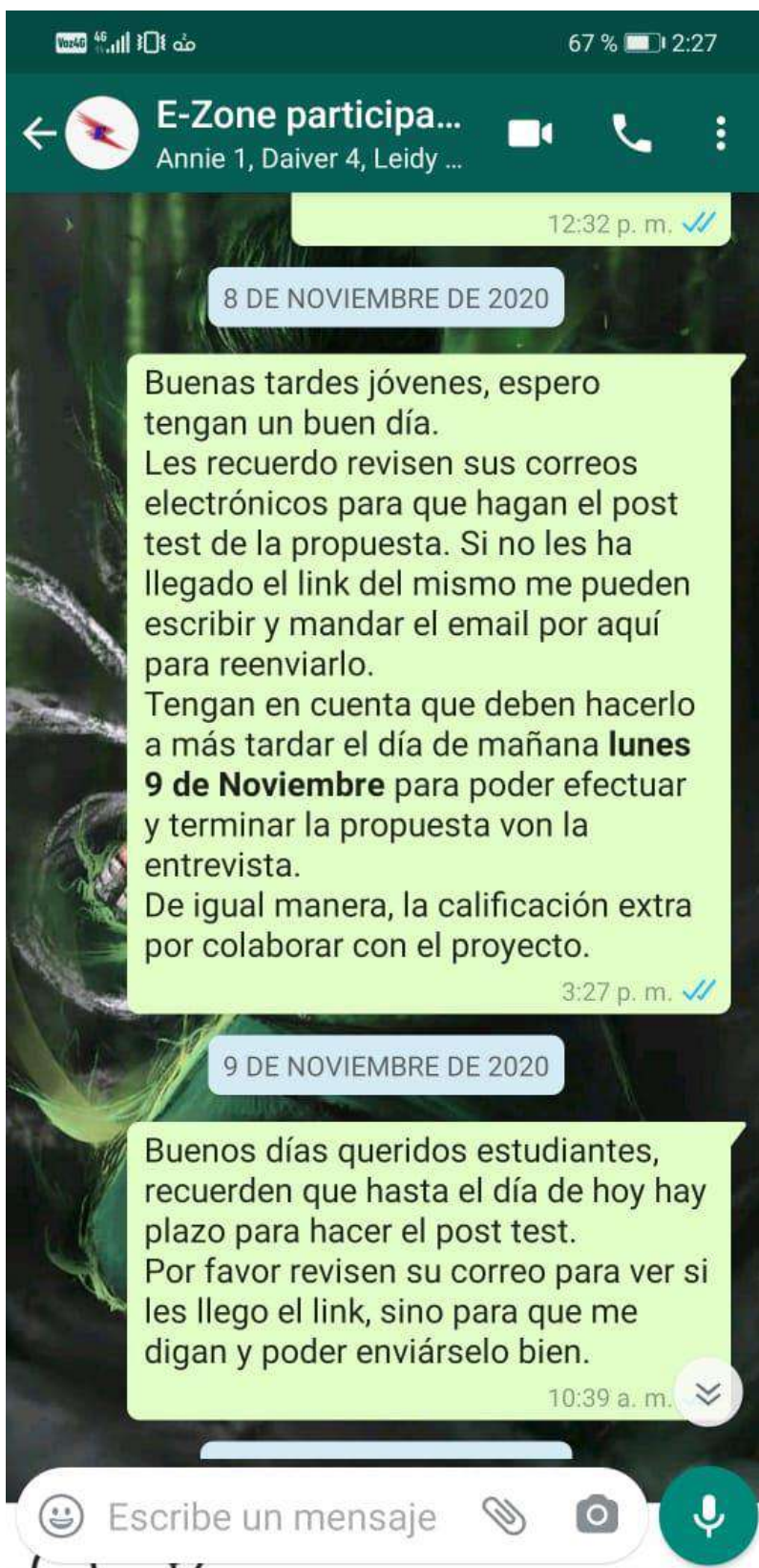
		participating in a conversation.
<b>Multiculturality</b>	<b>Critical Thinking</b>	<p><b>DBA</b> I participate in conversation with my partners and professors.</p> <p><b>CEFR</b> I can connect phrases in a simple way to describe experiences and events, my dreams, hopes &amp; ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p> <p>Can initiate, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check, and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc. Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).</p>
<b>Teaching means</b>	<b>Motivation</b>	<p><b>Self-Determination Theory (Deci &amp; Ryan 1985; Ryan &amp; Deci 2000).</b> Theory of motivation that aims to explain individuals' goal-directed behavior. It proposes universal, innate psychological needs:</p> <ul style="list-style-type: none"> <li>• Competence is defined by a perceived self-belief in one's ability to perform well in an activity, e.g. in triathlon.</li> <li>• Autonomy or freedom of choice. Perceived autonomy is high when individuals feel they are engaging in sport because they choose to do so, not because they feel pressured by other people (parents, coaches) or external factors (expectations).</li> <li>• Psychological relatedness is defined by</li> </ul>

		<p>a sense of shared experience and meaningful relationships. Therefore, people are motivated by activities which allow them to form and enjoy good relationships.</p> <p>Thus, people feel motivated by activities which allow them to satisfy those three needs. Those activities are enjoyable and driven by <b>intrinsic</b> motivation. Intrinsic motivation represents the most self-determined or autonomous behavior regulation by inherent interest, enjoyment, and satisfaction. There are three types of intrinsic motivation:</p> <ol style="list-style-type: none"> <li>1. Intrinsic motivation toward knowledge is observed if an activity is performed for the pleasure or satisfaction of learning or understanding something.</li> <li>2. Intrinsic motivation toward accomplishment is defined as engaging in an activity for the pleasure of accomplishing or creating something.</li> <li>3. Intrinsic motivation toward stimulation occurs when an activity is performed to obtain stimulating experiences.</li> </ol> <p>Differently, <b>extrinsic</b> or controlled motivation characterizes those activities that yield specific outcomes in terms of rewards or avoided punishments whereas perceived autonomy is low. Within extrinsic motivation there is a continuum of behavioral regulations reflecting the degree to which the behavior has been integrated into the individual's sense of self. The continuum includes:</p> <ol style="list-style-type: none"> <li>1. External regulation, where behavior is controlled by external incentives such as praise, rewards, and punishment avoidance.</li> <li>2. Introjected regulation, when the external contingencies have been internalized and the individual acts to facilitate self-esteem (e.g. exhibit ability) or lessen guilt and avoid demonstration of failure.</li> <li>3. Identified regulation, where the behavior is explicitly recognized and valued by the individual.</li> <li>4. Integrated regulation which is then the most autonomous kind of extrinsic</li> </ol>
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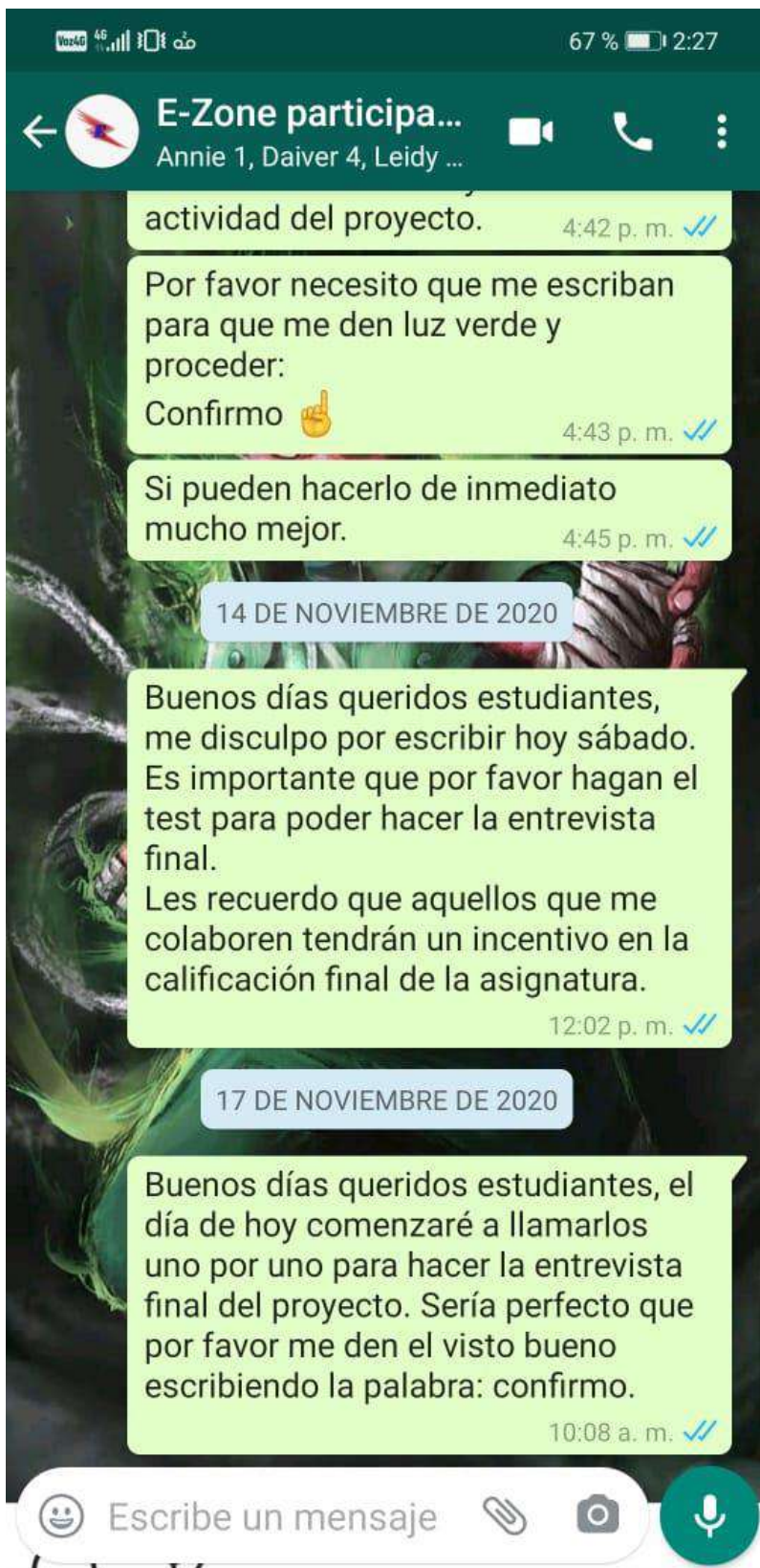
		motivation and appears when the behavior is fully integrated into personal values and beliefs.
<b>Teaching means</b>	<b>Extracurricular practice</b>	<p><b>Multiple role theory (Coleman 1961)</b>  In social psychology, a role is defined as the collection of expectations that accompany a particular social position. Indeed, the word originates from the French role, which denoted the parchment from which an actor read his lines. Everyone typically plays multiple roles in his or her life; in different contexts or with different people, a particular person might be a student, a friend, or an employee.</p> <p>Role theory posits that the roles that people occupy provide contexts that shape behavior. Role theory also examines how observers form inferences about others' personality and abilities based on their roles.</p>

## Annex 11. Communication Evidence









## Annex 12. Reflection workshop

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

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Para: georgecasta18@gmail.com

23 de noviembre de 2020 a las 16:46

Gracias por llenar **UNIVERSIDAD DE PAMPLONA  
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN  
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS  
FRANCÉS**

Estas son tus respuestas:

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

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NOMBRE ESTUDIANTE \*

11/30/2020

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Jorge Mario Castañeda

## ENFOQUE REFLEXIVO SOBRE LA PRACTICA

TALLER DE REFLEXIÓN No 3 21 de Noviembre de 2020

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

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

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

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

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

grado 9, guía del periodo.

Establecer la tematica de la leccion (varias unidades por guia) asi como los objetivos linguisticos, comunicativos y socioculturales basandose en los derechos basicos de aprendizaje; seguidamente subdividir la lección en las diferentes etapas: "warm up", introduccion del tema, trabajo de competencias del lenguaje (produccion y comprension oral y escrita), evaluacion, cierre. ademas, se dispondran PDFs (worksheets) e infografias con diferentes tematicas, vocabulario y datos curiosos acerca de las tematicas trabajadas en la guia.

2. Describa como desarrolla el trabajo con sus estudiantes a lo largo de esa unidad temporal. Si todas las sesiones son iguales, basta con que describa una, desde que entra hasta que sale ( desde que inicia hasta que termina) . Indique todo lo que hace como profesor.a y lo que hacen l@s estudiantes. \*

La guia se entrega al inicio del periodo y se recoge al final. dicha guia contiene los contenidos programaticos con las respectivas explicaciones, al igual que una serie de ejercicios y actividades para que los estudiantes trabajen las competencias del lenguaje. El profesor esta disponible para la solucion de dudas y preguntas que puedan surgir acerca del desarrollo de las actividades y /o instrucciones.

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4. Si hay situaciones o eventos "extraordinarios" importantes, convendrá que lo exponga. \*

Puede haber ocasiones donde los estudiantes posponen el desarrollo de las guías y no entregan dentro de las fechas establecidas, esto es un problema ya que después pretenden que se otorguen prórrogas e ir en contra del conducto regular y los cronogramas establecidos.

3. Si encuentra que hay rutinas que se repiten en todas las sesiones indique cuáles y por qué. \*

es posible que los estudiantes no realicen las guías como deberían, en cambio, mandan a hacer las actividades a otras personas dando a conocer una falla inherente de la virtualidad. La facilidad con que se puede hacer trampa y engañar al sistema es una razón por la cual los estudiantes optan por este método; es mejor copiarse que perder.

5. Si varias sesiones configuran una Unidad, describa el proceso completo: - Cómo estructura la Unidad y organiza el tiempo -Distribución de los espacios ( virtuales) -Tipo de actividades y materiales utilizados por los estudiantes: ordinarios, de ampliación, de refuerzo \*

actividades enfocadas en las cuatro competencias del lenguaje, adquisición de vocabulario, repetición y sistematización. Trabajo con videos subtítulos y audios con scripts, textos ilustrados y actividades lúdicas.

6 Describir como realiza la atención a la diversidad del aula ( analizar este punto y la formación y apoyo que ofrece la Universidad y el Centro de práctica). Refuerzos \*

la variación en diferentes estrategias para enseñar, es decir, tener en cuenta los estudiantes que no tienen acceso a internet e información extra además de la suministrada por el docente. por tal razón, el diseño y contenido de estas guías debe ser especialmente hecho considerando estas posibles interferencias dentro de la virtualidad.

6. Cómo realiza la observación y el registro de datos. ( Descripción del modo de realización) \*

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el diario de campo es una herramienta muy útil cuando se refiere a observar y registrar información. La forma en la que escribimos autoanalizando el quehacer docente nos permite una introspección personal y da paso a la autoevaluación; un proceso requerido para una constante transformación y así mejorar la manera de enseñar. Registrar estas experiencias curiosas, epifanías y moralejas de clase dan lugar a un proceso sobresaliente de enseñanza gracias al análisis propio.

7. Describa las actividades de evaluación. Pruebas, etc. Cómo realiza la retroalimentación del proceso de aprendizaje al estudiante? \*

lo ideal sería evaluar las cuatro competencias: producción y comprensión oral y escrita. la producción oral mediante grabaciones de audio o video, la producción escrita a través de creación de textos cortos (cuentos), la comprensión oral usando videos cortos de youtube y cuestionarios de selección múltiple, finalmente la comprensión escrita mediante lectura y análisis de textos y ejercicios de asociación de imágenes con vocabulario.

Cómo realiza la retroalimentación del proceso de aprendizaje al / a la estudiante?

El proceso de retroalimentación sería mediante sesiones grupales de trabajo final, dando a conocer las fallas y fortalezas de manera grupal evidenciadas tras la calificación de las guías. generalmente, este paso es obviado por los docentes pero es un proceso crucial en el desarrollo de las habilidades del lenguaje.

Taller adaptado de Blanchard, M y Muzás, MD. Propuestas Metodológicas para Profesores Reflexivos. Celesa, 2005

ok

## Annex 13. Observation sheets

Apreciad@s Practicantes

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

A continuación encontrarán una preguntas a modo de lista de verificación . Seguidamente se encuentra el espacio para justificar o completar la **respuesta; se sugiere describir los elementos que la sustentan**

### GUÍA DE AUTO OBSERVACIÓN DOCENTE

Programa LENGUAS EXTRANJERAS Nombre del ( de la) Docente practicante

Cursos : Se mana No 1

Auto-observación docente	SI	NO
1. Escuché y entendí a l@s estudiantes.	x	
2. Realicé actividades que facilitan la interacción entre l@s estudiantes.	x	
3. Animé a l@s estudiantes a comunicarse con sus compañer@s utilizando la lengua de aprendizaje.	x	
4. Realicé una buena gestión del tiempo para poder llevar acabo las actividades propuestas	x	
5. Dí feedback positivo a l@s estudiantes.		x
6. Mis instrucciones y orientaciones fueron claras: Me aseguré de que l@s estudiantes las entendieran	x	
7. Las explicaciones que proporcioné fueron claras, e inteligibles.	x	
8. Presenté los materiales adecuadamente.	x	
9. Promoví la creatividad e imaginación entre l@s estudiantes.	x	
10. Pronuncié de forma clara y a un ritmo normal /adecuado al nivel de l@s estudiantes.	x	
11. Corregí en el tono, el momento y la forma adecuada.	x	
12. Animé a l@s estudiantes a participar en actividades de grupo.	x	
13. Generé un ambiente de trabajo relajado, agradable y de colaboración.	x	

14. Abordé con l@s estudiantes las diferencias culturales entre nuestro país y los países donde se habla la lengua extranjera	x	
15. Me dirigí a l@s estudiantes por su nombre y/o amigablemente.	x	
16. Alenté a l@s estudiantes a hablar conmigo y con sus compañer@s en la lengua de aprendizaje.	x	
17. Orienté a l@s estudiantes a aprender la lengua por razones específicas: hablar con la gente, escribir un correo, dejar un mensaje o entender la letra de una canción...	x	
18. Ayudé a l@s estudiantes a fijarse metas para esta clase.	x	
19. Mantuve un ritmo adecuado al nivel de la clase	x	
20. Se habló sobre cómo aprender la lengua extranjera?	x	

#### Annex 14. PDF workshops

(Castañeda, 2020) [PDF workshops](#).