The use of short videos to foster oral production in students from 7th grade at Camilo Torres Restrepo high school: An action research

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Chapter 1: Presentation of the Project

Presentation

This document presents the general structure of the pedagogical project implemented during the teaching practicum. Integrating teaching, research, outreach, and intra-institutional activities. This process comprises three main components that lead future teachers to perform their functions through the mastering of the competences associated to their educational field, interpreting the features of the teaching-learning process, and developing the skills and abilities to apply their knowledge. Furthermore, it comprises a reflective component that involves thoughts and considerations regarding the practice process concerning experiences, observations, difficulties, and solutions.

The first part deals with the pedagogical and investigative component, the axis component of the practice. Once there is a better understanding of the school and the population's context, it is necessary to take into account the necessity or problem identified that will be tackled during the development of the practice. This involves the organization of the activities, didactic sequences, and plans to be used for attempting to resolve the necessity or problem reflected.

The second component concerns the community outreach. This component is proposed to contribute from the practice through the implementation of a pedagogical proposal addressed to elementary school students. This, for the purpose of attending the necessity of teaching and learning English in Colombian elementary school. Since there is not a teacher for teaching specifically English subject, pre-service teachers' support at elementary school would represent an outstanding benefit for the whole local educational community.

The third component describes the activities within the institution. This activities include cultural events, parents meetings, attendance to local events, the accomplishment of tutorial schedules with parents and students, reinforcement, orientation and pedagogical support among others. This activities lead pre-service teachers to participate in organizational, communitarian, extra-curricular and administrative activities which belong to teachers' role.

The fourth and last component concerns to an inner, personal, and thoughtful aspect about the experience gained during the whole practice process, the skills acquired, the new knowledge obtained and interpretation of the personal and professional growing.

Introduction

The current situation of pandemic has suddenly shocked and changed the daily life activities. The confinement and social separation has been adopted as a preventive measure against covid-19. These measures have triggered a change in the way human activities are developed, including those from the educational field which has not been the exception, teachers and students have had to adapt the manner they teach and learn respectively.

The information and communication technologies have gained the starring role not only in education but also in other human activities areas. The use of platforms to get connected with others is a widely employed resource in education. Teaching and learning have been to be adapted to the virtual way. Information and communication technologies make possible to teach and to learn away one from each other, guaranteeing the compliance of the social separation adopted for common welfare.

However, everything is not about advantages. To educate in a virtual way requires that teachers and students count on a basic conditions to attend classes, for the purpose of taking

advantage of this modality, it is necessary devises such as computers, tablets, or smartphones, in addition to a stable internet connection and a steady electric supply. Considering that in some cases these conditions are not totally fulfilled, the teaching-learning process presents some mishaps.

In local context, these mishaps are very common. Most of students cannot get connected to their classes due to a weak internet connection or sometimes due to an intermittent energy supply. Both situation become a demotivating factor that discourages students to have a satisfactory learning process.

Due to the necessity of having a common way of communication created for a world that is increasingly connected and its borders are less and less distinguishable, English language acquires a great relevance to communicate. For learning English it is necessary to overcome the current difficulties and attempt to assure students to learn English in spite of the problems. This proposal attempt to foster the oral production in seventh grade students through the use of short videos which will serve as a bridge between students and English language.

Justification

Since English is the language that enables people to communicate with the whole world, it becomes an important subject to learn at school. On account of the public health emergency and its consequences reflected on the educational field, educational activities such as imparting and attending classes have had to be changed and to adapt the way they are developed worldwide. Platforms to emulate a classroom are adopted, and the reliance on communication technologies, which prior to the pandemic was not enough relevant, today they are the standard tool for teachers to fulfil their role.

According to information obtained through informal conversations with teachers and students, there is not enough contact with English language. This is because of the current situation of confinement and the way classes are being developed. The institution deliver a series of workshop to be solved during each academic term. Since there is a synchronic meeting per week, teacher explains the topic of the class and gives the instructions to solve the workshops, and considering that each encounter do not surpass two hours, it may remain some doubts concerning the topic or what students are supposed to do.

Teachers provide links or videos with information that complement what they explained in the class. However, most of the students cannot get connected to attend class because they do not count on the necessary conditions to do it.

During the week of observation, it was noticed that students present their solved activities in a WhatsApp group. According to teachers there are few students that do not present their workshops, indicating that WhatsApp application is accessible for students. Taking advantage of this situation, there is a possibility of sharing short videos dealing with different themes in a fast and accurate way, explaining the topic, giving examples, showing exceptions, and illustrating how to use it in a specific context. Short, accurate and lightweight videos might be easily spread through WhatsApp, reaching as much students as possible.

Appling this proposal would benefit students from Camilo Torres Restrepo. Presenting accurate contents and simplified explanations of current topics may foster students' oral production in English language, including those students who cannot attend synchronic meetings. The main motivation of this proposal is to provide students with multimedia material that is useful to them in their formation in English language, overcoming the difficulties that appear as a result of the global situation of pandemic that hamper their learning process.

General Objective

To implement the use of short videos to foster the oral production in 7th grade students at Camilo Torres Restrepo high school.

Specific Objectives

To implement the use of short videos to foster the oral production in 7th grade students at Camilo Torres Restrepo high school.

To encourage students to learn and practice English through the use of trivia games.

To participate actively in the intra-institutional activities proposed by the institution.

General Conclusions

Conducting this teaching practicum led future teacher to discover the large variety of factors and aspects that have influence in the development of the activities in an educational community, and to participate in many different dynamics which belong to teachers' role.

The research and pedagogical component displayed that videos may be a great tool for tackle different contents in English subject. Nevertheless, short videos are not enough convincing to neither present contents nor foster oral production in seventh graders. Videos must present detailed information prolonging their length.

The community outreach component showed the accuracy and suitability of using trivia games for teaching English and to raise elementary school's students toward English subject. Using platforms such as Quizizz allow designing and creating trivia games which elementary students consider appealing and interesting for being implemented in English classes.

The intra-institutional activities component reflected the importance of collaborative and unity spirit into an academic community. It showed the activities that complement the role of teachers in an educational institution. This component provided a general overview of the complexity in teachers' labor.

All in all, teaching practicum faces future teachers against the labor they are going to dedicate their efforts. The practice lead future teacher to reflect about the role they will performed inviting them to be aware of the impact teaching profession has in the society.

Chapter 2: Institutional Observation

Camilo Torres Restrepo is an educational institution situated in Aguazul, Casanare, Colombia. The administrative area is on 15th Street, 18-20. This institution is a state establishment that started its academic labor in 1971, offering education in preschool, elementary school, and high school (academic and technical) levels.

Illustration 1Topographical Location

Camilo Torres Restrepo has six headquarters: Camilo Torres Restrepo (the main headquarter), Antonio Nariño, La Villa, Preescolar, La Pedregosa, and Las Atalayas. The last two stand in the municipality's rural area.

Camilo Torres Restrepo attends a population which age rank varies from 5 to 19 years in the day shift, and 15 and above in the night shift. This institution offers inclusive attention to students with learning and participative barriers and to differential population such as ethnic minorities, victims of the armed conflict, demobilized adults' children, and school age demobilized youths.

Main aspects of Institutional Educational Project

Camilo Torres Restrepo's Institutional Educational Project was design for responding the 1991 constitutional charter that defines the man and the society that must be formed and the education required for guaranteeing the construction of a multicultural, self-regulated, and democratic society. For this purpose, the decree 1860 of 1994, belonging to the General Law of Education, in its articles 14 to 20 gives the guidelines to educational institutions to structure their own Institutional Educational Projects based on the principles the constitutional charter demands.

The Institutional Educational Project is a continuous collective construction that makes sense and gives an identity to the educational institution, therefore, it is dynamic, contextualized, and prone to be modified. Since the article 77 of the General Law of Education states that formal educational institutions are autonomous to arrange its syllabus regarding the contents, teaching methods, and organization of familiar, cultural, and sporting activities; Camilo Torres Restrepo adapts and plans its syllabus according to the regional and local conditions and necessities taking

into account the permanent investigation, designing and evaluation of the syllabus. The obligatory projects are structured and transversal with environmental education, sexual education, democracy, afro Colombian identity, human rights, freedom of religion, and culture of peace. In the same way, Camilo Torres Restrepo follows the MEN's criteria for creating the goals and indicators based on syllabus standards stated in the resolution 2343 of 1996.

Mission

Camilo Torres Restrepo educational institution offers official inclusive education in preschool, elementary school, and academic and technical high school in documentation and register of countable operations, preservation of natural resources, computer equipment maintenance, and social communication; besides educational programs for adults, based on flexible educational models lawfully accredited.

The institution supports its labor on the knowledge built, applying the use of the technology for fostering different competences such as mental, communicative, labor, sportive, social and the command of a foreign language; tending to the respect and conservation of the environment in order to strengthen individual integral formation, the good will of self-rigorousness, a peaceful coexistence, and to facilitate the tools which contribute to the development of life projects.

Vision

Camilo Torres Restrepo educational institution will consolidate as the first educational option by 2025, keeping as the best in the municipality and one of the best options in the department for the next decade through the constructive use of the knowledge, information and communication technologies, and research; the empowerment of ethical, aesthetic, communicative, and coexistence practices; the strengthening of flexible education processes; with

views to "Camilista" graduate become a leader, author of his or her own development, contributing to familiar, social, political, cultural, productive, and environmental improvement.

Institutional philosophy

Camilo Torres Restrepo educational institution as a state establishment is led by the principles of suitability, integrity, responsibility, respect, and perseverance for responding to the immediate surroundings necessities, tending to create an environment that favors the quality in academic, human and social education from the direction and appropriation of cognitivism and connectivism pedagogical theory with which it is expected people make sense of the education that imply use the knowledge with a productive purpose.

Flag

Camilo Torres Restrepo's flag has two colors, white and green, which are distributed horizontally in equal proportions. Color white invites to have a pure life, practicing the peace. Color green symbolizes the faith and hope of Camilista student, and the determination in worthy and noble causes.

Illustration 2 Institutional Flag
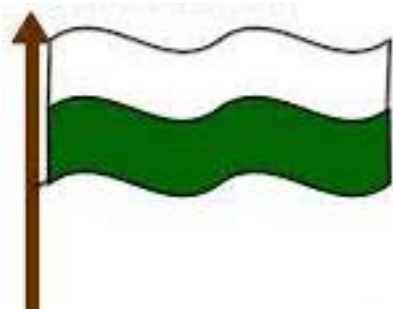
Emblem

Camilo Torres Restrepo's emblem integrates three meaningful elements. The sun is the source of values and noble purposes, the three rings represent the sportive spirit, and the open book symbolizes the service vocation with social justice.

Illustration 3 Institutional Emblem

Institutional organigram

Illustration 4 Institutional Organigram

Coexistent handbook

School coexistence as a process that fosters in students an optimal personal, social, and academic development is regulated by law 1098 of 2006, law 1404 of 2010, and law 1965 of 2013, generating a national system of school coexistence for exercising human, sexual and reproductive rights; and for preventing and mitigating school violence. In view of the above, Camilo Torres Restrepo designs its coexistence handbook. This document presents a guide to enhance the processes that happen within the educational institution. It provides the guidelines to solve different situations that involve any member of the educational community. This document was designed according to the current legislations that look after children and teenagers' rights.

The coexistence handbook shows aspects such as the characterization of the institution, rights and duties of the educative community, students' admission, policies of inclusion, uniform and dress code, incentives to the educative community, explanation of the situations that affect school coexistence, and institutional procedures before situations that affect school coexistence.

It is composed of 39 articles as follows:

Article 1: Presentation

Article 2: Institutional horizon

Article 3: Characterization of the educational institution

Article 4: Students' admission

Article 5: Policy of inclusion

Article 6: School organization

Article 7: Uniforms

Article 8: Institutional procedures

Article 9: Rights and duties of the educational community

Article 10: Definitions and functions of the management board

Article 11: Definitions and functions of the academic board

Article 12: Definition and functions of the parents' board

Article 13: The coordinator

Article 14: The group manager

Article 15: Area manager teachers

Article 16: Students' spokesperson

Article 17: Students' board

Article 18: School coexistence committee

Article 19: Rules for the use of rooms and specialized equipment

Article 20: School transport

Article 21: The library

Article 22: Computer room

Article 23: School restaurant

Article 24: School store

Article 25: Case counsel

Article 26: Competences for stablishing pedagogical summons for situations type I

Article 27: Situations type II

Article 28: Situations type III

Article 29: Procedures to regulate lack of punctuality at the beginning of school day

Article 30: Procedures to regulate non-attendance

Article 31: Procedures to regulate the inappropriate use of the uniform and personal appearance

Article 32: Procedures to regulate some specific situations

Article 33: Chain of command

Article 34: Situations that affect school coexistence

Article 35: Attention and prevention routes

Article 36: Special situations attention route

Article 37: Due process for situations type I, II, and III

Article 38: Procedures to reform the coexistence handbook

 Article 39: Validity

School day

Nivel	Entrada	Salida
Preescolar	7:00 am	11:30 am
Básica Primaria	6:30 am	12:00 m

Básica Secundaria y Media	6:15 am	12:45 m
Ciclos J.C	6:20 pm	10:20 pm

Language area planning

Through observation, it was noticed teachers gather for talking about the contents and activities to be included into the syllabus. Each teacher propose ideas and everyone provides their points of view. Every point treated during the meeting is reach in an agreement among all teachers of the area.

Work methodology in language area

Teachers agree a schedule for meeting and working on a specific topic, usually concerning the conception or modification of syllabus aspects. Once they are together, everyone provides ideas considering the students necessities and the conditions students and teacher rely on for developing the activities proposed and agreed. They design the activities taking into account the standards and goals to guarantee an acceptable education quality degree. Then each teacher give to their courses the activities that were created in the collaborative work. Each teacher is responsible for the virtual encounters and the grades of their groups. Teachers are aware of the current situation of pandemic and the fact that not all students count on the same conditions to attend classes, for that reason they essay, in all ways, to be flexible, providing

students and parents with information and pedagogical support for students to learn despite the drawbacks. Teachers, parents, and students have a close contact through social media such as WhatsApp. The groups in this application have become basically the new classroom. All class contents are shared in those groups. It results practical to students to deliver their homework by this mean.

Available pedagogical resources

Language teachers rely on synchronic meeting through Zoom platform for keeping in touch with their students. During these encounters teachers talk about the topic students are going to work in the workshops. Explaining the general aspects of the topic and how to develop the worksheets. Teachers and students agree a date to have a tutorial session which is usually carried out through Zoom.

It was observed teacher use a game at beginning of class to make students attentive, the game observed was bingo, teacher named 10 ordinary objects that students could take from their surroundings, this activity show for a while the oral comprehension level of the students which was appropriate. Teacher use to share YouTube videos concerning the topics she explains in the synchronic meetings. Moreover, she uses some pages like Liveworksheet.com for students to work on English exercises of a specific topic.

Another resource teachers and students use is WhatsApp application. Teachers and students are included into different WhatsApp groups according to the subjects. In these groups teachers share the workshops, the links of synchronic meetings, extra material for students to read and investigate about, and any other information of academic nature.

Syllabus

Camilo Torres Restrepo's syllabus is leaded by the institutional mission, vision, objectives, and the pedagogical approach adopted by the institution. Articulating, in each area, the respective lessons, evaluation criteria, and resources definition. The syllabus is bimonthly planned. Lessons are already defined in MEN's standard guidelines, taking into account the level of performance, evaluation indicators and transversal projects.

Methodology

Camilo Torres Restrepo adopted the virtual teaching for respecting the instructions announced by the government concerning the public health. Teachers adapted to the virtual way. They prepare two workshops for each academic term. Then, they provide students with the workshops and they develop them. Teachers meet students through Zoom platform and through WhatsApp application. During the encounters, which do not surpass two hours, teachers answer students' doubts related to the topics they are seeing, and about how to solve the workshops. Teachers send to their WhatsApp groups supporting material such as videos and complementary information regarding the topic they are working on because most of the work students do is asynchronous. Once the students finish the workshops they send them to teacher through the WhatsApp group for teachers to score students' activities. Due to the intermittent internet connection, and due to not all students count on the same logistic conditions, students have about a month to develop all activities in the workshop and send them to teachers. Each subject has a determined deadline and students must develop the activities of that subject according to the dates already stablished.

Workshops and material design

There are specific weeks that teacher use to create the workshops and the material that will be shared to students. Teachers gather to define the indicators of achievement, the indicators of evaluation, and the activities for students to develop within the time boundary for each subject.

Teachers create a general draft of the workshop, then everyone examine and revise the draft, correcting mistakes and organizing it to make it more comprehensible. Once the have their own observation concerning possible changes and modifications, they corrected taking into account the observations and suggestions. Finally, teacher gives the language workshop to the teacher in charge of integrate and organize all of the subjects' workshops. This teacher gives the final workshop to the coordinator who approve or suggest changes taking into account factors such as number of exercises or indicator of achievement.

Standards guidelines from Ministry of National Education

Camilo Torres Restrepo institution take into account the general law of education of 1994, considering the basic standards of citizen competence and the resolution 2343 of 1996 concerning the curricular guidelines and indicators of achievement. Furthermore, the institution considers the decree 1290 of 2009 which stablishes the evaluation of the learning and promotion of basic and secondary education students.

Courses and schedules

There are two groups of seventh grade who meet on Thursdays at 10 am. For the outreach component there are students from third grade who meet on Wednesdays at 7, fourth grade students who meet on Wednesdays at 9 am, and fifth graders who meet on Tuesdays at 8 am.

Connectivity and technological aspects

The Internet access in Aguazul, Casanare is weak due to the lack of coverage. Although there are points in the town where Internet connection is accessible, in general, there is a low connectivity.

The access and use of platforms let teachers and students meet once a week. In spite of there is low attendance of students, synchronic encounters are conducted. Since the most of the work is asynchronous, it is necessary to have synchronic encounters to dispel doubts. This meetings do not surpass two hours.

The population

There are about 50 students in the two groups of seventh grade, they are male and female students, their age vary from 12 to 14, and they have an A1 language level.

Regarding institution's teachers, a number of 38 teachers carry out their duties in the main headquarter. Humanities area (English and Spanish) counts on 8 teachers.

Chapter 3: Pedagogical and Research Component

Title: The use of short videos to foster oral production in students from 7th grade at Camilo Torres Restrepo high school: An action research

Introduction

The current situation of confinement have caused that activities such as educating have been adapted to the virtual way. This modality may be an extraordinary way to teach and learn because of its practical and varied tools and resources, for instance the platforms that allow teachers and students to get connected in a synchronic meeting, emulating a face to face encounter. Or the huge amount of documents and information that may be shared through of

social networks. It may sounds ideal. Nevertheless, it is necessary to accomplish a series of conditions, related to logistic issues, to successfully conduct this virtual modality.

In local context, there is a lack of conditions to study through the virtuality. Most of students cannot attend synchronic meetings because of the absence of internet connectivity, or due to not having a devise to be connected and participate in classes and activities. In spite of everything, the educative community has coped with the situation, and despite the difficulties, the teaching-learning process continues. This process is different and is adapted to the context, teachers have few contact with their students.

When learning English it is important to keep in touch with the language in order to familiarize with the target language. Given that the current situation complicates the contact between students and English, it is propose this action research to attempt to become students interested in English language through the use of short videos for fostering their oral production. In this way students will have contact with English language more frequently, through the videos, and raising their interest by practicing it when listening and speaking.

Problem

Due to the way classes are conducted these days, there is not enough time to focus on English language at schools. Most of the activities students do concerning English subject is asynchronous, students just make sure to solve the workshops proposed, putting oral production aside. Take into account that speaking is very important in communication, this skill need to be trained continuously.

Justification

The interest of conducting this proposal are students from Camilo Torres Restrepo. Especially those who cannot participate actively in class activities due to the different circumstances as a result of confinement measures. The purpose of the proposal it that students do not neglect their English language, specifically the oral production.

In order to students to practice the oral production, they are provided with useful multimedia material for speaking and practicing English orally. Students practice the other communicative skills when they solve the workshops, and they may train the speaking part through the use of short videos.

Considering that short videos are accurate, they will not be tedious to students; as they are lightweight, they can be shared easily though social networks reaching those students who cannot get connected for English classes. In addition, the use of short videos may lead students to enhance their pronunciation by repeating what they are seeing, increasing self-confidence and interest in English language.

Objectives

General objective
To implement the use of short videos to foster the oral production in 7th grade students at Camilo Torres Restrepo high school.

Specific objectives
To create short, accurate, and lightweight videos explaining current topics in a simple way.

To examine how the use of short videos fosters oral production in 7th grade students.

Research Questions

Main question.

How does the use of short videos influence students' oral production in 7th grade students?

Sub-questions.

Which features short videos must have to be profitable to students?

How to foster oral production through the use of short videos?

Theoretical Framework

This theoretical framework is broken down into two parts. The first one concerns the definition of the terms: speaking, performance, and video. The second one defines the structural approach and the communicative competence model to support this research proposal.

Definition of terms

Oral Production

Oral production is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997), (as cited in Torky, 2006).

Performance

Richard and Schmidt (2010), define performance as the real use of language of a person. It is necessary to differentiate the knowledge of a langue that a person has, known as competence; and the way he or she uses that competence for producing and understanding sentences, this latter is performance.

Video

According to Wijnker et al. (2018) "In the field of film studies, videos are analyzed systematically by looking closely at what characterizes them", authors declare that there are two

factors that need to be considered: the flow of information, referring to what information to present, how to select it, and how to order it; the second factor deals with the stylistics, it determines images and sound editing, the mise-en-scene, and how it is finally presented. It is conceived for "the viewer to anticipate the treatment of some educational content that is to be learned". Being the contents as diverse as existing subjects, or in authors' words "Educational content may range from quantum physics to psychology, and learning may involve more than gaining conceptual knowledge".

Structural approach

According to Taci, (2020) the structural approach focuses on teaching grammar aspects, involving specifically English sentences and complex rules that make English distinguishable from students' mother tongue. As author says "for a beginner to learn how to build and use present continues he should have been taught how to conjugate the verb to be". This approach highlights the importance of having a solid grammar base to structure other language knowledge.

Communicative competence

Canale and Swain (1980) (as cited in Bagarić & Mihaljević, 2007) define communicative competences as a synthesis of a set of knowledge and the skill needed for communication where knowledge refers to the conscious or unconscious knowledge that an individual has about the language and how to use it. They pointed out that there are three types of knowledge: "knowledge of underlying grammar principles, knowledge of how to use language in social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles" (Bagarié and Mihaljevié, 2007, p.96). Regarding the concept of skill, it refers to the way an individual use what he or she knows in actual communication (Bagarié & Mihaljevié, 2007).

Literature Review

Virtual education after pandemic

"The moment we believed that we have reached a certain consensus among us or within our conscience the new pandemics imposed a new teaching and learning reality which was solely a web-based one", (Taci, 2020). Author says that in few weeks Covid-19 disrupted the way students were educated all around the world. A great deal of students were affected due to school closure, this situation led everybody to turn to distant learning, virtual learning, online learning, or at-home learning, therefore, students had to rely on internet based platforms as Google Classroom, Skype, Zoom, WhatsApp, e-mail or mass media.

In a study conducted in 2020 by Atmoho and Nugroho, the development of academic activities, whatever they are, may be accomplish under the virtual system because there are the suitable tools for doing it. Some of the participants pointed out the used platforms such as Zoom to explain materials orally like in face-to-face meeting, to have oral discussion with students, and provide question and answer session; WhatsApp for sharing materials, information about tasks, for having discussion, for having a question and answer session, and for giving personal feedback to students; Google Forms, Quizizz, and Kahoot for creating online quiz to assess students in the forms of multiple choices, essay, and true or false alternatives; and TEDEd and FastStone Capture are both video maker application, among others.

Use of videos in an educational setting

Cruse (2007), pointed out that one of the greatest strengths of using videos in class is the ability of videos to touch students on an emotional and cognitive level. Author states that videos may have strong positive effect in students' motivation and affective learning. She says "Not

only are these important learning components on their own, but they can also play an important role in creating the conditions through which greater cognitive learning can take place".

According to Quesada (2015), teachers must be able to utilize and motivate the use of the information and communication technologies. According to this author, traditional conception of the teacher's role in the classroom must stop to be transmitted to future English teachers because it is wrong to expect catch youths' attention with traditional resources such as a board and books. Teachers have to be capable of using different resources and devises for broadening the possibilities of a significant learning. The study conducted by the author revealed that teachers that design the short videos, by using editing programs, created impressive and contextualized videos, presenting an accurate and well-structured information.

Kazarian and Reinaldo (2014) state that "if a student is not motivated, if student finds useless or unnecessary what he or she is learning, and if he or she do not enjoy the activities then the consequences will be reflected in the results". The results of their study revealed that most of students considered English as an important subject. However, most of the students do not find English as an appealing subject. Authors propose the inclusion of ludic activities such as games to make students interested in learning English language.

Pedagogical Methodology

It was implemented a questionnaire in seventh graders asking about what they think concerning learning English in current days. Moreover, this questionnaire aimed at inquire into students' regards concerning the use of short videos for supporting English learning.

Once the questionnaires are collected they were analyzed in order to know students' perceptions and opinions. This analysis would serve as direction for selecting the short videos to

be shared to students, indicating which aspects students consider interesting and must be took into account, and which aspects avoid considering their interests.

Then, it took place the selection of the short videos which were based on students' perception and they went together with the contents stablished in the institution's syllabus. Students were given a weekly video through WhatsApp application. This short, accurate and lightweight video explained the topic students learned during the week. In the virtual meeting they would work on the topic that was explained in advance in the video. It was expected that students become familiar to the topic, making the class fluent. In case of students had doubts about the topic, the synchronic class may be use to solve them.

Finally, every encounter was observed and detailed for elucidating the changes in students' performance and participation. In addition, a final questionnaire collected data from participants' experience concerning the use of short videos when learning English for being contrasted with the first questionnaire and the information obtained from observations. It was used an inductive analysis for examining the data collected, and in this way, to reach an exploratory conclusion for the proposal.

These aspects took into account some planning principles. According to Piñeiro (2009), teacher identify an issue he or she wants to investigate, having gathered data teacher analyzes the findings, then, teacher decides what to do next based on the results. Having solved the issue, teacher might decide to focus on another issue and start again. This project considered Piñeiro's planning principles as follows:

Before planning

To be familiar with the curriculum students follow

In order to have a better understanding of the contents students are supposed to learn throughout the academic term and for planning an accurate lesson is it necessary to know the syllabus students follow.

Gather ideas and materials

It is important to look for a starting-off point, considering material and an organizing ideas about how and when to use it for tackling the contents proposed to be taught.

Considering students' needs

When planning a lesson it is necessary to take into account students' necessities and draft out a specific objective for lesson, covering needs discovered.

To write a script of the lesson

Writing a plan is important to prevent pitfalls when conducting the lesson. The script also enables to consider a great deals of variables that may hamper the correct development of the lesson, leading us to have a plan b for unexpected issues.

While planning

Mediation activities

Dynamics that lead one activity into another such as warm up, consolidation, extra-work and closing activities are necessary to fulfill the stages proposed in the script of the lesson.

Timing

Guaranteeing activities and procedures that respect students' and teachers' schedules is an important aspect to take into account for accomplishing the script proposed.

After planning

Implement an action research

After considering the needs students have, teacher may implement an action research taking into account all the strategies and procedures he or she considered for the lessons. Teacher may implement the planning to tackle the problem or need he or she wants to address.

Research Methodology

This project follows a qualitative approach because according to Gay, Mills, & Airasian (2012), qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest. And it is the ones that best fit for this project

Regarding the design, an action research design is used because according to Creswell (2012), action research uses data gather and it bases on either qualitative or quantitative methods, or both to tackle a specific and practical issue, attempting to solve the problem. According to Mills (2011), as cited in Creswell, (2012) "action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning". Taking into account this project aims at exploring the way in which short videos fosters oral production in seventh grade students, this design is appropriate for this propose.

The participants in this project are seventh grade students from Camilo Torres Restrepo high school. The sample is composed of six participants, 3 male and 3 female aged between 12 to 14 years old. Since in a qualitative design the data is mainly descriptive, the data collection methods involve the application of instruments such as research journal, questionnaires and observations. This project adopts an inductive analysis because according to Hatch (2002),

"inductive thinking proceeds from the specific to the general". This type analysis is accurate to this proposal because it may proceed from specific elements found in the data collection instruments: journal, observations, and questionnaires. And look for relationships among them in order to find general exploratory statements.

Inductive approach is accurate to this project because it allows to start from specific pieces of information, to establish links among them and finally, it sets a general understanding of the subject. To proceed correctly with the inductive approach, it is necessary to follow the steps proposed for analyzing qualitative data.

First of all, data gathered was carefully read by researcher in order to distinguish frames of analysis. Then, relationships were established among the frames of analysis that were found. Many different categories such as "use of videos when speaking" and "use of videos to understand a topic" were identified and many codes and sub codes such as "helpful", "how to solve doubts" and "opinions of virtual classes" were discovered during this first step, which are promising to be determining for the analysis.

As third and fourth step followed, some domains where discovered. The preliminary data analysis showed that participants considered that the use of short videos may be useful in different ways and in different degrees. This initial analysis also pointed out some of the aspects that, according to the data gathered, may favor and constrain the fostering of oral production in seventh graders. All those domains and code were given a name.

The fifth step is related to decide if the domains that were chosen are supported by the data gathered. At this point, researcher revised the data again to confirm if every domain and category were well-founded. The result was favorable for the project, any change was necessary.

After that, researcher continue working on the domains to establish new links within the domains and for discovering new codes.

The instruments used to collect data are observations and questionnaires. According to Hatch (2002) the term observation is used to describe a specific data collection instrument which may be applied in different kinds of qualitative studies. Participant observation allows researcher to be a participant at some level in the setting she or he is studying.

Finally, concerning questionnaires, Hatch (2002) points out that these are "a special kind of conversations or speech events that are used by researchers to explore informants' experiences and interpretations." Following the authors, the questions for these instruments must be open-ended, clear, have a familiar language to participants, respectful, and neutral.

Class observations led researcher to notice the attendance to class was considerably low because form the about 50 students belonging to both groups about 6 to 9 students attended virtual meetings. Generally, they were participative but sometimes they were passive. They used English for answering a question or for solving an exercise but they prioritize the mother tongue to asking questions and communicating.

A first questionnaire was designed in order to know participants opinions regarding virtual classes after pandemic restrictions. This first questionnaire was composed of seven question which were asked in Spanish in order to avoid ambiguities and misunderstandings. The questions were: 1) ¿Qué opina sobre aprender inglés de manera virtual? 2) ¿De cuál manera prefiere aprender inglés? 3) ¿Cómo describe su conexión de internet? 4) ¿Cómo estudia inglés de manera autónoma en casa? 5) ¿Cuándo tiene dudas sobre algún tema de inglés visto en clase

cómo las soluciona? 6) ¿De qué manera puede una clase virtual de inglés ser más interesante? 7) ¿Cree que los videos cortos pueden ayudar a comprender mejor un tema? ¿Cómo?

When participants were asked about what they think of learning English through virtual classes 66,8% of them stated they agree with virtual classes and they consider virtuality as a great tool. 16,6% expressed it is enjoyable and the other 16,6% describe virtual classes as regular.

This questionnaire revealed that 50% of the participants prefer virtual classes. 33,3% of the sample expressed that they preferred in-person classes. And the remaining 16,7% stated that they are comfortable with virtual and in-person classes.

Furthermore, half of the sample indicated that their internet connection is good, 33,3% stated their connectivity is regular, and the 16,7% pointed out the connectivity is excellent.

16,7% of participants stated that they study English at home with their parents help. Other 16,7% study English at home only when there is a virtual meeting. 33,3% pointed out they use applications and platforms such as Duolinguo and YouTube for studying at home. Another 16,7% indicated they do not study English at home. And the other 16, 6% did not answer the question.

When there are doubts about any topic in English classes, half of the sample expressed they look for web pages and blogs to find a better explanation of the topic. The same percentage indicated they search for YouTube tutorials in order clarify doubts. 16,7% ask their parents for help when they do not understand a topic and a 16,7% ask their English teacher for an explanation when they have difficulties when presenting a task or when learning a new topic.

When participants were ask about a way in which a virtual English class may be more interesting 50% of the sample suggested the use of activities such as games. 16,7% recommended

more detailed classes. Another 16,7% indicated they do not know which other strategy to use for improving a virtual English class and the remaining 16,7% expressed they are comfortable with current English classes.

Participant were asked if they think using short videos might help them to better understand a topic, 66,8% of the sample considered short videos may be useful but at the moment of answering and exercise or solving an activity in class. The other 33,2% stated that the explanations in the videos may not be enough convincing.

The final questionnaire was applied in order to participants to express their opinions regarding the use of short videos to foster their oral production. It was proposed five questions and they were stated in Spanish to avoid misunderstandings. The questions were: 1) ¿Qué opina del uso de videos cortos para explicar diferentes temas de inglés? 2) ¿Cree que los videos cortos le han ayudado al momento de hablar en inglés? ¿Cómo? 3) ¿Cree que se debería seguir empleando video cortos para entrenar la producción oral en inglés? 4) ¿Cómo cree que la modalidad virtual ha influido en su aprendizaje de inglés? 5) ¿Qué otras estrategias cree usted que funcionarían en el aprendizaje de inglés de manera virtual?

83,3% of the sample indicated that short videos are a good tool for understanding the topics. In addition, they consider short videos helpful to solve different activities, and for gaining vocabulary. The remaining 16,7% pointed out that short videos may be useful but they fear about the forcefulness of the explanation of the topics.

When participants where asked if watching short videos has helped them at the moment of speaking in English 50% stated that videos has been helpful at some point but not significantly when speaking in English. The other 50% indicated that short videos are useful providing

information or just for answering a specific question that requires specific information as in workshops, tasks, and exercises activities but they did not refer to the influence when speaking in English..

83,3% of the sample have pointed out that short videos should be implemented for improving oral production. They consider it may be an accurate, easy and fast way of improving. The remaining 16,7% indicated short videos should not be implemented as a way of improving oral production.

Regarding the influence of the virtuality in the way students learn English, 50% consider virtual classes have had a positive impact because interaction becomes easier. The other 50% expressed virtuality has pros and cons but somehow they have overcome the situation and have got adapted to it.

Participants were asked about the strategies they consider significant to implement for learning English. 16,7% of them recommended to keep on using English books and workbooks as usually before pandemic. Another 16,7% proposed applying games for teaching and learning English. 50% of the sample considered virtual classes are accurate the way they currently are. And the remaining 16,7% suggested more detailed classes explaining thoroughly each topic.

Results

In this section, researcher will describe one by one the results of the research questions and also to the main question. The data gathered revealed several aspects regarding what the participants think about the use of short videos to foster their oral production and the way current

situation influence in the way they learn English. In general terms most of them consider the use of short videos should be use as a way of improving oral production.

First question findings

Data gathered revealed three key aspects regarding the features a video should have in order to be profitable to students. First of all, about eighty-three percent of participants consider videos as a helpful tool at the moment of learning English, and about fifty percent of them resort to video platforms such as YouTube when they need to clarify doubts on given topic. Secondly, videos must be enough extensive because an explanation of a topic in a short video might not be convincing to students. Finally, videos must be enjoyable. Given that most of participants consider videos as a great tool of learning, it is important to keep students concerned on the topic of interest through dynamic videos.

Participants two, three, and five indicated the use YouTube when they have doubts regarding any topic. However, participants one and five stated that explanations in short videos might not be enough convincing.

Participant 1:"*no, porque no explicaría con determinación". "más o menos porque no explica con determinación"*.

Participant 5: "*no, porque no alcanzaría a explicar bien"*.

On the other hand, participants two, three, four, and six stated they consider the use of short videos as a great tool for better understanding a given topic and they are useful for solving workshops activities. Participant five changed her opinion regarding the use of short videos in the last questionnaire.

Participant 2: "*si, los videos nos ayudan a comprender mejor un tema". "pues que nos ayuda en ciertos puntos de la guía que nos ayuda mucho".*

Participant 3: *"si, porque ayudan a entender mucho mejor de lo que hubo en la clase virtual". "me parece buena herramienta".*

Participant 4: "*nos ayuda a responder algunos puntos para no tener que traducirlos tanto". "nos ayuda a responder algunos puntos para no tener que traducirlos tanto".*

Participant 5: "*bien porque nos ayuda a saber más del inglés y más rápido".*

Participant 6: "*es bueno*".

Regarding the impact of the use of short videos to foster oral production participants hundred percent of the sample stated that short videos have helped at some point but it is not enough significant in participants' oral production.

Participant 1: "*más o menos pero no me ayuda en la gran mayoría de trabajos*".
Participant 2: "*exactamente no tanto pero sí*".

Participant 3: "*a mejorar la pronunciación de las palabras*".

 Participant 4: "*pues no exactamente pero a veces sí*".

Participant 5: "*no tanto pero sí al momento de responder una pregunta*".

Participant 6:"*aportando información*".

Overall, participants consider the use of videos as a great tool to understand the topics. However, short videos may not be significantly useful to foster oral production in seventh grade students. Videos must be enough extensive assuring a detailed explanation of the topic of interest. Moreover, videos must be dynamic to catch students' attention.

Second question findings

According to the data collected two mayor factors may be useful to foster students' oral production through the use of videos. Videos must be enjoyable and they must be complemented with activities such as games to motivate students. Since most of participants agree with virtual classes for learning English, they suggested some strategies make more interesting a class.

Participants two, three, four, five, and six consider virtual classes are good the way are. However, participant one expressed a different opinion regarding virtual classes.

Participant 2: "*me parece bien*".

Participant 3: "*es buena herramienta para comprender un poco los temas*".

Participant 4: "*bien, porque nos ayuda a responder algunas preguntas de la guía*".

Participant 5: "*me parece buena manera ya que se puede explicar un poco más a fondo el tema*".

Participant 6: "*es divertido*".

Participant 1: "*más o menos porque no hemos vuelto a usar la cartilla que nos hicieron comprar*".

Moreover, participants recommend implementing some activities to turn the class more interesting. Participants one, five, and six suggested activities like games. Participant three recommended more detailed lessons. Participant four stated that classes are good the way they are developed. And participant two indicated she did not know what to suggest.

Participant 1: "*haciendo actividades como juegos*".

Participant 5: "*actividades*".

Participant 6: "*con juegos*".

Participant 3: "*cuando se explica el tema bien*".

Participant 4: "*así está bien*".

Participant 2: "*no sé*".

All in all. Participants are receptive to the implementation of new strategies in their lessons. They are adapted to virtual classes and it is important to take advantage of the resource virtuality offer in the academic context.

Conclusions

Throughout the development of this project, it was notice that participants are highly aware of how important may be the use of videos in the development of their classes which currently are carried out through a virtual modality as part of the confinement measures against Covid-19 disease. Participants are responsive to the implementation of new class practices which take advantage of the tools and resources, such as videos, offered by virtual education which nowadays is well-accepted. Participants take two main aspects into consideration for a good video, it must provide students a thorough explanation of the topic, and it must be appealing in order to catch students' attention and interest.

Recommendations

Once this project is concluded it is recommended to consider the study of the development of different activities that might be implemented in virtual classes. It is proposed to take the following suggestions into consideration:

- To explore different ways of presenting class contents in detail in order to avoid performing tedious and traditional practices considering that virtuality offers a variety of resource to implement in our classes.

- To adapt popular games to enable their use through virtual classes with the purpose of catch students' attention, raising their interest toward English.

- To explore any available resource in virtual environment to improve the planning and development of our classes because it is proven that teaching dynamics are constantly changing and adapting to new contexts and necessities.

Chapter 4: Community Outreach Component

Título: Sensibilización a la lengua inglesa en escuelas de primaria

Introduction

Nowadays the world is characterized by the intercultural communication. Globalization and the advancements of science and technology have brought a necessity of a common language to cope with the internationalization processes.

Education offers humans' development to the citizens who shape a society. In Colombia the General Law of Education stablish that it is necessary to acquire conversational and reading elements in at least one foreign language for understanding and communicating in that foreign language.

Taking into account what General Law of Education states, public schools in Colombia opted to offer to the students the opportunity of learning English as foreign language in order to provide children and youths with a language to have access to the current world.

This proposal is carried out to contribute in raising awareness regarding learning English as foreign language in elementary school students. This proposal aims at make students interested in learning and practicing English through the of trivia games.

Justification

According to the suggested English handbook of the Colombia Bilingüe program, elementary school students must recognize when they are talked in English, reacting in a verbal and non-verbal way. This proposal offers a way in which elementary students may familiarize with English language. The use of trivia games may be useful not only for explaining vocabulary and basic structures in English but also it may foster a natural interest in students to learn actively this language, encouraging them to practice and use it.

Furthermore, the use of trivia games to foster students' interest in English may be an excellent way to students to be attentive during synchronic meetings. Besides, trivia games may be shared in WhatsApp groups to those students who cannot attend the synchronic meetings to practice at home.

Objectives

General objective
To encourage students to learn and practice English through the use of trivia games.

Specific objectives
To design trivia games to explain vocabulary and basic topics in English.

To identify which trivia games are the most profitable for elementary school students.

Methodology

First of all, it was necessary to examine the contents proposed in the syllabus for designing the trivia games that were shared to students. During the synchronic meeting there were applied some games to observe and analyze students' reactions regarding their attitude toward English language learning.

Some weeks later from have started the use of the first trivia games in elementary school students, it is applied a quiz for assessing their performance in English, and based on the results, it may be applied some changes in the presentation of the contents of the future trivia games for the sake of encouraging students to actively learn and practice English.

Every week, on Tuesdays from 8 am to 9:30 am, it takes place a synchronic meeting with fifth grade students through Zoom platform. Students are usually accompanied by their parents, and their course director teachers. At the beginning of the meeting English teacher gives instructions about how to participate, and then, lesson is developed, solving the activities proposed by the teacher. Finally, doubts are solved and a task is assigned. The previous dynamic is also applied on Wednesdays from 7 am to 8:30 am with third graders, and from 9 am to 10:30 am with fourth graders, concerning the respective topics proposed for every grade.

Since the main objective of this component is to encourage students to learn and practice English through the use of trivia games, it has been necessary to create class material that is interesting and appealing to students. Given that the use of online platforms has become an important tool in educational field, using platforms such as Kahoot, Quizizz, or Educaplay offer a great support for teachers to present topics in a ludic and enjoyable way.

The use of Quizizz presents many benefits when conducting the practice at elementary school: it is easy to create material because it is an intuitive application; students really enjoy the

activities because it demands them to be attentive and participative; and the results of the activities are automatically organized and reported, giving a general overview of the students' performance.

The activities in Quizizz are designed taking into account the contents of the syllabus. The use of this platform is perfect to present vocabulary and simple language basis. Taking advantage of the tools presented in the platform such as the use of images, sounds, and a variety of questions formats, it may be arranged a very appealing and formative activity.

Another important instrument to present the topics to students is the use of Power Point presentations. According to the experience acquired during the practice so far, Power Point presentations are the best option to show and teach new contents to students. First of all, Power Point software is widely employed by teachers and students being familiar and well-accepted among students. Secondly, a well-organized presentation may capture viewers' attention. Using images, animations, transition and creativity may give rise to an attractive activity. Finally, Power Point presentation are lightweight files that can be easily shared through social networks, which in local context are widely used, letting students who cannot attend synchronic meetings to have the material.

At the end of the practice, it is applied another quiz for finishing the proses of collecting data. Observation is a key aspect for knowing if the implementation of this proposal fulfil its objectives.

Chronogram

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 – 6:59					
7:00 – 7:59		Fifth Grade			
8:00 – 8:59			Third Grade		
9:00–9:59			Fourth Grade		
10:00 – 10:59					
11:00 – 11:59					
12:00 – 12:59					

Conclusions

During the development of the practice, specifically in elementary school, students participated and reacted as expected. The use of trivia games was well-accepted by participants, who were enthusiastic during each class, and showed a high grade of motivation and expectation regarding the activities applied in class.

Planning each class was an interesting and continuous stage during the practice. It was necessary to take into account the syllabus in order to respect the institutional curriculum. As the

participation in the organization and creation of the workshops was active, it was possible to reflect and design a mental outline of the activities that might be developed along the lessons.

The platform Quizizz is suitable for the purpose of developing and carrying out trivia games in an educational context because it is appealing and entertaining to students, and versatile and simple to use for teachers.

Chapter 5: Intra-Institutional Activities Component

Introduction

This chapter concerns the intra-institutional activities that involve the active participation of the educational community. Camilo Torres Restrepo high school, as a state institution, develop different kinds of intra-institutional activities which involve the participation of future teachers as a member of the educational community, illustrating how intra-institutional dynamics are, and the role teachers have in their execution.

Although the virtual education modality, there are some activities already planned to be conducted in the time agreed. Giving cause to future teachers to take part and participate in this component of education's wholeness. Intra-institutional activities lead the apprentices to acquire in-depth knowledge of the institution they were assigned to carry out their practice. Achieving a successful adaptation and incorporation to the context of the institution, gaining experience as a teacher and a deeper insight of teaching labor.

Objectives

General objective

To participate actively in the intra-institutional activities proposed by the institution.

Specific objectives

To contribute in the organization and development of intra-institutional activities.

To support teachers and students for the correct development of the activities.

Methodology

Coordinators invite teachers to participate in a synchronic meeting for talking about the different activities to be made during the events planned for the institution. Depending on the nature of the event teacher suggest what kind of activities suit the best for the event.

In the planning of the first activity I participated, humanities' teachers gathered for deciding what to do during the language day. They chose the activities that students from the different courses will do for celebrating this date. Sixth grader students will work with four lines stanzas, proverbs, and tongue twisters. Seventh grader students will work with fables. Eighth grader students will work with tales. Ninth grader students will work with myths and legends. Tenth grader students will work with monologues. And eleventh grader students will work with speech. This activity would take place on April the 23rd. students would create a video developing the activities assigned to their courses.

Then, there was a religious event conducted before Easter which involved the realization of a virtual feast, as a way of strengthening fraternity within the academic community. It was developed on March the 26th. This meeting will be conducted by two teacher of the institution. Those who wanted to take part in the meeting could do it.

After Easter there have been two main intra-institutional activities where I have participated. The first one was a flag raising event on April 23rd, commemorating language day. This event was carried out via Zoom platform, where there were developed a series of activities

such as poetry, four-line stanza, and proverb reading; telling jokes; stage plays; videos presenting different experiences; typical dance; among others. I was an attendee during the development of the event.

The second activity was the participation in the march that took place on April 28th to reject government's tax reform. Due to teachers' decision of stopping their activities for supporting the national strike as a way of protest against government intentions, I decide to take part in a local march organized by teachers from the municipality. During this activity I was designated to lead the caravan because I knew the route it was supposed to follow. The all the attendees stood in the main park in a peaceful protest.

The last and the most recent event in which I participated was a virtual meeting, for showing and explaining the creation of a Quizizz account and the elaboration of Quizizz activities. Teachers from third, fourth, and fifth grade participated in the meeting for the purpose of learning how to use this platform and in this way vary their pedagogical resources.

Chronogram

ACTIVIDAD	FECHA /2021	OBSERVACIONES	Líder
Selección de Lecturas.	Marzo 15	Las lecturas para esta guía están direccionadas a la celebración del día del idioma, por tanto se recomiendan textos literarios.	Coordina-doras y docentes
Construcción de Guías.	Marzo Del 16 al 18	Para la construcción de las guías cada docente que elabora la actividad de su área, debe tener en cuenta los siguiente: -Las actividades deben llevar un contexto del tema corto, ya sea un ejemplo o una explicación sencilla acompañada de una imagen a color (el color es atractivo y explicativopara quienes trabajan las guías virtuales). -En las actividades no solicitar definiciones, sino puntos de vista, conclusiones, entre otras actividades que exijan un proceso mental distinto a copiar y pegar. -Todos deben utilizar letra Arial Narrow 12, espaciado 1.15, papel tamaño oficio, márgenes superior 2, izquierda 2, decrecho 1.6 e inferior 1.6 (utilizar la plantilla de la guía). - Las imágenes en lo posible ajustarlas al texto para que no queden sueltas dejando demasiado espacio libre, excepto en transición, primero y segundo donde se dejan imágenes grandes. - La escritura debe ser coherente, sin errores de ortografía, con buena puntuación, clara y bien explicada. -Dar las orientaciones en tercera persona (haga, diga, escriba, elabore, construya, ...)	Personal Docente.
Revisión Guías Finales.	Horario Adjunto	Cuando el líder de guía cita a la reunión es porque todos los docentes han entregado sus aportes con la mejor de las presentaciones, cumpliendo las especificaciones y ya la guía está organizada. La reunión es trascendental porque es la oportunidad para evisar la escritura y hacer recomendaciones a los compañeros en los casos que sea pertinente. Se recomienda igualmente, dejar la autoevaluación sólo una vez (al comienzo de la guía), no escribir los nombres de los docentes que elaboraron la guía porque los niños envían las actividades sólo a ellos, para ello se deja el directorio al final, dejar el horario para desarrollo de la guía, páginar las guías y enviarlas a coordinación en word y pdf oportunamente para los ajustes razonables e impresión.	Líder de Guía
Envío de Guías para impresión.	Marzo 25	Las guías se empezarán a enviar por grado a coordinación, desde el día 18 de marzo una vez se realicen los ajustes tras la reunión de revisión con docentes.	Líderes de Guía y Coordi-nadoras
Agape Fraterno.	Marzo 26	Esta reunión será direccionada por los Lic. Rafael Buitrago y Disney Novoa.	Equipo Gestión
Elaboración de Ajustes Razonables y reuniones para revisión final.	Abril 5, 6 y 7	Ya definidos los estudiantes que requieren Ajuste Razonable Personalizado, cada docente hace el respectivo ajuste a la guía base y lo envía al director de grado para consolidarlo y acordar con psicoorientación la fecha de la reunión para revisión final y mejora si se requiere.	Psicoo-rientación
Cierre de plataforma.	Abril 9 Al medio día	En esta fecha, todos los docentes deben haber cargado sus indicadores de desempeño si son distintos a los del año anterior y las notas en cada una de las asignaturas y grados, para dar paso a la descarga de informes académicos por parte de los padres.	Directores de grupo
Entrega de informes académicos de P1.	Abril 12 y 13	Los informes académicos del primer periodo se descargan de la plataforma SAGA y en casos extremos se envían por whatsapp.	Directores de grupo
Entega de guías a estudiantes.	Abril 12	Se envía guías con vídeos y la agenda de clases virtuales a los estudiantes.	Coordinadores y Directores de grupo

Conclusions

Participating in the different intra-institutional activities provide a deeper insight of the teacher's role. It displays the varied activities presented in the educational context and how impact they have in the academic community. To take part in these activities highlights that responsibility, willingness, and cooperation are indispensable values in teaching.

The intra-institutional activities offer a different point of view of teachers' labor. Through the participation of these activities future teacher may have a better understand of the implications of belonging to the educational community. Becoming aware of the problems community faces, and the impact that the role of a teacher has in it.

Chapter 6: Reflective Approach

The teaching practicum was an extensive and formative experience that displayed all the elements implicated in the development of educative dynamics in an educational community. It showed the process in which classes and intra-institutional activities are carried out. The meticulousness in the preparation of institutional activities is explicit in the way they are achieved. The sense of responsibility is a fixed value in teachers and administrative performance regarding institutional commitments. This practice displayed the relevance of a collaborative and organized work.

Regarding the implementation of the research project it is important to be able to adapt and overcome the drawbacks it may appear in the process. In this particular case, in the planning of the schedule for implementing the project it was neglected the fact of the frequency in which participants meet in an online meeting. It was not expected that there were only three encounter during this term. This situation led researcher to implement two videos for students to watch and train their oral production. Videos were shared with both seventh grade groups as it was planned but at the moment of sharing seventh graders' opinions it was perceive low participation. It was considered the academic workload and the close vacation period as factor that influence students' participation.

Concerning the planning and development of the classes in elementary school the experience was profitable and satisfying. To work with children in a virtual environment was a completely new experience that lead the future teacher to take advantage of every single element or resource in the environment and takes him or her to make the best possible use of the potential of those resources. Creativity and adaptability were the main features at the moment of interacting with children.

Furthermore, each intra-institutional activity demands collaboration and preparation from every member from the institutional community. Due to the current situation of confinement this events, which prior were in-person events, had to change the way they were conducted and adapted to the virtuality. Teacher, administrative teachers, students, and parents take part in the development of every activity proposed by the institution, showing a collaborative and unity spirit.

Finally, teaching practicum is an experience that lead future teachers to be even more aware of the role they are going to perform in the future of the new generations that will form the future society considering that teachers not only educate for sharing technical and theoretical knowledge but also they educate for releasing virtuous and constructive people.

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Annexes

Annex 1 1. Observation Grid 1

Rejilla de observación	
Objetivo: Analizar cómo es la comunicación en los encuentros virtuales.	
Fecha: Jueves 11/03/2021 **Encuentro: Virtual/ en casa**	
Uso de inglés por parte de los estudiantes para comunicarse en el encuentro virtual	El uso de inglés en la clase virtual es elevado por parte de la profesora. Ella se dirige a los estudiantes en inglés frecuentemente. Ella alterna entre el español y el inglés cuando interactúa con los estudiantes. Por otro lado, se observó que los estudiantes utilizan el inglés únicamente para responder al saludo de la profesora y a las preguntas que la docente hace respecto al tema que están viendo.
Interacción entre estudiantes en el encuentro virtual	No se observó interacción en inglés entre estudiantes, de hecho no hubo tal interacción.
Otras observaciones	La profesora usa juegos para activar a los estudiantes. En la clase de hoy empleó un bingo con objetos que los estudiantes podrían encontrar a su alrededor. Yo participé proponiendo objetos para que los estudiantes los buscaran. El tema de la clase era los adverbios de frecuencia. También se revisó y corrigió los ejercicios de la guía.

Los estudiantes dicen frases sueltas en inglés	
Los estudiantes utilizan el inglés para hacer preguntas al profesor(a)	
Los estudiantes utilizan el inglés para responder las pregustas del profesor(a)	x
Los estudiantes utilizan el inglés para comunicarse entre ellos	

Annex 1 2. Observation Grid 2

Rejilla de observación	
Objetivo: Analizar cómo es la comunicación en los encuentros virtuales. **Fecha: Miércoles 06/05/2021** **Encuentro: Virtual/ en casa**	
Uso de inglés por parte de los estudiantes para comunicarse en el encuentro virtual	El uso que se la daba al idioma inglés venía por parte de la profesora y por parte mía. También provino de la participación de los estudiantes al momento de socializar los ejercicios de la guía que tenían que resolver.
Interacción entre estudiantes en el encuentro virtual	Se observó una pequeña interacción en la cual un estudiante le explicaba a su compañero como usar una herramienta de la opción pizarra de la plataforma zoom, donde se llevaba a cabo el encuentro. El idioma empleado fue español.
Otras observaciones	La profesora inició con un ejercicio en la pizarra de zoom, en la que los participantes debían dibujar un rostro o una cara que representar la manera en la que se sentía en aquel momento, esto con el fin de activarlos para la inmersión en el tema que estaban viendo, el cual era feelings and emotions. Se observa que los estudiantes son muy receptivos a este tipo de actividades, sobre todo, aquellas que se aplican al inicio de la clase antes de entrar en materia.

Los estudiantes dicen frases sueltas en inglés	
Los estudiantes utilizan el inglés para hacer preguntas al profesor(a)	
Los estudiantes utilizan el inglés para responder las pregustas del profesor(a)	x
Los estudiantes utilizan el inglés para comunicarse entre ellos	

Annex 1 3. First Questionnaire, question 1

¿Qué opina sobre aprender inglés de manera virtual?

6 respuestas

Mas o menos por que no hemos vuelto a usar la cartilla q nos isieron comprar

me parece bien

Es buena herramienta para comprender un poco los temas

Bien porque nos ayuda a responder algunas preguntas de la guia

Me parece buena manera ya que se puede explicar un pico más a fondo del tema

es divertido

Annex 1 4. First Questionnaire, question 2

¿De cuál manera prefiere aprender inglés?

6 respuestas

- Virtual
- Presencial
- Ambas

33.3%

16.7%

50%
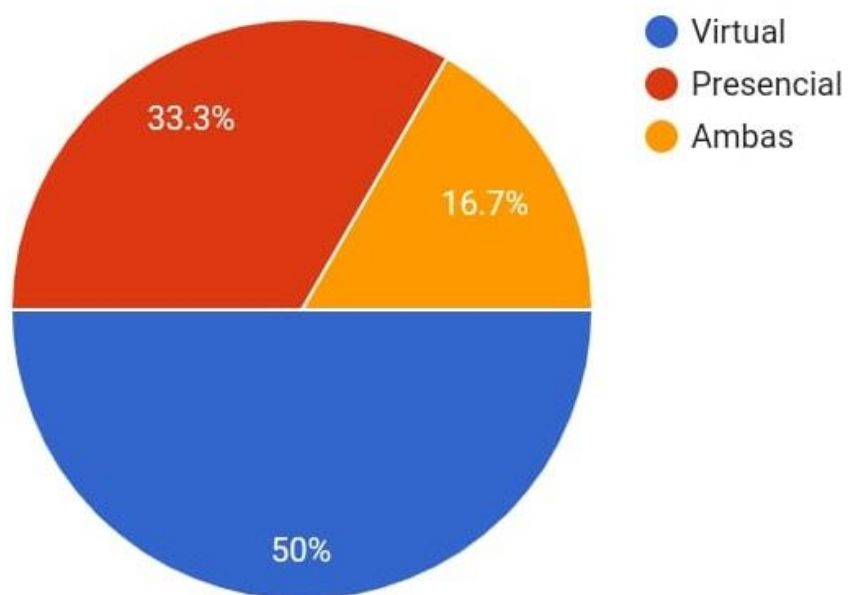
Annex 1 5. First Questionnaire, question 3

¿Cómo describe su conexión de internet?

6 respuestas

Legend:
- Excelente
- Buena
- Regular
- Mala
- Muy mala

33.3%
50%
16.7%
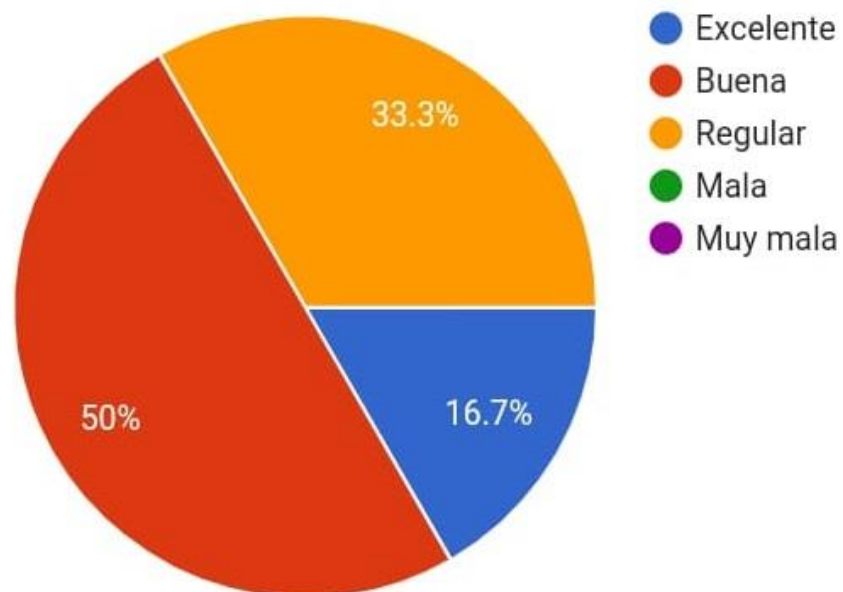
Annex 1 6. First Questionnaire, question 4

¿Cómo estudia inglés de manera autónoma en casa?

5 respuestas

Por ayuda de mi mama en algunos trabajos

Casi no lo hago

Por clases virtuales

Con duolingo o por explicaciones de youtube

a traves del pc

¿Cuándo tiene dudas sobre algún tema de inglés cómo las soluciona? (Puede seleccionar varios)

6 respuestas
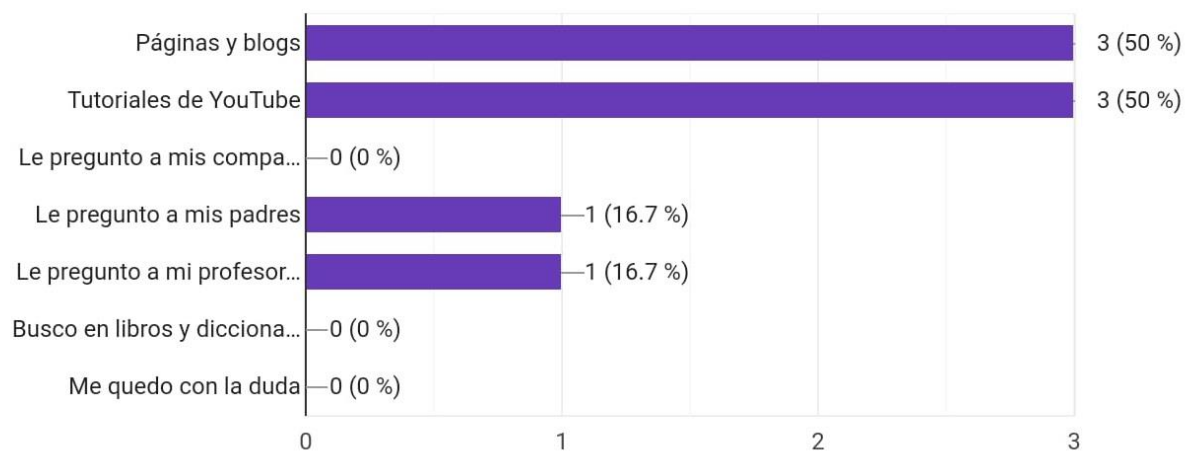
¿De qué manera puede una clase virtual de inglés ser más interesante?

6 respuestas

Asiendo actividades como juegos

no sé

Cuando se explica el tema bien

A si esta bien

Actividades

con juegos

Annex 1 9. First Questionnaire, question 7

¿Cree que los vídeos cortos pueden ayudar a comprender mejor un tema? ¿Cómo?

6 respuestas

No , por q no lo explicaría con determinacion

si los vídeos nos ayudan a comprender un mejor tema

Si, por que ayudan a entender mucho mejor de lo que hubo en la clase virtual

respuestas de la guia o preguntad

No, por que no alcanzaría a explicar bien

si

¿Qué opina del uso de vídeos cortos para explicar diferentes temas de inglés?

6 respuestas

Mas o menos por q no explica con determinación

Me parece buena herramienta

Pues q nos ayuda en siertos puntos de la guia
Q nos ayuda mucho

Nos ayuda a responder algunos puntos para no tener que Traducir los tanto

Bien Porque nos ayuda a saber más de él inglés y mas rapido

es bueno

¿Cree que ver vídeos cortos le ha ayudado al momento de hablar en inglés? ¿Cómo?

6 respuestas

Mas o menos pero no me alluda en la gran mayoría de trabajos

A mejorar el pronunciamiento de las palabras

ectsantamen no tanto pero si

Pues no exactamente pero a veces sí

no tanto pero si almomen de responder una pregunta

aportando informacion

¿Cree que se debería seguir empleando vídeos cortos para entrenar la producción oral en inglés?

6 respuestas

No

Si es un buen metodo

Si nos ayuda mas y a entender ciertos puntOs

Pues si porque es mas rapido y mas facil

Si nos ayuda mucho

yo creo que si

Annex 1 13. Second Questionnaire, question 4

¿Cómo cree que la modalidad virtual ha influido en su aprendizaje de inglés?

6 respuestas

Mas o menos

Ha sido bien difícil pero grasias a la búsqueda de vídeos lo e podido realizar

Pues cuando un punto metoca traducir a español se q dise en alguna respuestas

Pues bien porque es mas fácil responder

Si porque se me ace mas fácil responder algunas preguntas

ha influido de forma positiva

Annex 1 14. Second Questionnaire, question 5

¿Qué otras estrategias cree usted que funcionarían en el aprendizaje de inglés de manera virtual?

6 respuestas

Usar libros o cartillas donde podamos realizar ejercicios como en los otros años anteriores

Mejor explicación de un tema en una clase virtual para poderla aprovechar

Pues no se porque ay esta dien como yo lo deo

pues no se porque asta él momento todo da bien

No sé porque hasta el momento todo va bien

a traves de juegos

Annex 2 1. Lesson plannnig 1

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PLAN DE CLASE – PROPOSAL

CRISTIAN ALARCÓN VARGAS

ENCUENTRO ONLINE NÚMERO 1

CURSO: Quinto	NIVEL: A1	ENCUENTRO ONLINE: 1
TEMA(S): Adjetivos posesivos, el alfabeto		FECHA: Martes, 6 de abril de 2021
OBJETIVOS: Animar a los estudiantes a que aprendan inglés a través de juegos de trivia.		

ETAPAS	DESCRIPCION DE LA ACTIVIDAD	HABILIDADES	RECURSOS ONLINE O MATERIALES
INTRODUCCION	El presente plan de clase se desarrollará a través de un encuentro sincrónico en la plataforma Zoom. La implementación del plan de clase está orientado a la sensibilización a la lengua inglesa en escuelas de primaria en Colombia.		Plataforma Zoom Grupo de WhatsApp Link de la reunión: https://us05web.zoom.us/j/85727228705?pwd=Vyt

Annex 2 2 Lesson planning 1

CALENTAMIENTO	Después de presentarse, el profesor preguntará a los estudiantes si les gusta el inglés, y si lo consideran importante. El profesor compartirá el video *por qué es importante aprender inglés*. Una vez el video termine, el profesor volverá a preguntar sobre la importancia de esta lengua.	Comprensión escrita	Video por qué es importante aprender inglés. https://www.youtube.com/watch?v=yuruge0oLY8&ab_channel=TVUNAM
DESARROLLO	Al tratarse del primer encuentro con quinto grado, el profesor preguntará a los estudiantes sobre todo aquello que han aprendido en el transcurso del año en curso. Después compartirá una presentación Power Point donde se propone algunos ejercicios sobre temas ya vistos como adjetivos posesivos y el alfabeto (acorde a la malla curricular). Los ejercicios presentaran frases con un vacío que debe ser llenado por el adjetivo posesivo correcto. También se presentará ejercicios de deletreo con el fin de revisar el alfabeto. Finalmente se realizará el juego del ahorcado en la opción pizarra de la plataforma Zoom, esto con el fin de recordar vocabulario y practicar spelling.	Producción oral Comprensión escrita Producción escrita	https://drive.google.com/file/d/1biPr7On3DnQGyJSfR_e-8uDkM8PwN26w/view?usp=sharing

TAREA O EVALUCACION	Se les pedirá a los estudiantes que averigüen el significado de las palabras *in, on, under, above,* in *front, behind, between, next to*. También se les pedirá que escriban en sus cuadernos uno o dos frase que incluyan esas palabras.	Producción escrita Comprensión escrita Trabajo autónomo	

Annex 2 3 Lesson planning 2

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PLAN DE CLASE – PROPOSAL

CRISTIAN ALARCÓN VARGAS

ENCUENTRO ONLINE NÚMERO 2

CURSO: Quinto	NIVEL: A1	ENCUENTRO ONLINE: 2
TEMA: Preposiciones de lugar		FECHA: Martes, 13 de Abril de 2021
OBJETIVOS: Animar a los estudiantes a que aprendan inglés a través de juegos de trivia.		

ETAPAS	DESCRIPCION DE LA ACTIVIDAD	HABILIDADES	RECURSOS ONLINE O MATERIALES
INTRODUCCION	El presente plan de clase se desarrollará a través de un encuentro sincrónico en la plataforma Zoom. La implementación del plan de clase está orientado a la sensibilización a la lengua inglesa en escuelas de primaria en Colombia.		Plataforma Zoom Grupo de WhatsApp Link de la reunión: https://us05web.zoom.us/j/89289581993?pwd=VEdBZWVkSTB6NGxTOXdTbTJRWmZtdz09

Annex 2 4 Lesson planning 2

CALENTAMIENTO	Después de saludar, el profesor preguntará, a manera de repaso, por los adjetivos posesivos vistos en el encuentro anterior. Después compartirá un link con los estudiantes para que participen en una actividad en la plataforma *quizizz* con el fin de repasar el tema de adjetivos posesivos.	Comprensión escrita	Actividad *Quizizz:* *Possessive adjectives* https://joinmyquiz.com/?gc=448239
DESARROLLO	El profesor preguntará a los estudiantes por la tarea asignada durante el encuentro previo. Se socializará entre todos, dando la palabra a los estudiantes que la pidan de manera ordenada, dando a conocer generalidades sobre el tema que va a ser tratado durante la clase.. Una vez la tarea es socializada, el profesor resolverá dudas e inquietudes que puedan tener los estudiantes. El profesor compartirá un video para introducir e ilustrar el tema que se está trabajando. Después, el profesor aplicará una actividad en la plataforma *quizizz* para trabajar sobre el tema de clase. El profesor responderá inquietudes si las hay.	Comprensión escrita Producción escrita Comprensión oral Producción oral Trabajo autónomo	Video *Prepositions of place.* https://www.youtube.com/watch?v=niPyVnC6W5g&ab_channel=EnglishSingsing Actividad *Quizizz:* *Prepositions of place* https://joinmyquiz.com/?gc=149760
TAREA O EVALUCACION	Se le pedirá a los estudiantes que averigüen y aprendan sus diez lugares favoritos de una ciudad (*the house, the church, the library, the school, etc.*)	Trabajo autónomo Comprensión escrita	

		Producción escrita	

Annex 2 5. Lesson planning 3

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PLAN DE CLASE – PROPOSAL

CRISTIAN ALARCÓN VARGAS

ENCUENTRO ONLINE NÚMERO 3

CURSO: Quinto	NIVEL: A1	ENCUENTRO ONLINE: 3
TEMA: Lugares y preposiciones de lugar		FECHA: Martes, 20 de Abril de 2021
OBJETIVOS: Animar a los estudiantes a que aprendan inglés a través de juegos de trivia.		

ETAPAS	DESCRIPCION DE LA ACTIVIDAD	HABILIDADES	RECURSOS ONLINE O MATERIALES
INTRODUCCION	El presente plan de clase se desarrollará a través de un encuentro sincrónico en la plataforma Zoom. La implementación del plan de clase está orientado a la sensibilización a la lengua inglesa en escuelas de primaria en Colombia.		Plataforma Zoom Grupo de WhatsApp Link de la reunión: https://us05web.zoom.us/ j/88044500286?pwd=MG tJL04xYW9CaDVncWRK amZEdmZpZz09

Annex 2 6. Lesson planning 3

CALENTAMIENTO	El profesor preguntará si hay estudiantes que estén conectados en la clase con datos móviles. Al parecer abrir la plataforma quizizz consume bastantes datos. El profesor dará instrucciones para que aquellas personas que tenga dificultas con la conexión puedan participar de las actividades preparadas para la clase de hoy. Después hará preguntas sobre el tema visto en la clase pasada y resolverá dudas si las hay.		
DESARROLLO	El profesor preguntará a los estudiantes por la tarea asignada durante el encuentro previo para saber si están preparados para resolver el quiz sobre la tarea. Antes de aplicar la actividad en *quizizz*, se compartirá con los estudiantes una presentación de power point para adentrarnos más a fondo en el tema. Después, el profesor aplicará una actividad en la plataforma *quizizz* para trabajar sobre el tema en cuestión, El profesor responderá inquietudes al final de la lección.	Comprensión escrita Producción escrita Comprensión oral Producción oral Trabajo autónomo	Actividad *Quizizz*: *The places* https://quizizz.com/join?gc=12305010 Documento: *The places* https://drive.google.com/file/d/1XZXWPRhk0VUFEK0w8QwaZVJh3uGj6dwL/view?usp=sharing
TAREA O EVALUCACION	Se le pedirá a los estudiantes que averigüen vocabulario sobre las partes de la casa y sobre los objetos que hay en ellas (*living room, tv, couch, table, stero, etc*)	Trabajo autónomo Comprensión escrita Producción escrita	

Annex 2 7. Lesson planning 4

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PLAN DE CLASE – PROPOSAL

CRISTIAN ALARCÓN VARGAS

ENCUENTRO ONLINE NÚMERO 4

CURSO: Quinto	NIVEL: A1	ENCUENTRO ONLINE: 4
TEMA: La casa y los objetos en ella		FECHA: Martes, 27 de Abril de 2021
OBJETIVOS: Animar a los estudiantes a que aprendan inglés a través de juegos de trivia.		

ETAPAS	DESCRIPCION DE LA ACTIVIDAD	HABILIDADES	RECURSOS ONLINE O MATERIALES
INTRODUCCION	El presente plan de clase se desarrollará a través de un encuentro sincrónico en la plataforma Zoom. La implementación del plan de clase está orientado a la sensibilización a la lengua inglesa en escuelas de primaria en Colombia.		Plataforma Zoom Grupo de WhatsApp Link de la reunión: https://us05web.zoom.us/j/81473338793?pwd=TDlkZGRGdTBSRm9aZG1LZ1k4Skp3dz09

Annex 2 8. Lesson planning 4

CALENTAMIENTO	El profesor saludará y dará las respectivas indicaciones antes de iniciar la clase (pedir a los estudiantes mantener los micrófonos desactivados, levantar la mano cuando quieran participar o preguntar, compartir con respeto).		
DESARROLLO	El profesor preguntará a los estudiantes por la tarea asignada durante el encuentro anterior. Se socializará entre todos, dando la palabra a los estudiantes que la pidan de manera ordenada, dando a conocer generalidades sobre el tema que va a ser tratado durante la clase. Una vez la tarea es socializada, se procederá a ampliar el tema y a aclarar dudas sobre el vocabulario propuesto. La presentación power point que será utilizada también contiene múltiples ejercicios para que los estudiantes participen activamente.	Comprensión escrita Producción escrita Comprensión oral Producción oral Trabajo autónomo	Documento: *The house* https://drive.google.com/file/d/11umFhQaI4f_EcWyoyV2bzt4L43rSB4RT/view?usp=sharing
TAREA O EVALUCACION	Estudiar todo el vocabulario trabajado en clase.	Trabajo autónomo Comprensión escrita	

Annex 2 9, Lesson planning 5

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PLAN DE CLASE – PROPOSAL

CRISTIAN ALARCÓN VARGAS

ENCUENTRO ONLINE NÚMERO 5

CURSO: Quinto	NIVEL: A1	ENCUENTRO ONLINE: 5
TEMA: Formular preguntas simples en inglés		FECHA: Martes, 4 de Mayo de 2021
OBJETIVOS: Animar a los estudiantes a que aprendan inglés a través de juegos de trivia.		

| ETAPAS	DESCRIPCION DE LA ACTIVIDAD	HABILIDADES	RECURSOS ONLINE O MATERIALES
INTRODUCCION	El presente plan de clase se desarrollará a través de un encuentro sincrónico en la plataforma Zoom. La implementación del plan de clase está orientado a la sensibilización a la lengua inglesa en escuelas de primaria en Colombia.		Plataforma Zoom Grupo de WhatsApp Link de la reunión: https://us05web.zoom.us/j/81055642213?pwd=UHI0Ui9Mb1hlOEloZjNPdUVjTjVGUT09

Annex 2 10. Lesson planning 5

CALENTAMIENTO	El profesor saludará y dará las respectivas indicaciones antes de iniciar la clase (pedir a los estudiantes mantener los micrófonos desactivados, levantar la mano cuando quieran participar o preguntar, compartir con respeto). El profesor hará preguntas simples en inglés a los estudiantes, quienes intentara responderlas. Después el profesor usará la opción pizarra de Zoom para ilustrar a los estudiantes la estructura para formular una pregunta simple en inglés.	Comprensión oral Producción oral	Pizarra plataforma Zoom
DESARROLLO	El profesor mostrará a través de una presentación de power point la manera en la cual se pueden hacer preguntas simples en inglés. Esta presentación muestra dos estructuras diferentes pero sencillas de usar. También explica cómo responder a estas preguntas (*Yes/ No questions*) del mismo modo presenta una serie de ejemplos que buscan una mejor comprensión por parte de los estudiantes.	Comprensión escrita Producción escrita Comprensión oral Producción oral Trabajo autónomo	Documento: *Asking questions* https://drive.google.com/file/d/1TixILE8M4t9LNUYBmnKmlCrGaImQB18T/view?usp=sharing
TAREA O EVALUCACION	Escribir tres preguntas siguiendo la estructura del verbo to be, y escribir otras tres siguiendo la estructura del verbo to do. Aparte, ellos deben responder a esas seis preguntas de manera afirmativa y negativa. Los	Trabajo autónomo Comprensión escrita Producción escrita	
	estudiantes deben enviar un audio al profesor de inglés leyendo la tarea.	Producción oral	

Annex 2 11. Lesson planning 6

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PLAN DE CLASE – PROPOSAL

CRISTIAN ALARCÓN VARGAS

ENCUENTRO ONLINE NÚMERO 6

CURSO: Quinto	NIVEL: A1	ENCUENTRO ONLINE: 6
TEMA: Quiz general		FECHA: Martes, 11 de Mayo de 2021
OBJETIVOS: Animar a los estudiantes a que aprendan inglés a través de juegos de trivia.		

ETAPAS	DESCRIPCION DE LA ACTIVIDAD	HABILIDADES	RECURSOS ONLINE O MATERIALES
INTRODUCCION	El presente plan de clase se desarrollará a través de un encuentro sincrónico en la plataforma Zoom. La implementación del plan de clase está orientado a la sensibilización a la lengua inglesa en escuelas de primaria en Colombia.		Plataforma Zoom Grupo de WhatsApp Link de la reunión: https://us05web.zoom.us/j/86144933726?pwd=Q3BrS0RpUkZZbWVSaVISNzM0VFF6QT09

Annex 2 12. Lesson planning 6

CALENTAMIENTO	El profesor saludará y dará las respectivas indicaciones antes de iniciar la clase (pedir a los estudiantes mantener los micrófonos desactivados, levantar la mano cuando quieran participar o preguntar, compartir con respeto). Después, a modo de calentamiento, se pedirá a los estudiantes que formulen preguntas a través del chat para ver qué tan acertados son al momento de hacer preguntas en inglés.	Comprensión escrita Producción escrita Producción oral	Chat de Zoom
DESARROLLO	Se le pedirá a los estudiantes que resuelvan un breve quiz que trata con todos los temas vistos hasta el momento. Al final del mismo, se solucionaran dudas e inquietudes que puedan quedar respecto a los últimos temas vistos en clase.	Comprensión escrita Trabajo autónomo	Actividad *Quizizz: Quiz* https://quizizz.com/join?gc=06680106
TAREA O EVALUCACION	Se le asignara a los estudiantes 4 vínculos que los conducirán a cuatro actividades de Quizizz. Esto con el propósito de que repasen los temas pasados.	Trabajo autónomo Comprensión escrita Producción escrita	Links actividades de repaso: https://quizizz.com/join?gc=43393706 https://quizizz.com/join?gc=05841578 https://quizizz.com/join?gc=43721386 https://quizizz.com/join?gc=43164330

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PLAN DE CLASE – PROPOSAL

CRISTIAN ALARCÓN VARGAS

ENCUENTRO ONLINE NÚMERO 7

CURSO: Quinto	NIVEL: A1	ENCUENTRO ONLINE: 7
TEMA: Quiz yes/no questions y verbos		FECHA: Martes, 18 de Mayo de 2021
OBJETIVOS: Animar a los estudiantes a que aprendan inglés a través de juegos de trivia.		

ETAPAS	DESCRIPCION DE LA ACTIVIDAD	HABILIDADES	RECURSOS ONLINE O MATERIALES
INTRODUCCIÓN	El presente plan de clase se desarrollará a través de un encuentro sincrónico en la plataforma Zoom. La implementación del plan de clase está orientado a la sensibilización a la lengua inglesa en escuelas de primaria en Colombia.		Plataforma Zoom Grupo de WhatsApp Link de la reunión: https://us05web.zoom.us/j/84247833098?pwd=MFpRYkJJTUtOMHZxZFB0cE54dFpMUT09

Annex 2 14. Lesson planning 7

CALENTAMIENTO	El profesor saludará y dará las respectivas indicaciones antes de iniciar la clase (pedir a los estudiantes mantener los micrófonos desactivados, levantar la mano cuando quieran participar o preguntar, compartir con respeto).		
DESARROLLO	El profesor compartirá con los estudiantes dos presentaciones de power point donde se brinda una explicación detalla del verbo to be y también se muestran no menos de veinte de los verbos más comunes en inglés. Una vez las presentaciones culminen, se procederá a responder dudas o inquietudes respecto a los verbos. Después, el profesor compartirá un link a los estudiantes que los dirigirá a una actividad en la plataforma Quizizz, la cual trata precisamente de los verbos más comunes, incluyendo el verbo to be. Si tras la actividad de Quizizz aún quedan dudas respecto a los verbos se brindará el momento final de la clase para despejar dudas, sin no antes compartir la tarea para la siguiente clase.	Comprensión escrita Producción escrita Comprensión oral Producción oral Trabajo autónomo	Actividad *Quizizz: The verbs* https://quizizz.com/join?gc=60518122 Documento: *Verb to be* https://drive.google.com/file/d/1NRyJq6qDl8cEsyEdvZtO_-mG6qRx517e/view?usp=sharing Documento: The *verbs* https://drive.google.com/file/d/1LbpCfwdSr45_ILViASz-dwqR60una80e/view?usp=sharing

TAREA O EVALUCACION	Hacer 10 preguntas, cinco con la estructura del verbo to be y cinco con la estructura del verbo to do. Estas deben tener en cuenta los verbos vistos en clase. Los estudiantes deben grabar un audio leyendo las diez preguntas y respondiéndolas de manera afirmativa y negativa. Los estudiantes deben enviar el audio directamente al profesor de inglés.	Trabajo autónomo Producción escrita Producción oral	

Annex 2 15. Lesson planning 8

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PROGRAMA DE LENGUAS EXTRANJERAS
PRACTICA INTEGRAL
2021-1

PLAN DE CLASE – PROPOSAL

CRISTIAN ALARCÓN VARGAS

ENCUENTRO ONLINE NÚMERO 8

CURSO: Quinto	NIVEL: A1	ENCUENTRO ONLINE: 8
TEMA: Quiz sobre cómo hacer preguntas y yes/no questions		FECHA: Martes, 25 de Mayo de 2021
OBJETIVOS: Animar a los estudiantes a que aprendan inglés a través de juegos de trivia.		

ETAPAS	DESCRIPCION DE LA ACTIVIDAD	HABILIDADES	RECURSOS ONLINE O MATERIALES
INTRODUCCIÓN	El presente plan de clase se desarrollará a través de un encuentro sincrónico en la plataforma Zoom. La implementación del plan de clase está orientado a la sensibilización a la lengua inglesa en escuelas de primaria en Colombia.		Plataforma Zoom Grupo de WhatsApp Link de la reunión: https://us05web.zoom.us/j/89211681252?pwd=cjBBaEFuM0tWY1NqSWhSSWQyd2VaZz09

Annex 2 16. Lesson planning 8

CALENTAMIENTO	El profesor saludará y dará las respectivas indicaciones antes de iniciar la clase (pedir a los estudiantes mantener los micrófonos desactivados, levantar la mano cuando quieran participar o preguntar, compartir con respeto). Después, se hablara sobre la tarea de las diez preguntas. Se le pedirá a todos los estudiantes que escriban una de las preguntas enviadas en el chat de la reunión, esto sin consultar los apuntes de los cuadernos.		Chat de Zoom
DESARROLLO	El profesor presentará una prueba en la plataforma quizizz para que los estudiantes escriban preguntas simples en inglés utilizando las estructuras, los verbos y el vocabulario en general que ya se ha trabajado en clases anteriores. Este quiz lo componen tan solo catorce preguntas pero casi todas son para que los estudiantes escriban. Después de implementar este quiz se procede a solucionar las dudas o inquietudes que los estudiantes puedan tener.	Comprensión escrita Producción escrita Trabajo autónomo	Actividad *Quizizz: Quiz 3* https://quizizz.com/join?g c=31376282
TAREA O EVALUCACIÓN	Se le pedirá a los estudiantes que repitan el quiz desarrollado en clase, esto con la intención de sigan practicando cómo hacer y responder preguntas en inglés.	Trabajo autónomo Comprensión escrita Producción escrita	Actividad *Quizizz: Quiz 3* https://quizizz.com/join?g c=31376282

Annex 2 17. Lesson planning 9

UNIVERSIDAD DE PAMPLONA
PROGRAMA DE LENGUAS EXTRANJERAS
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PLAN DE CLASE – PROPOSAL

CRISTIAN ALARCÓN VARGAS

ENCUENTRO ONLINE NÚMERO 9

CURSO: Quinto	NIVEL: A1	ENCUENTRO ONLINE: 9
TEMA: Quiz general final		FECHA: Martes, 01 de Junio de 2021
OBJETIVOS: Animar a los estudiantes a que aprendan inglés a través de juegos de trivia.		

ETAPAS	DESCRIPCION DE LA ACTIVIDAD	HABILIDADES	RECURSOS ONLINE O MATERIALES
INTRODUCCIÓN	El presente plan de clase se desarrollará a través de un encuentro sincrónico en la plataforma Zoom. La implementación del plan de clase está orientado a la sensibilización a la lengua inglesa en escuelas de primaria en Colombia.		Plataforma Zoom Grupo de WhatsApp Link de la reunión: https://us05web.zoom.us/j/81417678937?pwd=aXFlajhaZnhMTXNqZkVwSmpQemRTQT09

Annex 2 18. Lesson planning 9

CALENTAMIENTO	El profesor saludará y dará las respectivas indicaciones antes de iniciar la clase (pedir a los estudiantes mantener los micrófonos desactivados, levantar la mano cuando quieran participar o preguntar, compartir con respeto). Se le indicará a los estudiantes que este será el último encuentro y por lo tanto el ultimo quiz.		
DESARROLLO	El profesor compartirá con los estudiantes un link que los lleva a un quiz en la plataforma quzizz donde se encontraran con una serie de preguntas respecto a todos los temas que se han tratado en la clase durante el periodo de práctica del profesor de inglés. Esta actividad consta de treinta preguntas sobre los temas ya vistos en clase.	Comprensión escrita Producción escrita Trabajo autónomo	Actividad *Quizizz: Quiz final* https://quizizz.com/join?gc=56706778
TAREA O EVALUCACIÓN	Se le pedirá a los estudiantes que sigan estudiando inglés de manera autónoma, aprovechando toda la teoría y el material compartido por el profesor.	Trabajo autónomo	

Annex 3 1 Class evidence 1
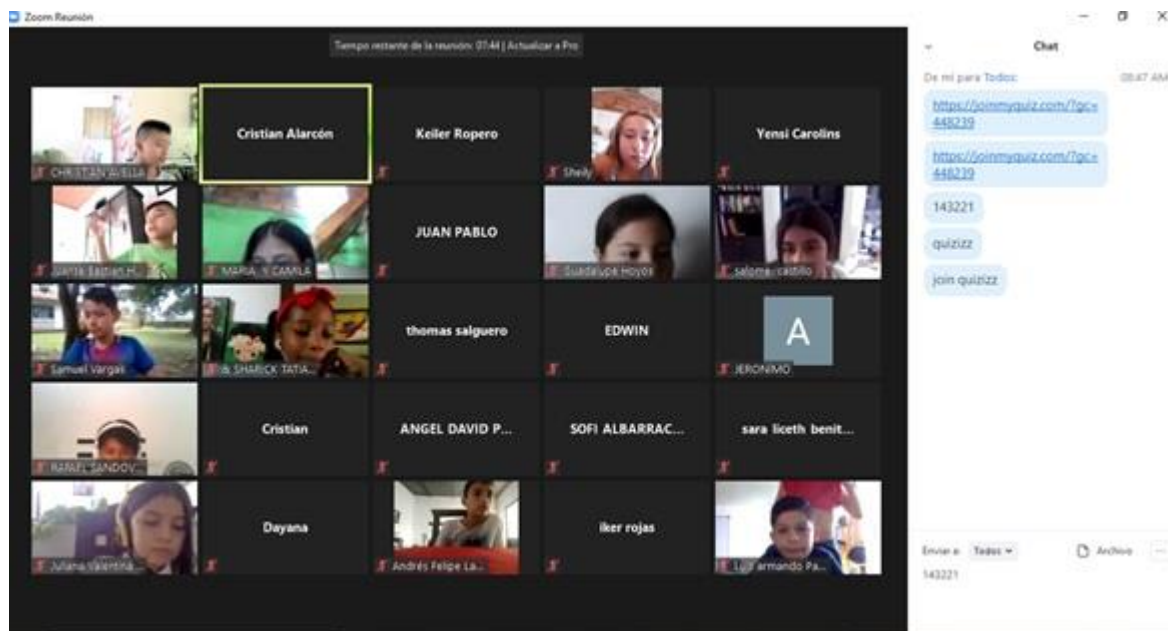
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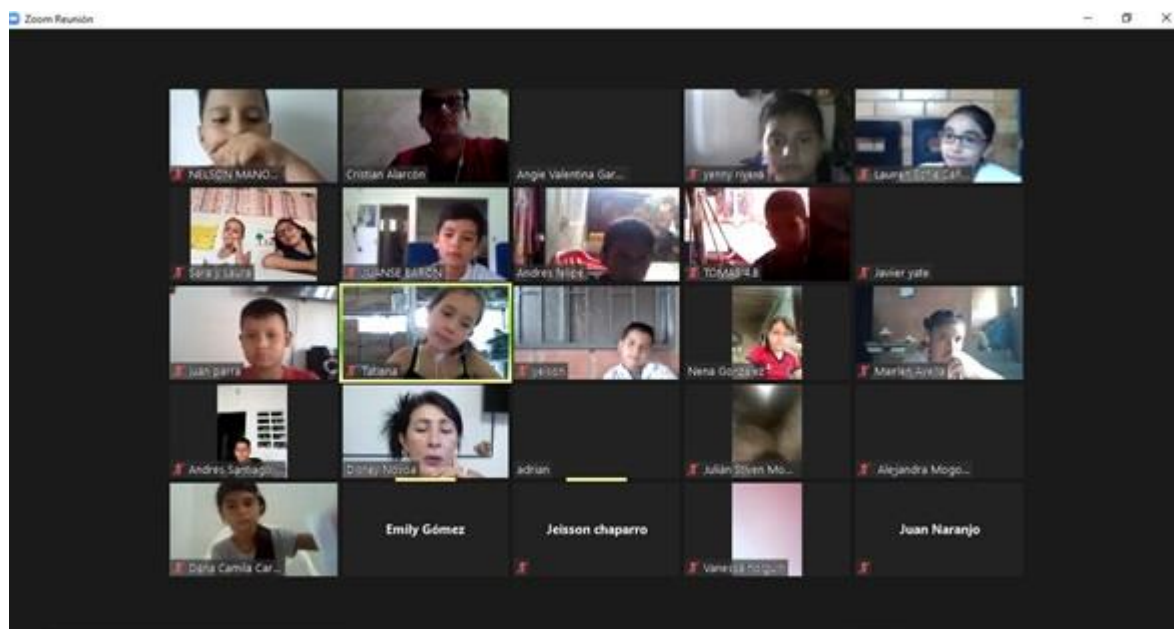
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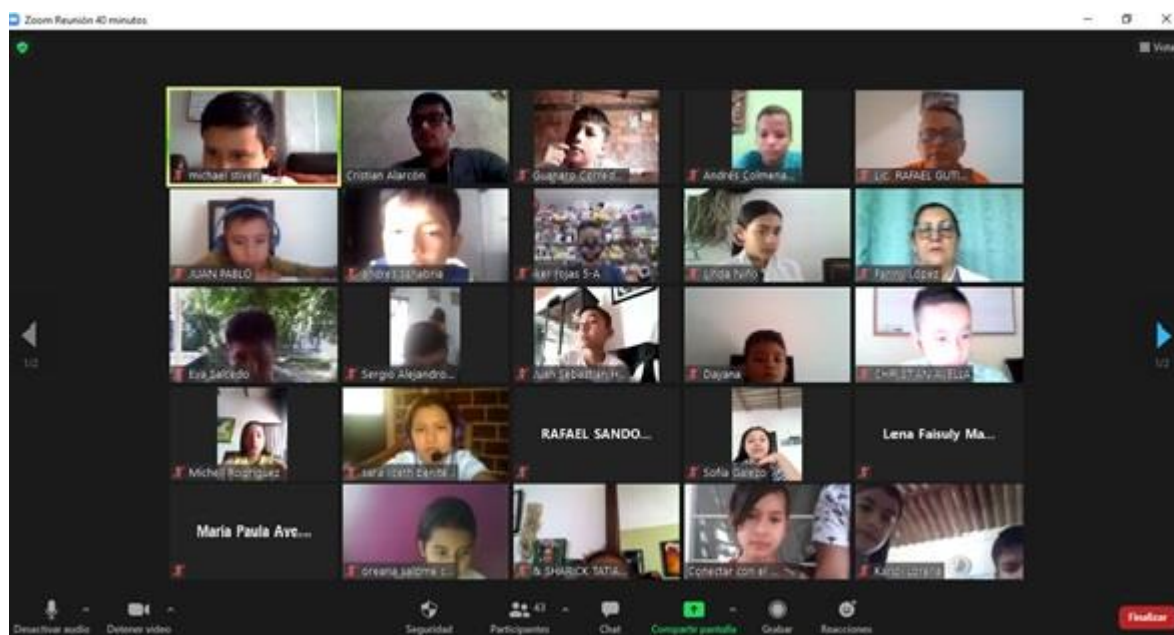
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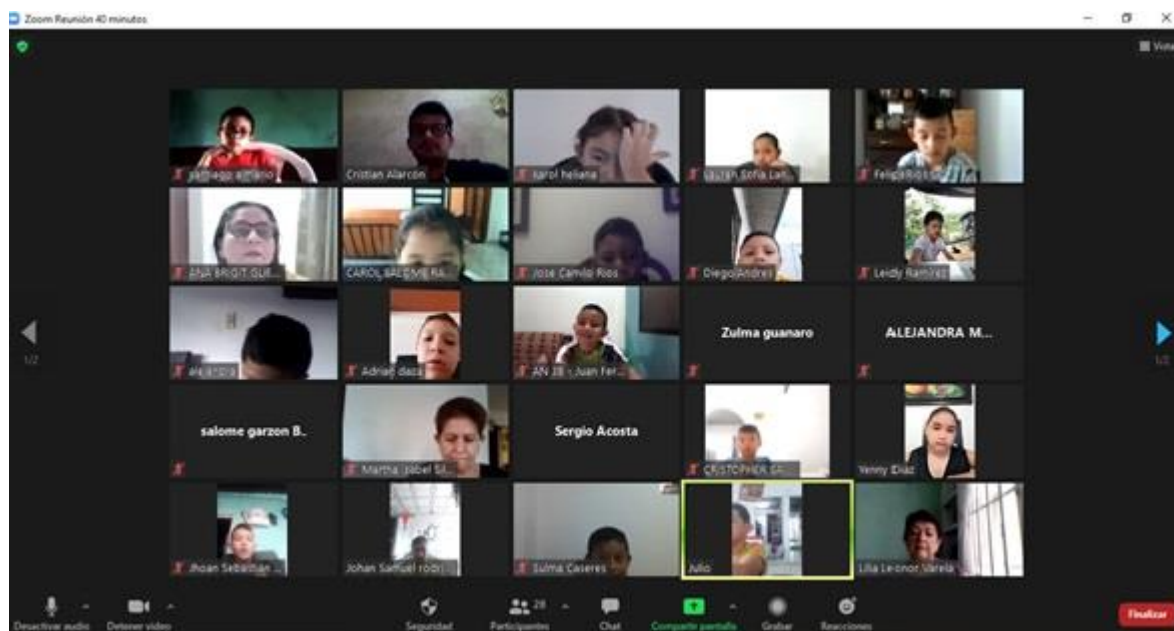
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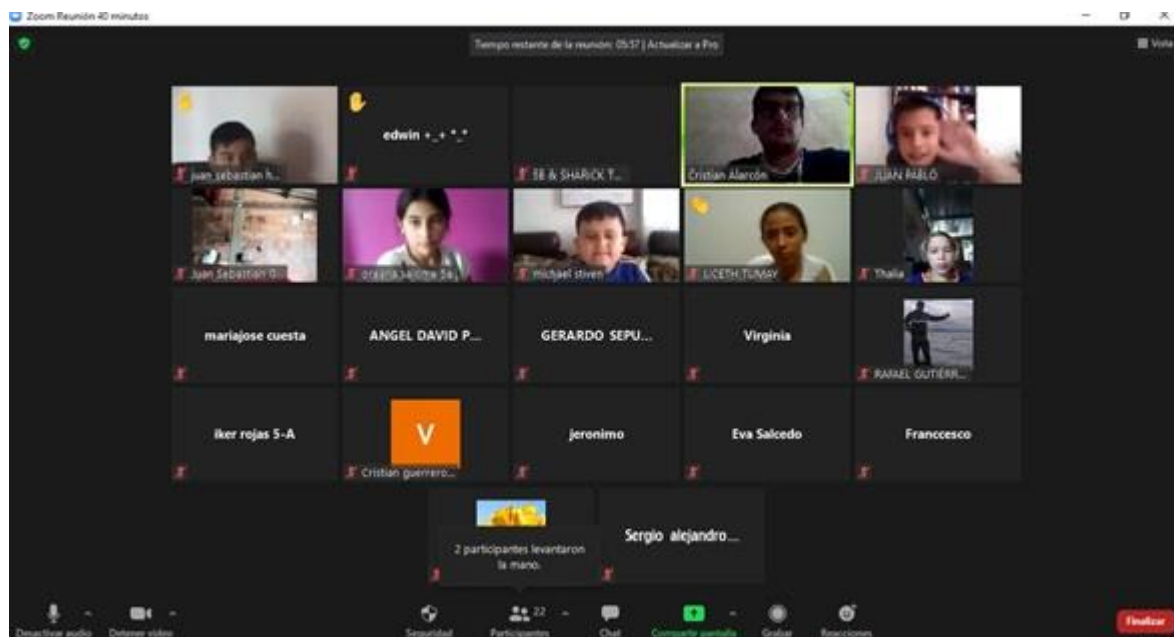
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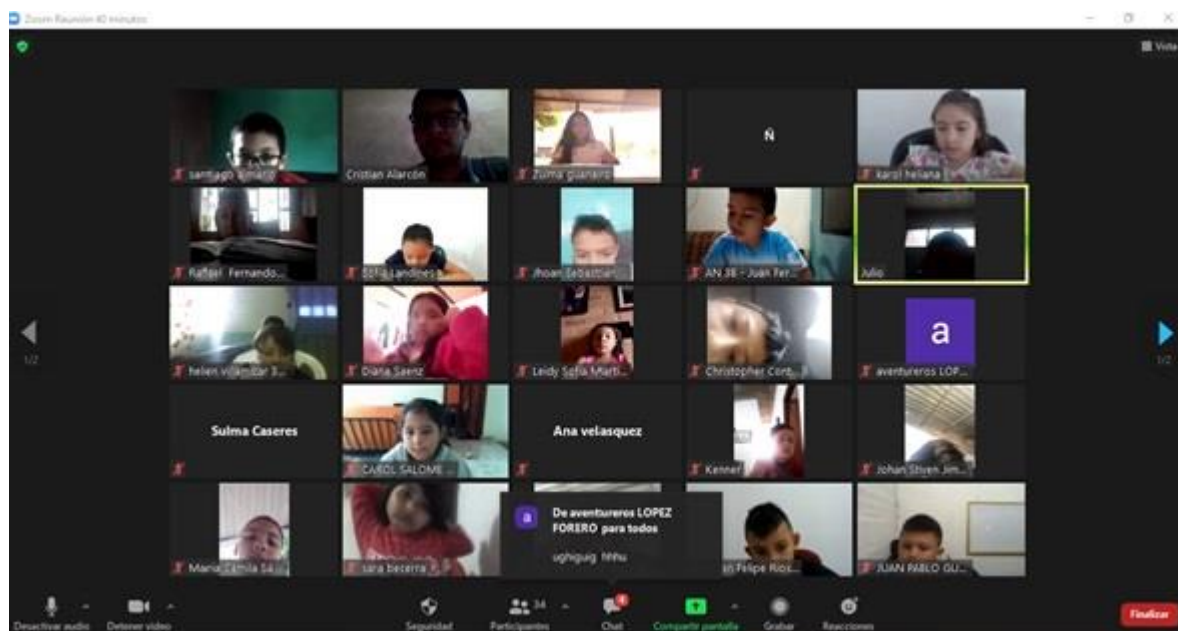
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Annex 3 9. class evidence 10

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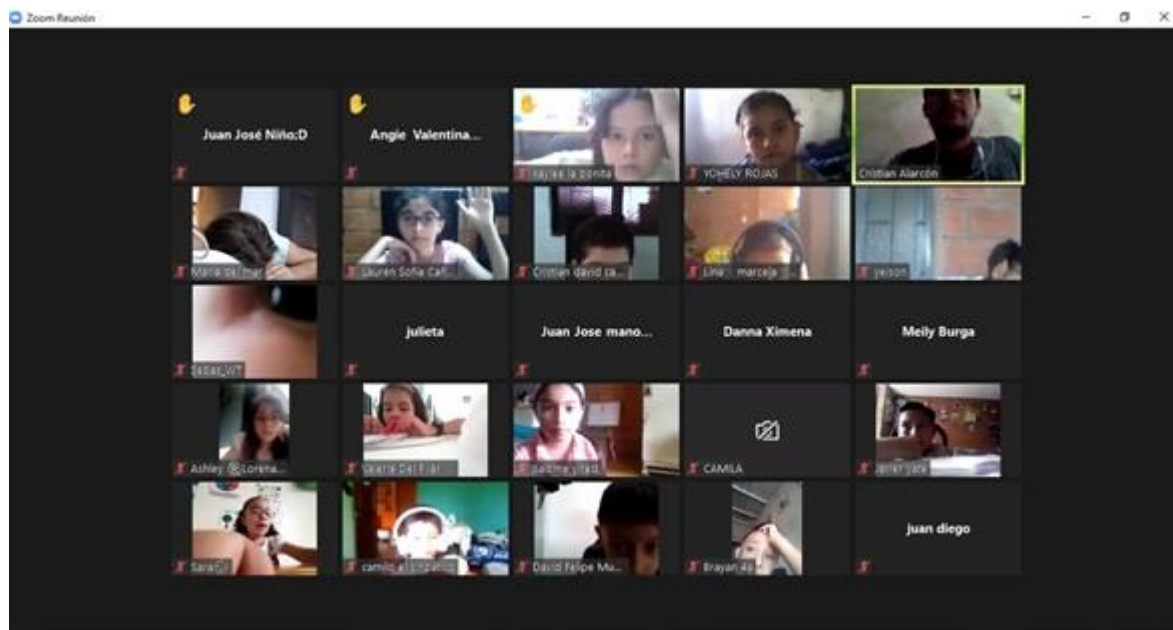
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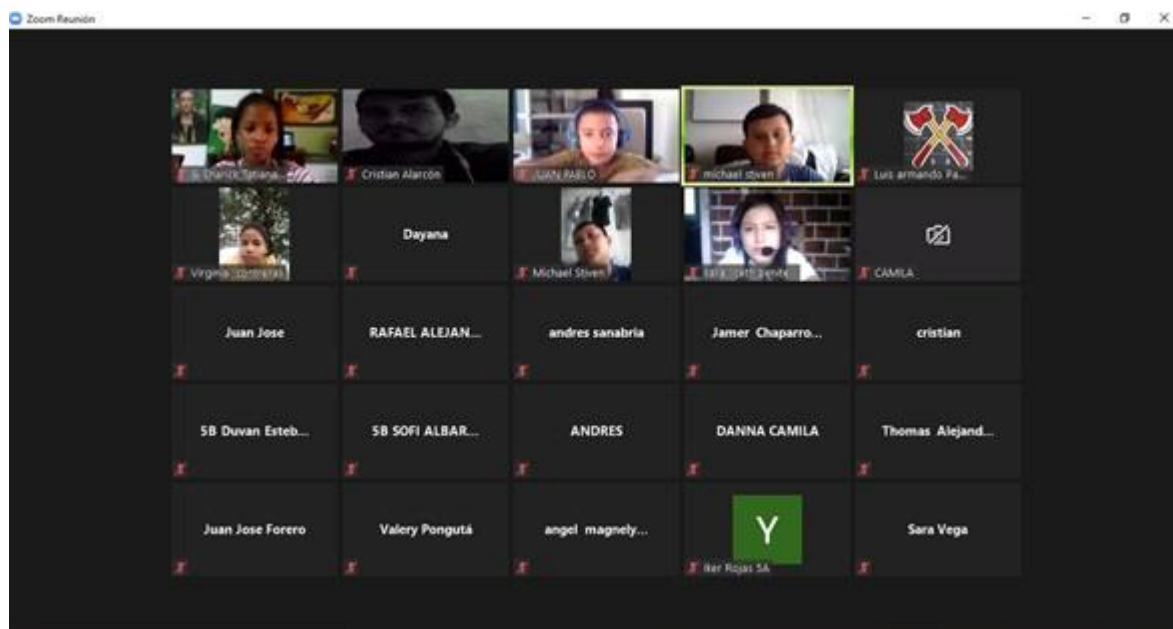
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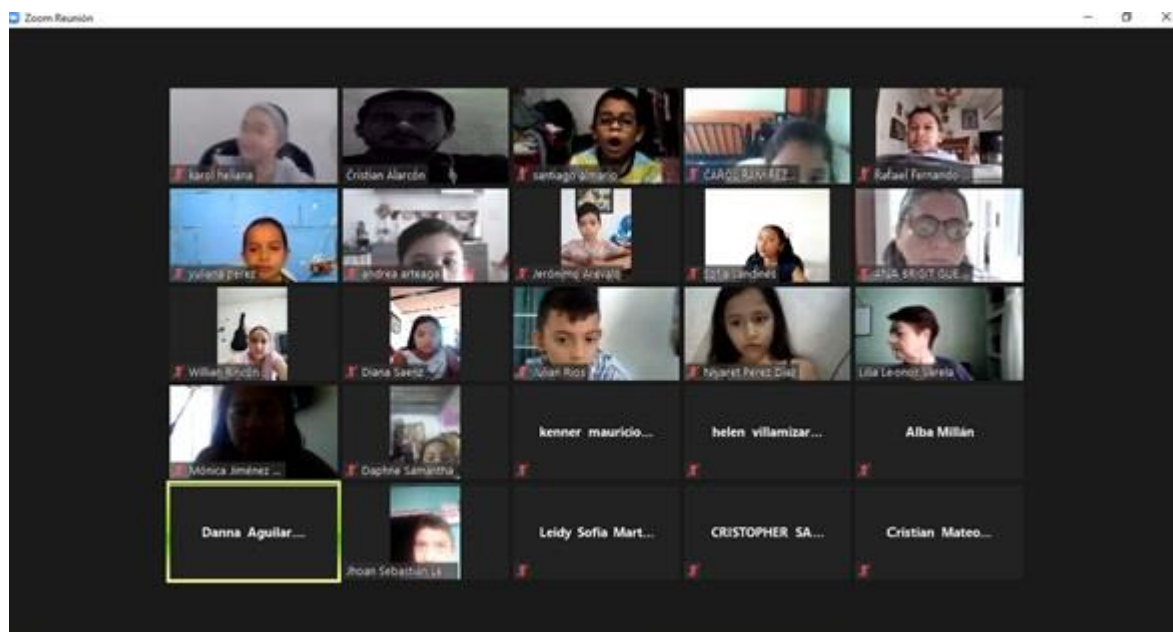
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Annex 3 14. class evidence 15

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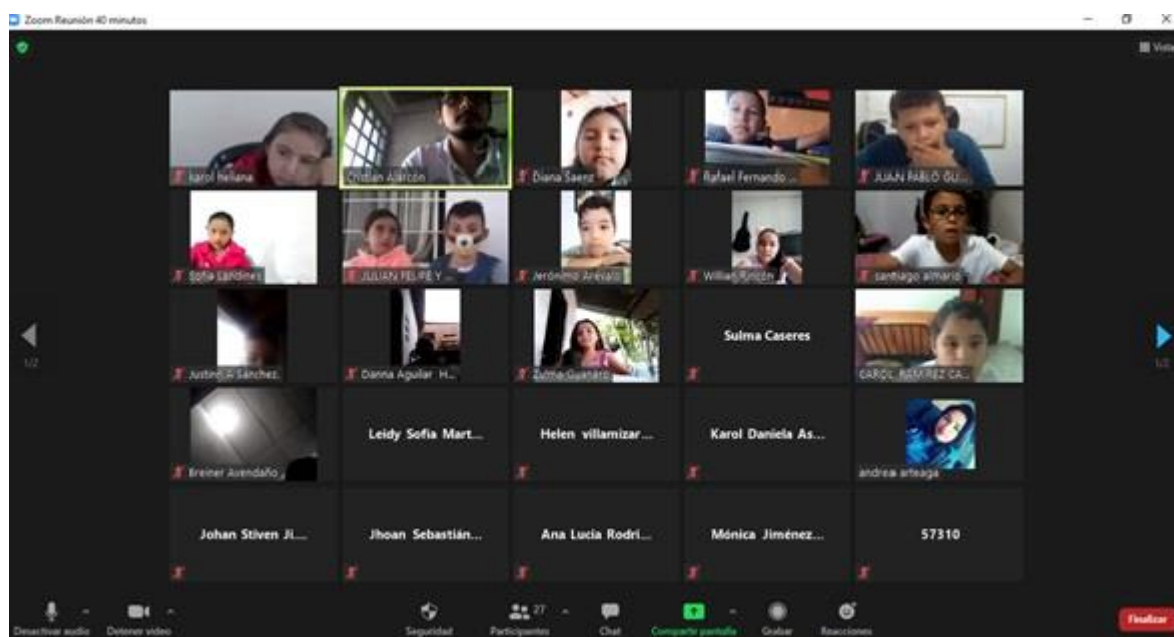
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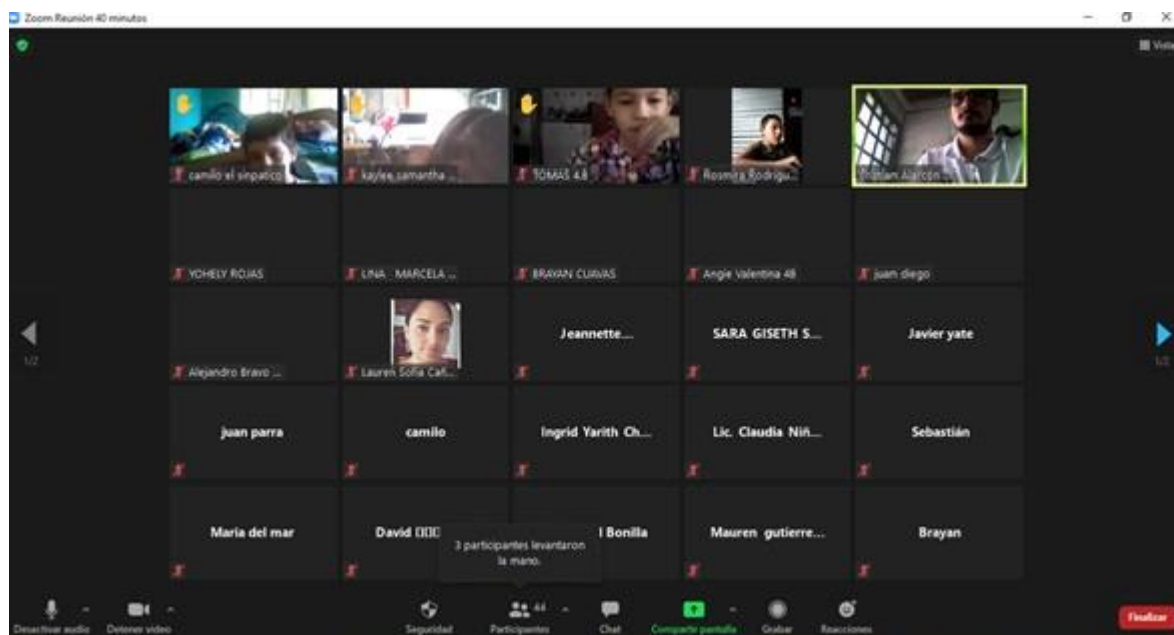
Annex 3 17. class evidence 18

Annex 3 18. class evidence 19

Annex 4 1. Third grade Syllabus

PRIMER PERIODO- GRADO TERCERO – INGLES: DESEMPEÑO SUPERIOR: El estudiante se expresa correctamente empleando el what, where en diálogos sencillos y haciendo uso del vocabulario aprendido.

ENSEÑANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN	ENSEÑANZA ARTICULACIÓN
¿Qué, cómo, cuándo y para que hago uso de? ➢ Adjetivos posesivos Structure: my house is big, your house is pretty. ➢ Colores ➢ what y where ➢ Partes del cuerpo (head, shoulders, knees and feet, face, eyes, nose, ears, mouth, legs and hands) ➢ This is yours/this is my These are yours/these are my		Mediante la realización de diálogos dirigidos por el docente, los estudiantes preguntarán y responderán con precisión, utilizando las preguntas de información	SPELLING B El estudiante mejora su vocabulario y formas de expresión en otro idioma. ACTIVIDADES Mediante rondas, juegos y canciones infantiles el estudiante pondrá en práctica el vocabulario aprendido. EVALUACIÓN Revisión de escritura y corrección de vocabulario.
	ALTO: El estudiante se expresa correctamente empleando el what, where en diálogos sencillos y haciendo uso del vocabulario aprendido.	Mediante la realización de diálogos dirigidos por el docente, los estudiantes preguntarán y responderán coherentemente, utilizando las preguntas de información	
	BASICO: El estudiante se expresa correctamente empleando el what, where en diálogos sencillos y haciendo uso del vocabulario aprendido.	Mediante la realización de diálogos dirigidos por el docente, los estudiantes preguntarán y responderán, utilizando las preguntas de información ACTITUDINAL: Los estudiantes demuestran interés por utilizar las preguntas de información	
	BAJO: El estudiante se expresa correctamente empleando el what, where en diálogos sencillos y haciendo uso del vocabulario aprendido.		

INGLES: SEGUNDO PERIODO- GRADO TERCERO - DESEMPEÑO SUPERIOR: Pronuncia y escribe correctamente oraciones sencillas empleando los adjetivos posesivos, relacionándolos con las partes del cuerpo y las frutas.

ENSEÑANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN	ARTICULACIÓN
¿Qué, Cómo, Por qué y Cuándo se utilizan? ➢ Adjetivo posesivos (his/her con partes del cuerpo(physical appereance) Her mouth is/her eyes are. His mouth is/her eyes are. Adjectives: tall, short, big small ➢ Fruits (Apple, banana, pineaple,orange, watermelon, peach, pear, blackberry, strawberry, cherry) ➢ Do you like Yes, I do No, I don´t		Mediante ayudas graficas el estudiante construirá correctamente, de forma oral y escrita, oraciones sencillas utilizando las partes del cuerpo y las frutas	SPELLING B El estudiante mejora su vocabulario y formas de expresión en otro idioma. ACTIVIDADES Mediante juegos y rondas (alcance la estrella, arma todos) el estudiante relacionara los adjetivos posesivos con la apariencia física. EVALUACIÓN Revisión de escritura y corrección de vocabulario.
	ALTO: Pronuncia y escribe acertadamente oraciones sencillas empleando los adjetivos posesivos, relacionándolos con las partes del cuerpo y las frutas.	Mediante ayudas graficas el estudiante construirá acertadamente, de forma oral y escrita, oraciones sencillas utilizando las partes del cuerpo y las frutas	
	BASICO: Pronuncia y escribe calguanas oraciones sencillas empleando los adjetivos posesivos, relacionándolos con las partes del cuerpo y las frutas.	Mediante ayudas graficas el estudiante construirá de forma oral y escrita, algunas oraciones sencillas utilizando las partes del cuerpo y las frutas ACTITUDINAL: El estudiante demuestra interés por aprender y utilizar el vocabulario dado.	
	BAJO: Pronuncia oraciones sencillas empleando los adjetivos posesivos, relacionándolos con las partes del cuerpo y las frutas.		

Annex 4 2. Third grade Syllabus

INGLES- TERCER PERIODO - GRADO TERCERO- DESEMPEÑO SUPERIOR: Elabora una maqueta de un zoológico o bosque y describe correctamente los animales que allí encuentra utilizando los verbos.

ENSEÑANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACION	ENSEÑANZA ARTICULACIÓN
¿Qué, cómo, cuándo y paraqué utilizo? ➤ Pronombres personales ➤ Verbo to be ➤ Animals (lion.Tiger.jiraffe.rhino, hippo, eagle snake cocrodile, whale, shark) ➤ Verbs: run, fly, crawl, swim catch, jump, eat, sleep, breath, climb		Mediante la elaboración de una maqueta del zoológico o de un bosque el estudiante describirá correctamente los animales que allí encuentra haciendo uso de los verbos.	**SPELLING B** El estudiante mejora su vocabulario y formas de expresión en otro idioma. **ACTIVIDADES** Mediante una maqueta el estudiante ubicará los animales en su hábitat resaltando su medio de locomoción. **EVALUACIÓN** Revisión de escritura y corrección de vocabulario.
	ALTO: Elabora una maqueta de un zoológico o bosque y describe acertadamente los animales que allí encuentra utilizando los verbos.	Mediante la elaboración de una maqueta del zoológico o de un bosque el estudiante describirá acertadamente los animales que allí encuentra haciendo uso de los verbos.	
	BASICO: Elabora una maqueta de un zoológico o bosque y describe los animales que allí encuentra utilizando los verbos.	Mediante la elaboración de una maqueta del zoológico o de un bosque el estudiante describirá algunos de los animales que allí encuentra haciendo uso de los verbos	
	BAJO: Elabora una maqueta de un zoológico o bosque y reconoce los animales que allí encuentra utilizando los verbos.	ACTITUDINAL: El estudiante demuestra interés por practicar expresiones en ingles.	

INGLES: CUARTO PERIODO GRADO TERCERO. DESEMPEÑO SUPERIOR: El estudiante observa, lee y traduce correctamente las actividades presentadas en láminas elaboradas por el docente, empleando los números del 0 al 100.

ENSEÑANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN	ENSEÑANZA ARTICULACION
¿Qué, cómo, cuándo y donde? ➤ Los números hasta 100 ➤ Profesiones/ oficios(doctor, teacher, secretary, driver.policeman, nurse, vet, engineer, butcher, baker.chef)		Mediante el uso de laminas elaboradas por el docente el estudiante observa, lee y traduce correctamente las actividades representas en ellas, utilizando los números del 0 al 100.	**SPELLING B** El estudiante mejora su vocabulario y formas de expresión en otro idioma.
	ALTO: El estudiante, observa, lee y traduce acertadamente las actividadespresentadas en láminas elaboradas por el docente, empleando los números del 0 al 100.	Mediante el uso de laminas elaboradas por el docente el estudiante observa, lee y traduce acertadamente las actividades representas en ellas, utilizando los números del 0 al 100.	**ACTIVIDADES** Mediante un fashion el estudiante representará las diferentes profesiones
➤ What do you do?(I am a teacher) Where do you work? I work at the restaurant)	BASICO: El estudiante observa, lee y traduce las actividades presentadas en láminas elaboradas por el docente, empleando los números del 0 al 100.	Mediante el uso de laminas elaboradas por el docente el estudiante observa, lee y traduce algunas de las actividades representas en ellas, utilizando los números del 0 al 100.	**EVALUACIÓN** Revisión de escritura y corrección de vocabulario.
	BAJO: El estudiante observa, lee y traduce algunas actividades presentadas en láminas elaboradas por el docente, empleando números del 0 al 100.	ACTITUDINAL: El estudiante demuestra interés por el aprendizaje de vocabulario nuevo.	

Annex 4 3. Fourth grade Syllabus

INGLES- PRIMER PERIODO - GRADO CUARTO -DESEMPEÑO SUPERIOR: Elabora un calendario usando correctamente los números cardinales y ordinales de 1 a 100 y lo expone ante el grupo.

ENSENANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN	ENSEÑANZA ARTICULACIÓN
➢ Greetings ➢ Números cardinal de 1 a 100 ➢ Números ordinales (first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth) Days of the week (Monday, Tuesday, Wednesday, Thursday, Friday) What day is it today		Mediante la elaboración de un calendario el estudiante utilizara correctamente los números ordinales y cardinales de 1 a 100.	**SPELLING B** El estudiante mejora su vocabulario y formas de expresión en otro idioma. **ACTIVIDADES** Por medio de frisos el estudiante presentará su rutina semanal. **EVALUACIÓN** Revisión de escritura y corrección de vocabulario.
	ALTO Elabora un calendario usando acertadamente los números cardinales y ordinales de 1 a 100 y lo expone ante el grupo.	Mediante la elaboración de un calendario el estudiante utilizara acertadamente los números ordinales y cardinales de 1 a 100	
	BASICO: Elabora un calendario usando algunos números cardinales y ordinales de 1 a 100 y lo expone ante el grupo.	Mediante la elaboración de un calendario el estudiante utilizara algunos los números ordinales y cardinales de 1 a 100	
	BAJO: Elabora un calendario usando los números cardinales y ordinales de 1 a 100 y lo expone ante el grupo.		
		ACTITUDINAL: El estudiante se motiva para poner en práctica el vocabulario aprendido.	

INGLES- SEGUNDO PERIODO- GRADO CUARTO: DESEMPEÑO SUPERIOR :En grupo de dos estudiantes elaboran correctamente una cartelera donde muestran la fecha de cumpleaños de los miembros de su familia y amigos y la utilizan para hacer preguntas y dar respuestas.

ENSENANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACION	ENSEÑANZA ARTICULACIÓN
Diferencias entre sujetos y pronombres. (She: María, Juana He: Juan, Pedro They: Pedro, María y Juan ➢ Months of the year (January, February…. ➢ Family members and friends(mother , father… When´s your birthday(my birthday is on September fifth)	ALTO En grupo de dos estudiantes elaboran acertadamente cartelera donde muestran la fecha de cumpleaños de los miembros de su familia y amigos y la utilizan para hacer preguntas y dar respuestas. BÁSICO: En grupo de dos estudiantes elaboran una cartelera donde muestran la fecha de cumpleaños de los miembros de su familia y amigos y la utilizan para hacer preguntas y dar respuestas. BAJO: En grupo de dos estudiantes elaboran una cartelera donde muestran la fecha de cumpleaños de algunos miembros de su familia y amigos y la utilizan para hacer preguntas y dar respuestas.	Con base en carteleras elaboradas en grupos de dos estudiantes, sobre la fecha de cumpleaños de familiares y amigos, realizaran correctamente preguntas y darán respuestas. Con base en carteleras elaboradas en grupos de dos estudiantes, sobre la fecha de cumpleaños de familiares y amigos, realizaran acertadamente preguntas y darán respuestas. Con base en carteleras elaboradas en grupos de dos estudiantes, sobre la fecha de cumpleaños de familiares y amigos, realizaran algunas preguntas y darán respuestas. ACTITUDINAL: El estudiante demuestra interés por utilizar y aplicar los conocimientos adquiridos en clase.	**SPELLING B** El estudiante mejora su vocabulario y formas de expresión en otro idioma. **ACTIVIDADES** Por medio de concurso a manera de rally el estudiante relacionará el sujeto con el pronombre respectivo. **EVALUACIÓN** Revisión de escritura y corrección de vocabulario.

Annex 4 4. Fourth grade Syllabus

INGLES- TERCER PERIODO- GRADO CUARTO: DESEMPEÑO SUPERIOR: Distribuidos por grupos de cinco estudiantes construirán un collage donde demuestren correctamente los periodos del día indicando la hora.

ENSEÑANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACION	ENSEÑANZA ARTICULACIÓN
➤ Periodos del día (morning, afternoon, evening, night) ➤ Repaso de números cardinals • El reloj (what time is ti? It´s one thirtyIt´ six o´clock	ALTO: Distribuidos por grupos de cinco estudiantes construirán un collage donde demuestren acertadamente los periodos del día indicando la hora.	Mediante la realización de un collage, en grupos de cinco estudiantes, demostraran correctamente los periodos del día indicando la hora Mediante la realización de un collage, en grupos de cinco estudiantes, demostraran acertadamente los periodos del día indicando la hora.	**SPELLING B** El estudiante mejora su vocabulario y formas de expresión en otro idioma. **ACTIVIDADES** Por medio de collage los estudiantes organizados en grupos representaran los periodos del día. **EVALUACIÓN** Revisión de escritura y corrección de vocabulario.
	BASICO: Distribuidos por grupos de cinco estudiantes construirán un collage donde identifican los periodos del día indicando la hora	Mediante la realización de un collage, en grupos de cinco estudiantes, identificaran los periodos del día indicando la hora. ACTITUDINAL: El estudiante escenifica con agrado su rutina diaria	
	BAJO: Distribuidos por grupos de cinco estudiantes construirán un collage donde demuestren los periodos del día indicando la hora		

INGLES: CUARTO PERIODO GRADO CUARTO: DESEMPEÑO SUPERIOR :Caracteriza lúdica y eficazmente, escenas sencillas de su rutina diaria y las plasma en un friso que luego presenta ante su grupo

ENSEÑANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN	ENSEÑANZA ARTICULACIÓN
➤ Rutinas diarias (wake up, get up, make the bed, have a shower, brush, comb, get dress, have breakfast, go to school, have lunch, back home, do homework, watch tv, have dinner, go to bed. ➤ What time do you get up? ➤ Diálogos utilizando el vocabulario visto.		Mediante la realización de un friso el estudiante describe lúdica y eficazmente su rutina diaria indicando la hora en que realiza dichas actividades.	**SPELLING B** El estudiante mejora su vocabulario y formas de expresión en otro idioma. **ACTIVIDADES** Los estudiantes organizados en grupo escenificaran su rutina diaria. **EVALUACIÓN** Revisión de escritura y corrección de vocabulario.
	ALTO: Caracteriza lúdica y acertadamente , escenas sencillas de su rutina diaria y las plasma en un friso que luego presenta ante su grupo.	Mediante la realización de un friso el estudiante describe lúdica y acertadamente su rutina diaria indicando la hora en que realiza dichas actividades.	
	BASICO: Describe, escenas sencillas de su rutina diaria y las plasma en un friso que luego presenta ante su grupo.	Mediante la realización de un friso el estudiante describe algunas escenas de su rutina diaria.	
	BAJO: Identifica escenas sencillas de su rutina diaria y las plasma en un friso que luego presenta ante su grupo.	ACTITUDINAL: Demuestra interés por poner en práctica el vocabulario aprendido.	

Annex 4 5. Fifth grade Syllabus

INGLES. PRIMER PERIODO GRADO QUINTO: DESEMPEÑO SUPERIOR: Mediante juegos de competencias el estudiante se esfuerza para deletrear correctamente su nombre y apellido.

ENSEÑANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACION	ENSEÑANZA ARTICULACIÓN
➢ Personal Pronouns (I, you, he,she, it, you, we, they) ➢ Adjetivos posesivos: my your ➢ Alfabeto ➢ My name is Pedro / p-e-d-r-o ➢ Deletreo de palabras ➢ Objetos del salón ➢ números ➢ .Repaso de vocabulario		Cada estudiante se presenta ante el grupo y luego deletrea correctamente su nombre y apellido	**SPELLING B** El estudiante mejora su vocabulario y formas de expresión en otro idioma. **ACTIVIDADES** Mediante competencias de spelling, el estudiante demostrará el conocimiento del alfabeto en inglés **EVALUACIÓN** Revisión de escritura y corrección de vocabulario.
	ALTO: Mediante juegos de competencias el estudiante se esfuerza para deletrear acertadamente su nombre y apellido.	Cada estudiante se presenta ante el grupo y luego deletrea acertadamente su nombre y apellido	
	BASICO: El estudiante se esfuerza por deletrear su nombre.	Cada estudiante se presenta ante el grupo y luego deletrea su nombre.	
	BAJO: El estudiante identifica el abecedario en ingles		

		ACTITUDINAL: Con la realización de las diferentes actividades los estudiantes demostraron interés por ampliar y aplicar el vocabulario aprendido.	

INGLES: SEGUNDO PERIODO GRADO QUINTO: DESEMPEÑO SUPERIOR : Mediante el plano de su casa los estudiantes expresan correctamente el lugar donde se encuentran los objetos que hay en cada espacio de ella.

ENSEÑANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACION	ENSEÑANZA ARTICULACIÓN
➢ Preposiciones(in, on, under, next to, in front of, behind, between ➢ Objetos de la casa (living room: lamp, sofa, tv set Kitchen: stove, pans, towels… Bedroom…(3 objetos de cada espacio. ➢ Where is/are the sofa? The sofa is next to		El estudiante construirá el plano de su casa y luego describirá correctamente sus espacios indicando el lugar donde se encuentran los objetos que hay en cada uno.	**SPELLING B** El estudiante mejora su vocabulario y formas de expresión en otro idioma. **ACTIVIDADES** Mediante el usos de fichas, el estudiante localizará objetos relacionándolos con las preposiciones y lugares de la casa.
	ALTO: Mediante el plano de su casa los estudiantes expresan acertadamente el lugar donde se encuentran los objetos que hay en cada espacio de ella.	El estudiante construirá el plano de su casa y luego describirá acertadamente sus espacios indicando el lugar donde se encuentran los objetos que hay en cada uno.	
	BÁSICO: Mediante el plano de su casa los estudiantes expresan el lugar donde se encuentran algunos objetos que hay en cada espacio de ella.	El estudiante construirá el plano de su casa y luego describirá algunos de sus espacios indicando el lugar donde se encuentran objetos que hay en ellos. .	

Annex 4 6. Fifth grade Syllabus

the table.	BAJO Mediante el plano de su casa los estudiantes identifican el lugar donde se encuentran algunos objetos que hay en cada espacio de ella.	ACTITUDINAL: El estudiante manifiesta interés por utilizar adecuadamente las preposiciones de lugar.	EVALUACION Revisión de escritura y corrección de vocabulario.

INGLES: TERCER PERIODO GRADO QUINTO: DESEMPEÑO SUPERIOR :Diseña eficazmente láminas que representan medios de transporte y construye diálogos cortos

ENSENANZAS O TEMAS	NIVELES DE DESEMPENO	INDICADORES DE EVALUACION	ENSENANZA ARTICULACIÓN
➢ ¿ Medios de transporte y lugares train, car, plane….air port, bus station ➢ Demostrativos(this/these ➢ That/those This is a plane, the plane is at the airport These are planes		Mediante láminas, el estudiante representará los medios de transporte y construirá eficazmente diálogos.	SPELLING B El estudiante mejora su vocabulario y formas de expresión en otro idioma.
	ALTO: Diseña eficazmente láminas que representan medios de transporte y construye diálogos cortos	Mediante láminas, el estudiante representará los deportes y construirá acertadamente diálogos.	ACTIVIDADES Mediante juegos (alcance la estrella, concentrese…) el estudiante relacionará el medio de transporte con su lugar respectivo.
	BÁSICO: Diseña eficazmente láminas que representan medios de transporte y construye diálogos cortos	Mediante láminas, el estudiante identificará los medios de transporte.	EVALUACIÓN Revisión de escritura y corrección de

	BAJO: Diseña eficazmente láminas que representan medios de transporte y construye diálogos cortos	ACTITUDINAL: El estudiante demuestra interés por construir diálogos, en aras de ampliar su vocabulario y mejorar la pronunciación.	vocabulario.

INGLES: CUARTO PERIODO GRADO QUINTO: DESEMPEÑO SUPERIOR: El estudiante produce correctamente diálogos, aplicando el vocabulario aprendido en el área.

ENSENANZAS O TEMAS	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACION	ENSENANZA ARTICULACIÓN
➢ Juguetes Bicycle, skateboard, scooter, toy car, train, kite, teddy bear,doll racquet, bat, ball… ➢ Has/ have got I have got a new kite but I haven´t got a racquet. She has got a new doll but she has not got a teddy bear. ➢ Medios de comunicación ➢ Números de 1000 en adelante ➢ Diálogos	ALTO: Produce acertadamente diálogos, aplicando el vocabulario aprendido en el área. BÁSICO: Produce diálogos aplicando el vocabulario aprendido en el área. BAJO: Produce algunos diálogos aplicando el vocabulario aprendido en el área.	Mediante uso del vocabulario aprendido en clase, el estudiante construye correctamente diálogos. Mediante uso del vocabulario aprendido en clase, el estudiante construye acertadamente diálogos. Mediante uso del vocabulario aprendido en clase, el estudiante construye diálogos. ACTITUDINAL: Se interesa por poner en práctica el vocabulario aprendido en clase.	SPELLING B El estudiante mejora su vocabulario y formas de expresión en otro idioma. ACTIVIDADES En una feria de juguetes el estudiante elegirá y describirá su juguete favorito. EVALUACIÓN Revisión de escritura y corrección de vocabulario.

Annex 5 1. Class material 1

Annex 5 2. Class material 2

Annex 5 3. Class material 3
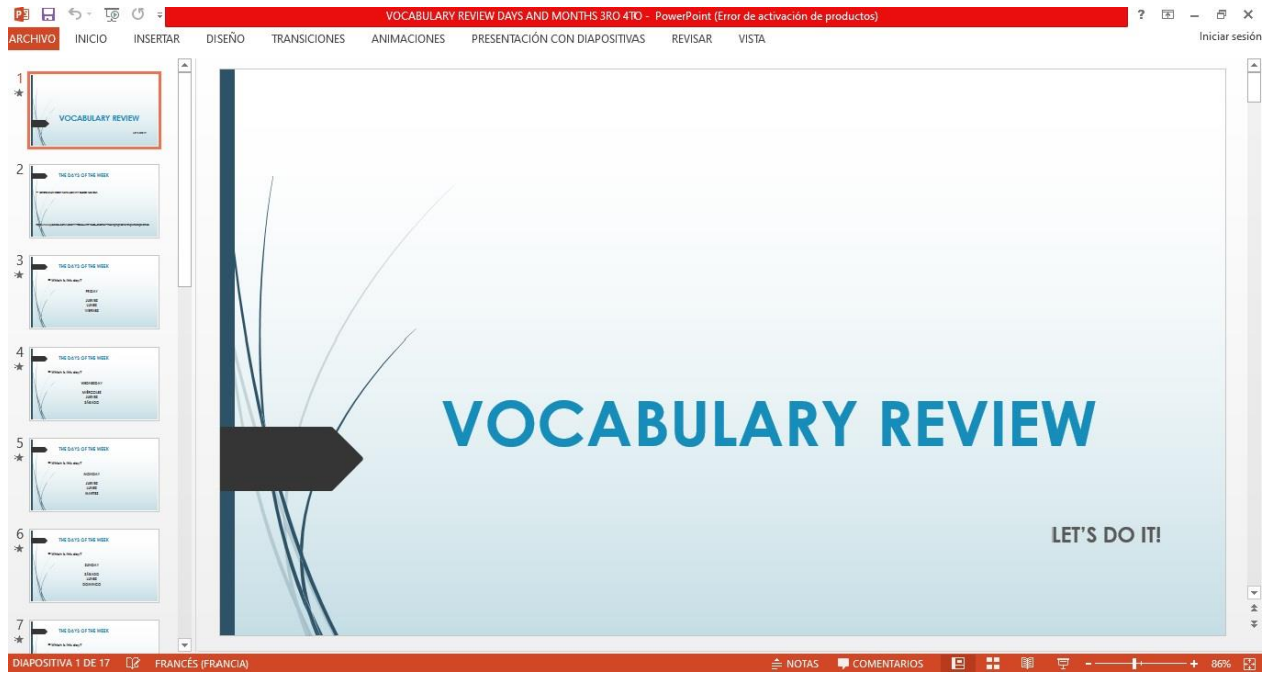
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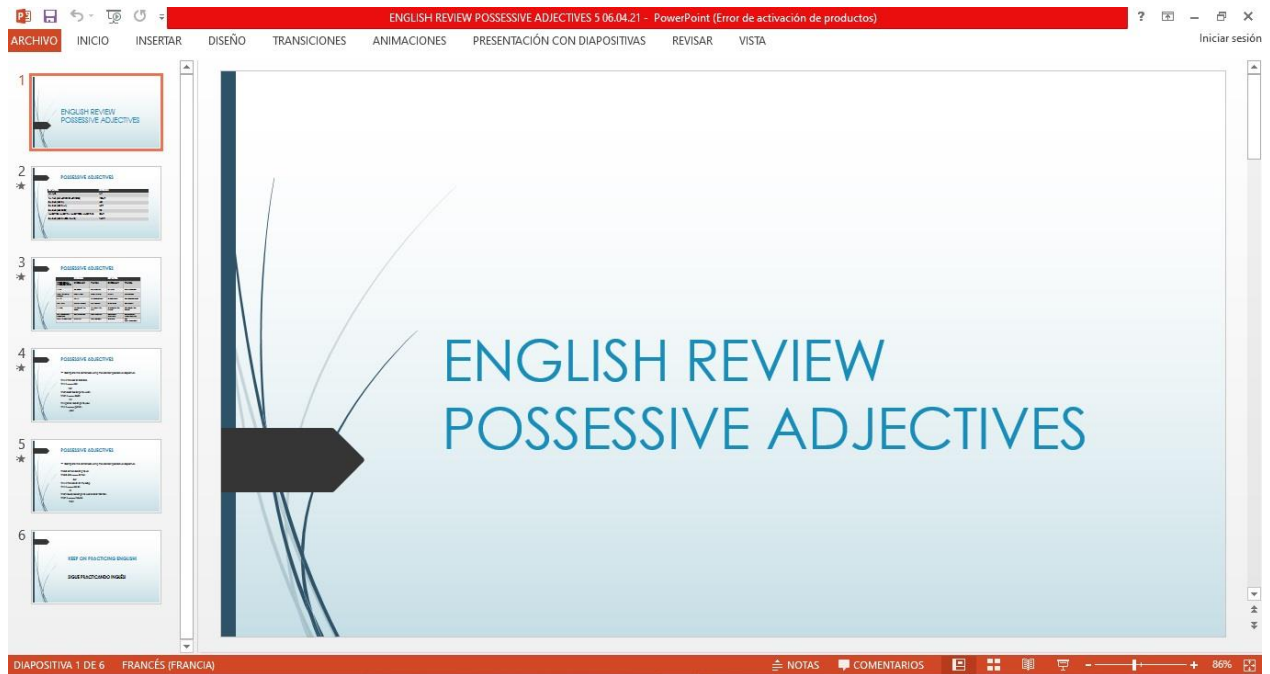
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Annex 5 6. Class material 6

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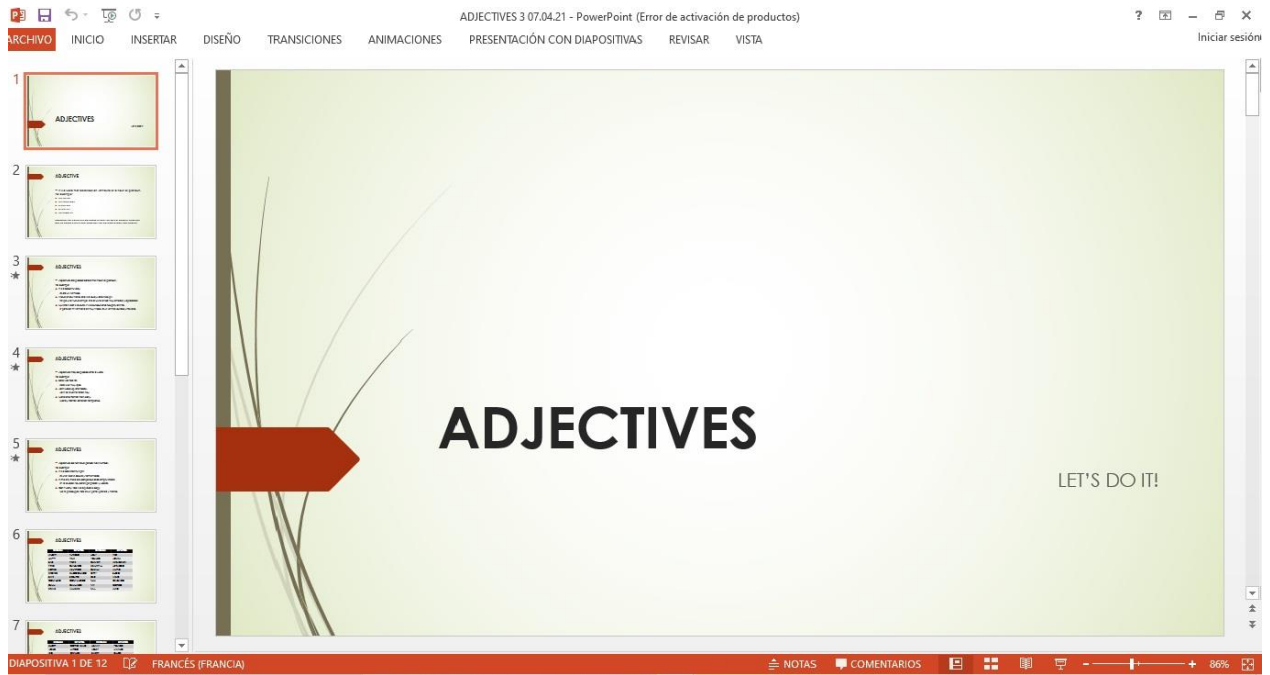
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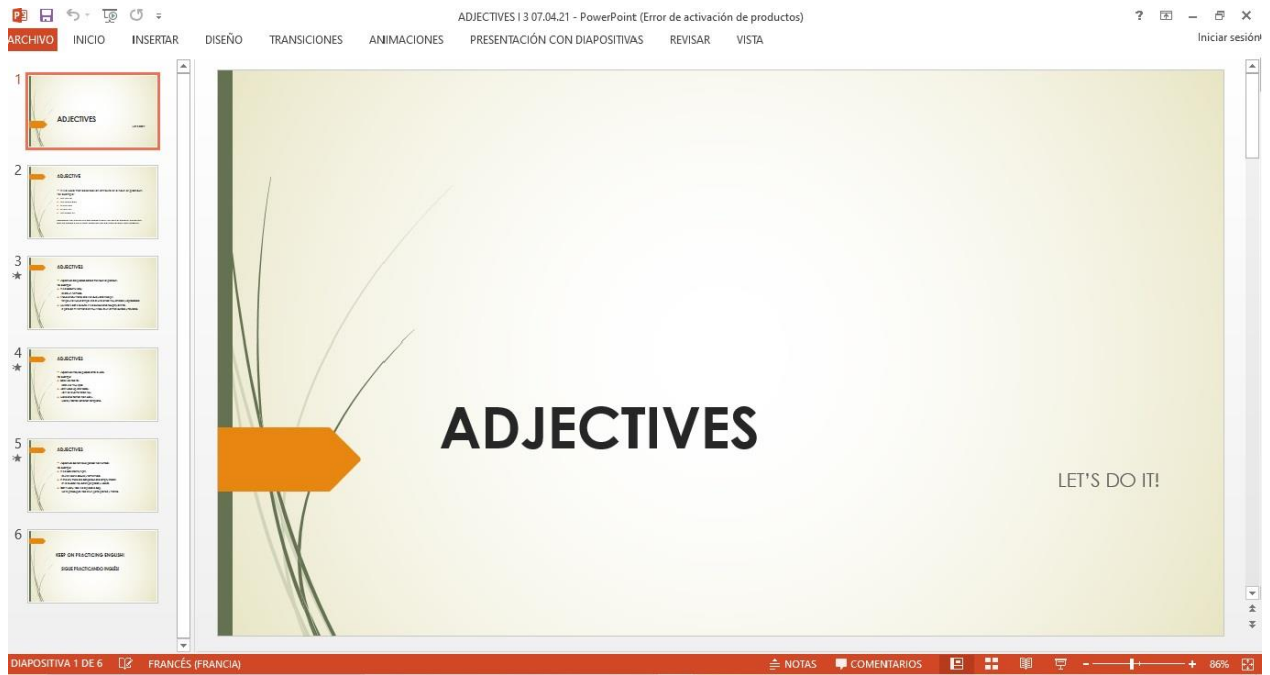
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Annex 5 10. Class material 10

Annex 5 11. Class material 11

Annex 5 12. Class material 12

Annex 5 13. Class material 13
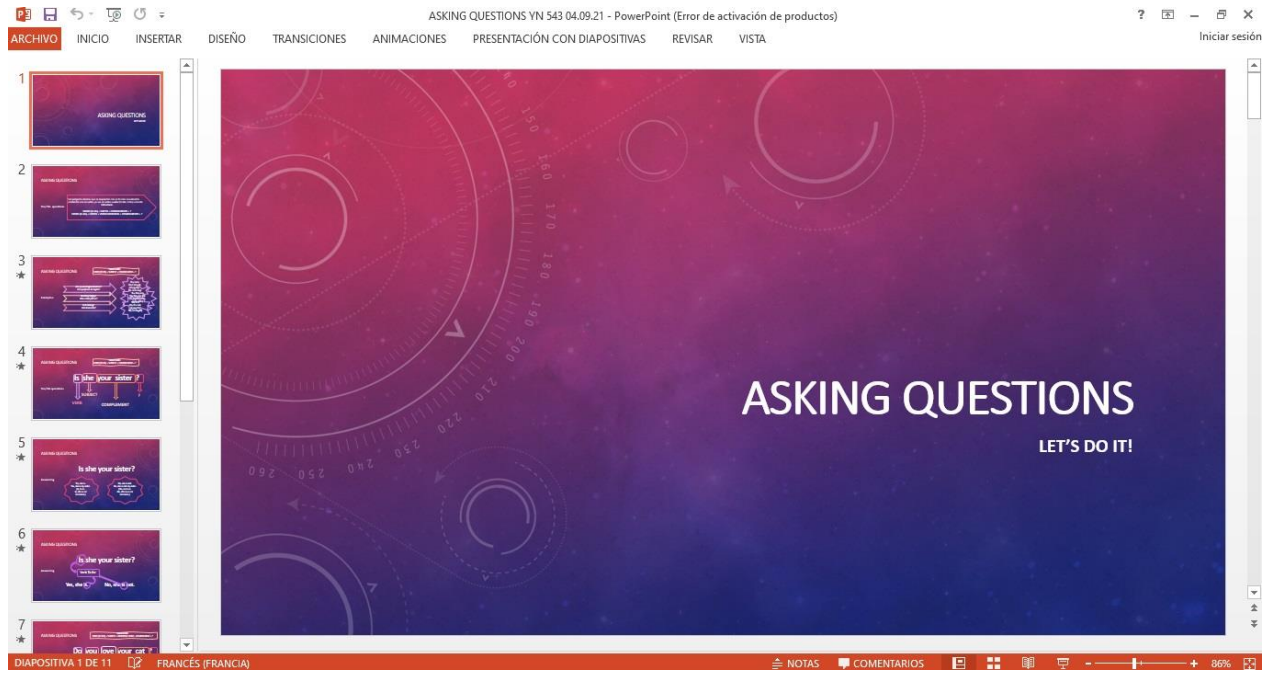
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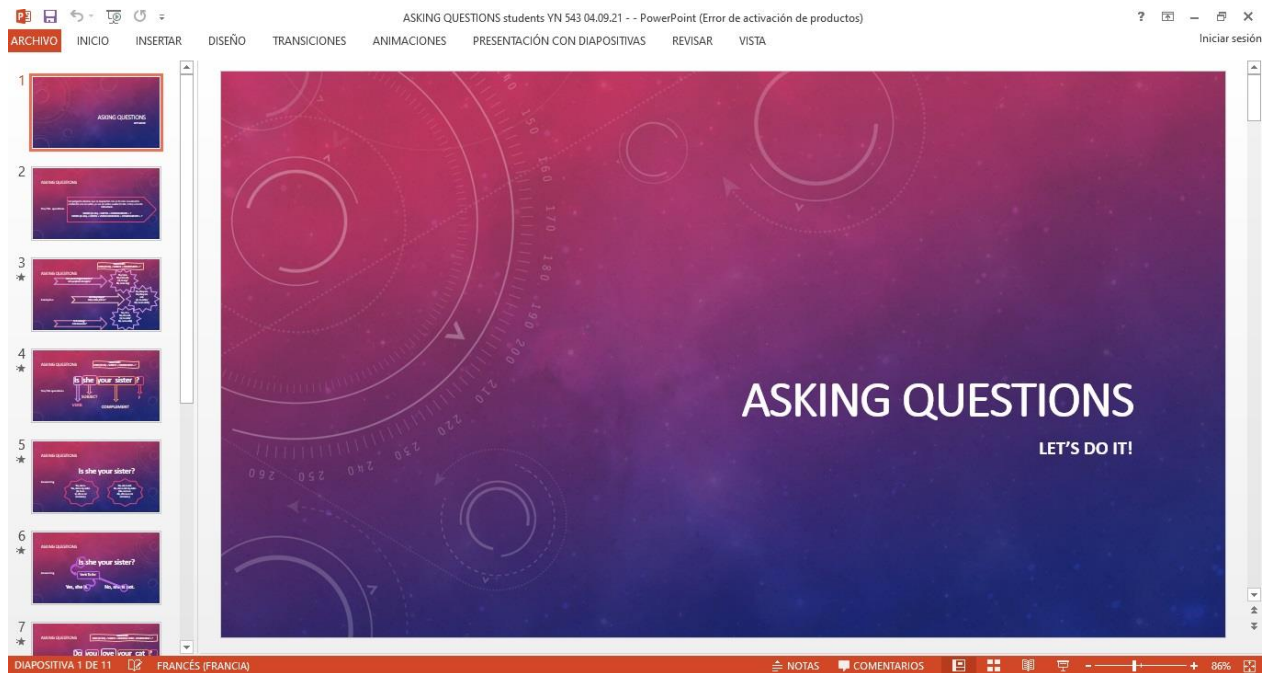
Annex 5 15. Class material 15

Annex 5 16. Class material 16

Annex 5 17. Class material 17

Annex 5 18. Class material 18

Annex 5 19. Class material 19

Annex 6 1. Intra-Institutional activities chronogram

	I. E. Camilo Torres Restrepo		COD:	
	Aguazul - Casanare		FECHA:	
	Aprobado Res. 2749 31/10/2016 NIT. No. 800050998-0		VERSIÓN:	
	CRONOGRAMA PARA LA CONSTRUCCIÓN DE LA GUÍA 2_ PERIODO 2_ AÑO 2021			

+APRECIADOS DOCENTES:

A continuación se propone un cronograma de actividades previas a la entrega de la segunda guía del segundo periodo, correpondiente a los meses de abril y mayo de 2021, junto con la finalización del segundo periodo.

ACTIVIDAD	FECHA /2021	OBSERVACIONES	Líder
Selección de Lecturas.	Abril 21	Las lecturas para esta guía se propone como temática general, casos resilientes de discapacidad.	Coordina-doras y docentes
Construcción de Guías.	Abril 22. 23. 24 y 26.	Para la construcción de las guías cada docente que elabora la actividad de su área, debe tener en cuenta los siguiente: -Las actividades deben llevar un contexto del tema corto, ya sea un ejemplo o una explicación sencilla acompañada de una imagen a color (el color es atractivo y explicativopara quienes trabajan las guías virtuales). -En las actividades no solicitar definiciones, sino puntos de vista, conclusiones, entre otras actividades que exijan un proceso mental distinto a copiar y pegar. -Todos deben utilizar letra Arial Narrow 12, espaciado 1.15, papel tamaño oficio, márgenes superior 2, izquierda 2, decrecho 1.6 e inferior 1.6 (utilizar la plantilla de la guía). - Las imágenes en lo posible ajustarlas al texto para que no queden sueltas dejando demasiado espacio libre, excepto en transición, primero y segundo donde se dejan imágenes grandes. - La escritura debe ser coherente, sin errores de ortografía, con buena puntuación, clara y bien explicada. -Dar las orientaciones en tercera persona (haga, diga, escriba, elabore, construya, …)	Personal Docente.
Revisión Guías Finales.	Horario Adjunto	Cuando el líder de guía cita a la reunión es porque todos los docentes han entregado sus aportes con la mejor de las presentaciones, cumpliendo las especificaciones y ya la guía está organizada. La reunión es trascendental porque es la oportunidad para evisar la escritura y hacer recomendaciones a los compañeros en los casos que sea pertinente. Se recomienda igualmente, dejar la autoevaluación sólo una vez (al comienzo de la guía), no escribir los nombres de los docentes que elaboraron la guía porque los niños envían las actividades sólo a ellos, para ello se deja el directorío al final, dejar el horario para desarrollo de la guía, páginar las guías y enviarlas a coordinación en word y pdf oportunamente para los ajustes razonables e impresión.	Líder de Guía
Día del idioma	Abril 23	Celebración a nivel institucional.	Docentes área de himanidades
Envío de Guías para impresión.	Mayo 05	Las guías se empezarán a enviar por grado a coordinación, desde el día 27 de abril una vez se realicen los ajustes tras la reunión de revisión con docentes.	Líderes de Guía y Coordi-nadoras
Elaboración de Ajustes Razonables y reuniones para revisión final.	Mayo 3, 4 y 5	Ya definidos los estudiantes que requieren Ajuste Razonable Personalizado, cada docente hace el respectivo ajuste a la guía base y lo envía al director de grado para consolidarlo y acordar con psicoorientación la fecha de la reunión para revisión final y mejora si se requiere.	Psico-rientación

Annex 6 2. Intra-Institutional activities chronogram

	I. E. Camilo Torres Restrepo		COD:
	Aguazul - Casanare		FECHA:
	Aprobado Res. 2749 31/10/2016 NIT. No. 800050998-0		VERSIÓN:
	CRONOGRAMA PARA LA CONSTRUCCIÓN DE LA GUÍA 2_ PERIODO 2_ AÑO 2021		

Entrega y Desarrollo de guías por parte de los estudiantes.	Entre Mayo 10 a Junio 04	Se recepcionan las actividades, se asesora a los estudintes, se desarrollan las clases virtuales y se evidencian los seguimientos.	Equipo Directivo y docente
Planes de Mejoramiento del Segundo periodo.	Junio del 08 al 11	Espacio para ecibir actividades pendientes, manteniendo con los estudiantes la fecha de recepción hasta el 04 de junio, para evitar acumular trabajo.	
Cierre de Plataforma.	Junio 15	Se proponen tres días para ajustar notas y cargarlas a plataforma.	Equipo Docente y Directivo.
Entrega de informes académicos de P2.	Junio 16, 17 y 16	Los informes académicos del segundo periodo se descargan de la plataforma SAGA y en casos extremos se envían por whatsapp. Habrá reunión con los padres de cada grupo.	Directores de grupo
Revisión y Ajuste a Planes de área- Evaluación Proceso Pedagógico y demás actividades pendientes	Junio 21 al 25.	Para esta fecha ya se han regresado los Ejes temáticos con indicadores revisados, con propuesta de ajuste para llevarlos a la malla curricular y definir sí las guías se convierten en rutas para trabajo de aulas.	Equipo Docente y Directivo.

HORARIO DE REUNIONES PARA LOS AJUSTES Y REVISIÓN FINAL DE GUÍAS

GRADO	FECHA / 2021	HORA
PREESCOLAR Y PRIMARIA	Abril 26 a Mayo 04.	
SEXTO	Abril 27	8:00 A.M.
SÉPTIMO	Abril 28	10:30 A.M.
OCTAVO	Abril 29	8:00 A.M.
NOVENO	Abril 30	10:30 A.M.
DÉCIMO	Mayo 03	8:00 A.M.
UNDÉCIMO	Mayo 04	10:30 A.M.

No olvidemos que al unificar criterios ganamos en identidad, unidad y trabajo en equipo.

Atentamente,

MARTÍN JAVIER PLAZAS PÉREZ
Rector

Annex 7 1. Workshop constrution 1

Annex 7 2. Workshop constrution 1

Annex 7 3. Flag Raising

Annex 7 4. Flag Raising

Annex 7 5. Flag Raising

Annex 7 6. Flag Raising

Annex 7 7. Flag Raising

Annex 7 8. Flag Raising

Annex 7 9. Workshop construction 2

Annex 7 10. Workshop construction 2

Annex 7 11. Quizizz platform tutorial
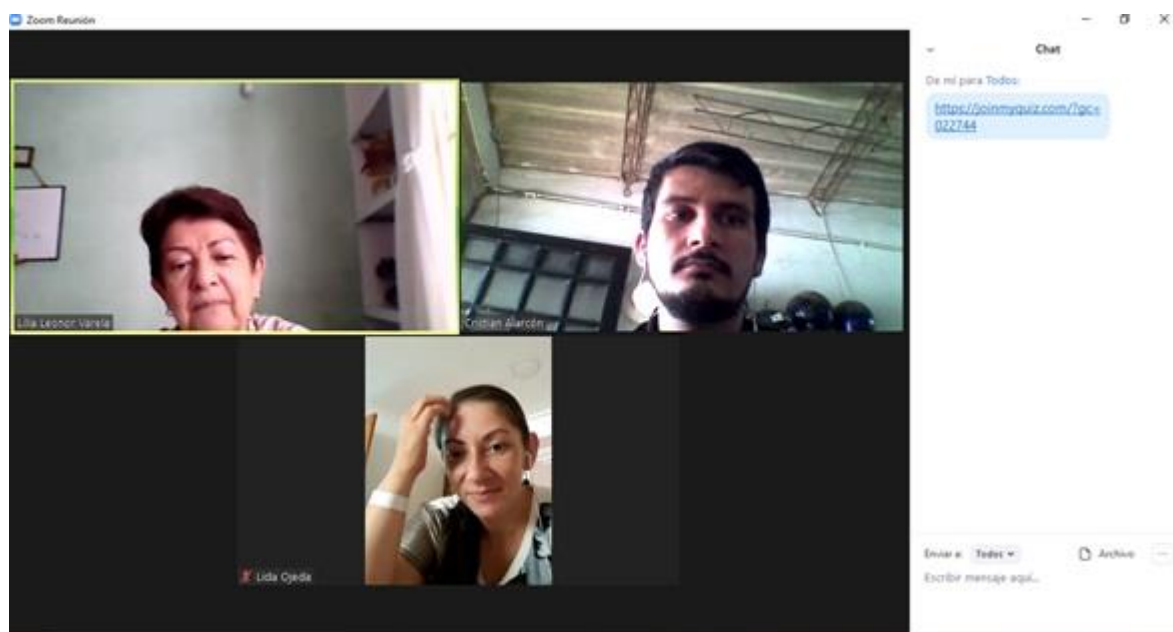
Annex 7 12. Quizizz platform tutorial
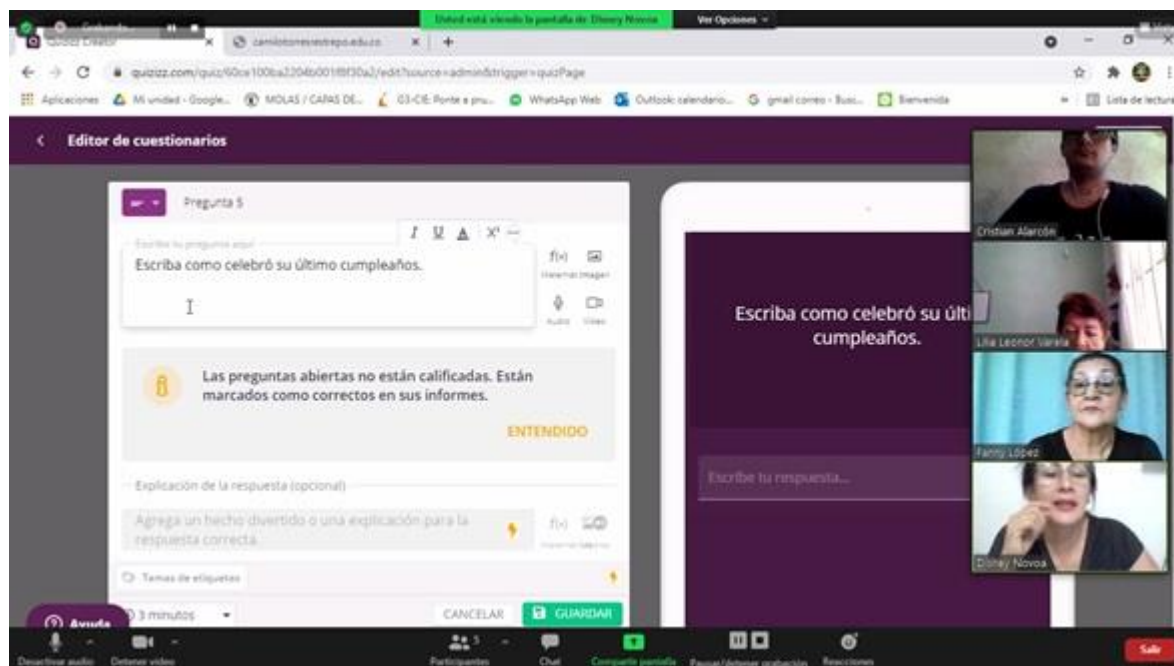
Annex 7 13. National strike caravan