

**ENHACING SAN PATRICIO SCHOOL 7TH AND 8TH GRADERS' ORAL AND
WRITING PRODUCTION THROUGH INFORMATION COMMUNICATION
TECHNOLOGIES**

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FACULTY OF EDUCATION

BACHELOR'S DEGREE IN FOREIGN LANGUAGE EDUCATION DEGREE

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CHAPTER I: General presentation

Presentation

This research project was carried out in the second semester of 2020 in a private high school in the Floridablanca. The pre-service teacher has engaged in two weeks of diagnostic and classroom observation in order to identify an issue presented in the courses and a practicum will be described into different aspects which can be documented. Firstly, she has been having one week to prepare and present the proposal of this project which once it was approved the researcher to start implementing it (in this case ICT). Secondly, in this teaching practice, researcher had to collect data, analyzed it and wrote her findings during the following ten weeks.

This document encompasses six sections, the overall Introduction, Institutional observations and four established components: the pedagogical, the research, outreach and administrative which have its own introduction, justification, objectives, methodology, results and conclusions. This entire project will be made in order to development of the final practical process in the Foreign language degree (French - English) at the University of Pamplona.

Pedagogical Component

Chapter I describes the pedagogical methodology, whose main focus is to show the reader about the issue the researcher had identified and how it was encompassed. In addition, the methodology and implementation are precisely described. In the case of this project, it was implemented to seventh and eighth grade students during their English course at San Patricio School. This project was developed according to the use of affective learning in order to improve writing and speaking skills through English activities related with mindfulness.

Research Component

The second chapter consists of research component which is additional information to a macro project entitled “Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum”. This proposed the implementation of the reflection as a constant tool for enhancing the pedagogical processes of the practice. Consequently, it promoted critical thinking skills in order to analyze the teaching process in pre-service teachers.

Outreach component

The third chapter shows the work done by the trainee teacher out the common schedule she was assigned. It presents information about a macro project entitled “Awareness project to teach English in primary schools in Colombia”. It focuses on identifying the primary school students need in order to integrate foreign language pre-service teachers to the educational reality of teaching English in Primary schools in Colombia. In fact, the researcher applied a sub-project that consisted of complementing English vocabulary and grammar structure through games, videos, audios and texts. This complementary work was done through a web page, which was a complement for the English classes in 4th and 5th grade.

Administrative Component

In the last chapter, the student teacher expresses and shows what her role as a teacher is, but outside the classroom by presenting the extra-curricular chronogram activities in which the pre-service teacher was associated. What her responsibilities and her duties were in the administrative component of the institution in order to learn about the role of teacher.

Introduction

For a long period, foreign language learning and teaching has evolved its methodology and its approaches in order to respond to the students' needs and society. According to Krame & Catalon (2015) "Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken." In this sense, teaching and learning a foreign language is a process in which the teacher and the student are involved in a collaborative environment where the teacher uses different strategies to carry out foreign languages acquisition. Furthermore, it is linked to the needs of the population who teachers have been toughing.

This is why the Colombian Ministry of Education considers English learning as an essential element in the education of citizens and decided to create the National Bilingualism Program 2004 – 2019. This program declares the new standards of communicative competence in English based on the Common European Framework. This is focused on the four communicative skills: reading, listening, writing and speaking. In addition, the government has implemented a curriculum for bachelors to get a B2 English level in order to enhance English as a foreign language teaching and prepare citizens to be competent in the society.

However, it is essential to underline that Colombia education has adapted a new methodology in order to overcome the sanitary crisis created by "Covid-19". This coronavirus has forced institutions to use the internet as a primary tool to teach and learn. Most of educative institutions have been implementing other kinds of materials and elements to made possible the learning environment from home. This learning environments has allowed the Information Communication Technologies to transform education. According to UNESCO : " Information and

communication technology (ICT) can complement, enrich and transform education for the better.” Moreover, according to the Hot top Glossary “A virtual learning environment refers to a system that offers educators digitally-based solutions aimed at creating interactive, active learning environments”. In this sense, it is necessary to explain that San Patricio’s approach is focused on virtual learning environment and ICT as the principal tool to make possible the learning process through virtual classroom

To highly contribute to this new process of adaptation, it is necessary to remark that the school where this project was implemented, is implementing the ICT in order to accomplish with the Government’s statements established for Educative field. In the present circumstance San Patricio School is using a technological methodology which includes working with electronic books, platforms and synchronous meetings. As a result, pre-service teacher considered imperatively to research how the implementation of ICT helps English teaching and learning in order to enhance oral and writing production in pre-adolescents and primary students.

Justification

Nowadays, English is not only necessary to have a communication with foreigners but also to accomplish with the globalized society. According to British Study Centres “there are 10 reasons to learn English: 1. English is a global language, 2. Studying English can help you get a job , 3. Learning English can help you meet new people, 4. Many scientific papers are written in English , 5. English is the language of the media industry , 6. English is the language of the Internet, 7. Travelling is a lot easier with a good knowledge of English , 8. English is one of the most important languages for business , 9. With English, you can study all over the world , 10. English gives you access to multiple cultures.” Thus, English has been implementing almost mandatory as a second language in all the Colombian School.

Although English is an essential element in the society, foreign language learning is a process of practicing that is not always developing correctly due to the lack of education in our country. For this reason, the national bilingualism Program proposed by the Ministry of Education in Colombia aims to prepare citizens to be competent in the English language with a total command. It means be available to have a continuous and active communication with foreign people. However, this goal is far from being fulfilled because most of public schools don't have the necessary materials or tools to highly develop the English classes. Currently, the coronavirus is an issue to affect all the fields, including Education.

For this reason, Educational environments have been implementing a flexible method in which internet and ICT play an imperative role in the foreign language learning. Teachers who were familiar with face-to-face meetings and classes, has had to adapt their materials to a technological methodology. This change has allowed teachers to analyze the educative process from other point of view which requires to learn about ICT and virtual teaching.

Furthermore, students have also had to adapt to virtual education. Many of the students in my country do not have the elements that make possible a good virtual education environment, such as a good internet connection, a computer or a cell phone, autonomous learning and responsibility. Although, Colombia education has been trying to overcome some issues to the access of material, elements and internet connection, it is remarkable there is still a long way to in this new process.

Despite this situation, San Patricio School is carrying out the classes through the ICTS. It is due to this is a private institution. Students and teachers have had the opportunity to have the required tools for satisfactory virtual learning. In this sense, this school has been developing

synchronous meetings which are performing in Google team's platform, where teachers use virtual material such virtual books, videos and platforms to explain a topic while students work with their physical books and guides sent home once a month. Those tools were implemented in order to cope with the pandemic. On the other hand, pre-service teacher made synchronous meeting where virtual books were implemented. In order to fulfill accomplish with the exigences and the project, the researcher reinforced English learning by using a book called "Be mindful" which is proposed in the curriculum, but it is not implementing in the classes.

In the same way, it is necessary to support the English learning process in schools due to the new demands required for the pandemic crisis. As pre-service teacher, I had the possibility to enhance English process through the ICTS. In this way, students have got more interested in using internet and ICT such a tool to practice and enjoy English learning by understanding all the benefits that this language will offer them in a near future.

For this reason, in this virtual space stablished in my practice, I decided to research how the implementation of ICTS allowed students to improve their oral and writing production through specific materials such English mindfulness activities and web pages. Moreover, it is necessary to explain that San Patricio's foundation is focused on Neuro-linguistic model which explains how we process information and how it arrives via the senses. In this way, this model is used as teaching and learning methodology which has been supporting this year with an English book called "Be mindful" which is focused on NLP model and Mindfulness. According to Mission be, a New York not-for-profit corporation, Mindfulness can be seen as the practice of paying attention in the present moment by practices of regulating attention and meditation through the observation and analysis of thoughts, emotions and body states. In this sense, English Mindfulness activities were focused

on English learning by understanding students' needs, behaviors and thoughts which allowed them to reduce anxiety and stress, improved learning conditions.

Finally, the students were benefited while they were learning about the management of emotions through mindfulness activities which let practicing all the English skills and increasing vocabulary. On the other hand, as a pre-service teacher it allowed me to have a broader vision about these mindfulness activities focused on conversations, games and short sentences in English classes which were implemented in the virtual classrooms. In this sense, my virtual classroom work was aligned to understand and practice mindfulness activities in English learning process.

General Objective

To enhance 7th and 8th graders at san Patricio school oral and writing production through information communication technologies in secondary and a web page to practice the topics seen in 4th and 5th primary students during the final practice of Foreign language degree in the Second semester of 2020.

Specific Objectives

- To introduce English mindfulness activities such a tool to improve writing and oral production.
- To promote in the pre-service teacher the development of a critical spirit that allows them to analyze their pedagogical work.
- To use a virtual space such a web page that helps students reinforce the English language.
- To participate in all the activities and events that carried out in the institution and made possible to understand the role of the teachers.

General Conclusions

Pedagogical Component: as a result of the analysis English mindfulness activities thanks to the book “be mindful” , it was implemented as a guide to create strategies to work some activities within the class such as conservations, games and writing activities related to management of emotions, Thus, I arrived to the conclusion that this kind of activities helped the participants to understand themselves and learn new English vocabulary , to practice the foreign language skills and enjoy the classes. However, it’s necessary to clarify that teachers needs to be prepared to teach Mindfulness since although the activities are pleasant and fun, it is challenging to be able to carry out the expectations, ideals or goals that the teacher could have considered. This is due to the lack of participation, shyness or low students’ self-esteem. Despite this, students cannot be ready to express their feelings neither in his mother tongue nor a foreign one. Nevertheless, these activities allowed to create a different class environment where the confidence and empathy played an important role, in particular, due to the activities and topics.

Research Component: I arrived at the conclusion that the different activities carried out to the development of a critical spirit in the pre-service teachers, have allowed me to grow up in both field as a student as a future teacher. These self-observation card, narratives and reflection workshops provided me the opportunity to understand the role of a teacher in different fields like a being in the class, administrative participation, extracurricular activities assigned. Moreover, I concluded that being a teacher is a profession that need to give love, take a lot of time and dedication because it is not only in what is done in class, it includes planning, assessments and

remediations. On the other hand, these reflections allowed me to identify my strengths and my weaknesses which empower me to identify, analyze and changes while classes were developed.

Outreach component: I considered that work in a virtual space is a new methodology which can give the opportunity to work with different activities related to one topic, I could create the web page with the topics given to the primary teacher, however I was not possible to know if the students used the platform to practice the topics seen in the weeks. This is due to the communication with primary teacher was not successful at all. Although I did what was in my possibilities to send the pages, I would really like to have contact with the students and know if they used the platforms and which their opinions were.

Administrative component: Regarding this component, I would like to have been part of the administrative activities of this institution such as meetings, groups or flag-raising. However, I was not allowed to take part in any of the activities, only the English day. As a conclusion, I consider that it is necessary for private schools to allow pre-service' participation in all the administrative aspects as possible as I can. Consequently, it would had allowed me to grow more up as teacher. On the other hand, it wouldn't have made me feel excluded from the institution.

CHAPTER II: Institutional Observation

Institutional Observation

This section presents educational information about the San Patricio School in which I will carry out my pre-service practicum in sixth and eighth graders.

Topographical location of the school.

This project will be implemented in a private primary-secondary school located at Carrera 13 No 200 – 370 in downtown area called “Rio Frio” in Floridablanca, Santander. San Patricio School has been teaching during 45 years since 1973, however the Departmental Education Secretariat published the Decree N° 1196 on September 13th 1999 that stated that San Patricio School is a private school, which provided the community education in Pre-school, primary and secondary levels. This institution belongs to the Calendar A and its character is double-timed until 3 pm for all its educational levels.

Educative authorities.

NAME	OCCUPATION
JACQUELINE MARÍN INFANTE	Rector
MARIA EUGENIA GARCÍA SOLER	Coordinador Academico
SILVIA JULIANA ORDOÑEZ	Coordinador del área de inglés
CAROLINA LIZCANO	Psicóloga
SILVIA JULIANA ORDOÑEZ	Supervisoras
MARIA VICTORIA ACEVEDO	

Figure 1: institutional general authorities' chart

Institutional philosophy

The San Patricio school's philosophy is based on the principles of Saint Francisco, an Irish monk who was born in Bonaven, and founded different monasteries. He used the clover to teach about the holy trinity and the color green as a sign of solidarity.

The school aims to train citizens with values and potentials who can perform in the best conditions within the social context by developing the critical spirit, where the student will be part.

To fulfill this purpose, San Patricio school encourages students to implement dialogue, mutual acceptance, respect, love of nature and everything that surrounds them, based on the rights and values of others.

In this process is very important the collaboration of parents, teachers and administrative staff to forge a complete education for the student, where solidarity is revealed and projected to the community harmony in order to search for peace.

Furthermore, San Patricio school implements Neuro-linguistic Model which is focused on understanding how information is processed by the sense. In this sense, school use this methodology to make students believe in themselves and their abilities by giving positive feedbacks and words that make possible to create a better student-teacher relationship and learning environment. Furthermore, San Patricio use meditation to relax students and brain gymnastic to activate students which allows teacher to understand students' behaviors in class and facilitate learning process.

General objective

To provide a comprehensive education taking into account specialized techniques as well as scientific advancement, forming in the student a critical sense and an investigative spirit that guide

them towards the search for new perspectives. To form in the student moral principles and values by highlighting their spirit of companionship, civility, solidarity and respect.

Mission

San Patricio school was created with the purpose of forming an autonomous youth with an investigative spirit who is aware of their role in today's society by applying in their daily living the constant practice of values that lead to the leadership of their own community.

Vision

To be one of the ten most outstanding educational institutions, in Bucaramanga and its Metropolitan Area, in the next decade 2016-2025, through the methodology based on Neurolinguistic Programming techniques, Brain Gymnastics, Application of Mental Maps and Relaxation with an emphasis on English and Computer Science. This institution also has a new physical plant that provides ample spaces by maintaining the country style and offering comfort in its classrooms through better technological tools.

Educational Community Handbook

Educational community handbook is an instrument for the institution that determines rules, criteria, principles and provides pedagogical strategies and basic training to prevent, to monitor and to evaluate scholars. It guarantees psychomotor development of boys, girls and teenagers, the maintenance of an adequate ambiance and defends the human, sexual and reproductive rights of the educational population in order to prevent school violence.

Educational community handbook was adapted, reformed and approved by the directive board, on December 4th 2019 according to the minutes N° 10 and started to be implemented on February 1st 2020.

Its main objectives are:

- To encourage harmonious coexistence through dialogue, thus achieving better participation and interaction in the teaching-learning process.
- To promote values such as faith, responsibility, dignity, tolerance, respect and friendship by demonstrating in San Patricio's family an authentic testimony of life.
- To comply with Educational community handbook by identifying yourself as an active member of the community and the institution.

Institutional methodology

San Patricio school contains a teaching methodology based on neurolinguistic programming which seeks to allow students to feel motivated and to be able for developing themselves during learning process. In one hand, mind maps are used as a strategy for synthesizing information and themes which is focused on the use of colors and images, excluding black. On the other hand, relaxation and brain gymnastics are activities implemented in class which allow understanding the students' needs at the moment of teaching-learning process in order to form more meaningful learning up and a comfortable environment.

Institutional materials

San Patricio school contains two platforms: Sistema Uno Internacional and Edupage. The first allows the creation of evaluations, books' downloading, tasks' reviewing and planning. The second is designed to upload notes, leave behavioral messages and send messages in case of needing communication with a student or a parent. Moreover, Edupage platform incorporates an application for cellphones that lets parents to track the student's grades and behavior.

In addition to this app, San Patricio school implements books of the different areas which are from " Sistema Uno Internacional", the editorial. This editorial gives physically and virtually books as well as different tools such as games, maps, videos or explanations of a specific topic. These books are project-based which are focused on planning and realizing them.

English Area

English area methodology

English area methodology is based on the task-based approach and project-based learning which they are currently using. Each course developed a project during the third period which was presented during the observation week. Furthermore, English classes cover neurolinguistic programming which is implemented when a student feels anxiety or made a mistake, teacher use a positive feedback in order to empower them and make possible to learn by errors and positive emotions. Finally, English classes are linked to a communicative and cooperative approach.

In addition, the school offers tutorials, accompaniment, individual classes among others.

English area materials

English area uses different materials such as books and electronic platforms. The books implemented this year are "shaping my language" and "be mindful". On one hand, the platform called "MYON" is used, which is focused on reading books. On the other hand, virtual forums are organized on the "Sistema Uno Internacional" platform.

English team teachers

English team teachers are composed by 4 teachers, one is a coordinator and the others are plant teachers. It should remark that my supervisors are the coordinator of the English area who teaches in 11th grade at the advanced level and the secondary teacher who corresponds to courses from 6th to 11th grade.

English courses

San Patricio school is characterized by a bilingual approach, which is shown since kindergarten have contact with the foreign language. The subjects seen in English are: English, language arts, math, social studies and science. English and language arts are taught from kindergarten to 11th grade. Maths and socials studies range from 1st to 5th grade. And finally, science starts from 1st to 9th grade.

Language planning

English area uses planning formats in pedagogical routes where five essential steps are used: 1. Warm up, 2. Topic presentation, 3. Activity # 1, 4. Activity # 2 and 5. Assessment.

([Annex 1](#)).

Technological resources

The San Patricio School opted for synchronous meetings in order to develop the classes, which have a duration of 3 hours per subject. Classes begin at 8 a.m. and end at 3 p.m. with a break and lunch time. These are carried out by a platform called google meeting in which the books are used digitally to explain and physically to respond and send evidence.

However, it should be noted that the schedule changes every week with an alternance in order to not stress the students during this learning process and pandemic crisis.

In the following schedule you can see how the classes alternate each week.

Semana 6	Lunes 21 de Septiembre	Martes 22 de Septiembre	Miercoles 23 de Septiembre	Jueves 24 de Septiembre	Viernes 25 de Septiembre
8:00am-10:00am	Ingles 10°	Ingles 11°	Ingles 6°	Ingles 7°	Ingles 8°
10:00am -10:30am	Descanso				
10:30am- 11:30am	Ingles 10°	Ingles 11°	Ingles 6°	Ingles 7°	Ingles 8°
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm	L.A 9°	L.A 10°		L.A 6°	L.A 7°
Semana 7	Lunes 28 de Septiembre	Martes 29 de Septiembre	Miercoles 30 de Septiembre	Jueves 1 de Octubre	Viernes 2 de Octubre
8:00am-10:00am	Ingles 9°	Ingles 10°	Ingles 11°	Ingles 6°	Ingles 7°
10:00am -10:30am	Descanso				
10:30am- 11:30am	Ingles 9°	Ingles 10°	Ingles 11°	Ingles 6°	Ingles 7°
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm	L.A 8°	L.A 9°	L.A 10°	L.A 11°	L.A 6°
Semana 8	Lunes 5 de Octubre	Martes 6 de Octubre	Miercoles 7 de Octubre	Jueves 8 de Octubre	Viernes 9 de Octubre
8:00am-10:00am	SEMANA DE RECESO				
10:00am -10:30am					
10:30am- 11:30am					
10:30am- 11:30am					
2:00pm- 3:00pm					
3:00pm-4:00pm					
Semana 9	Lunes 12 de Octubre	Martes 13 de Octubre	Miercoles 14 de Octubre	Jueves 15 de Octubre	Viernes 16 de Octubre
8:00am-10:00am	FESTIVO	Ingles 8°	Ingles 9°	Ingles 10°	Ingles 11°
10:00am -10:30am		Descanso			
10:30am- 11:30am		Ingles 8°	Ingles 9°	Ingles 10°	Ingles 11°
10:30am- 11:30am		Almuerzo			
2:00pm- 3:00pm		L.A 7°	L.A 8°	L.A 9°	L.A 10°
Semana 10	Lunes 19 de Octubre	Martes 20 de Octubre	Miercoles 21 de Octubre	Jueves 22 de Octubre	Viernes 23 de Octubre
8:00am-10:00am	Ingles 6°	Ingles 7°	Ingles 8°	Ingles 9°	Ingles 10°
10:00am -10:30am	Descanso				
10:30am- 11:30am	Ingles 6°	Ingles 7°	Ingles 8°	Ingles 9°	Ingles 10°
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm	L.A 11°	L.A 6°	L.A 7°	L.A 8°	L.A 9°

Figure 3 Supervisor Schedule

Practicum timetable

Semana 6	Lunes 21 de Septiembre	Martes 22 de Septiembre	Miercoles 23 de Septiembre	Jueves 24 de Septiembre	Viernes 25 de Septiembre
8:00am-10:00am		Ingles 11°	Ingles 6°	Ingles 7°	Ingles 8°
10:00am -10:30am	Descanso				
10:30am- 11:30am		Ingles 11°	Ingles 6°	Ingles 7°	Ingles 8°
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm					
Semana 7	Lunes 28 de Septiembre	Martes 29 de Septiembre	Miercoles 30 de Septiembre	Jueves 1 de Octubre	Viernes 2 de Octubre
8:00am-10:00am			Ingles 11°	Ingles 6°	Ingles 7°
10:00am -10:30am	Descanso				
10:30am- 11:30am			Ingles 11°	Ingles 6°	Ingles 7°
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm					
Semana 8	Lunes 5 de Octubre	Martes 6 de Octubre	Miercoles 7 de Octubre	Jueves 8 de Octubre	Viernes 9 de Octubre
8:00am-10:00am	SEMANA DE RECESO				
10:00am -10:30am					
10:30am- 11:30am					
10:30am- 11:30am					
2:00pm- 3:00pm					
3:00pm-4:00pm					
Semana 9	Lunes 12 de Octubre	Martes 13 de Octubre	Miercoles 14 de Octubre	Jueves 15 de Octubre	Viernes 16 de Octubre
8:00am-10:00am		Ingles 8°		Ingles 10°	Ingles 11°

10:00am -10:30am	FESTIVO	Descanso			
10:30am- 11:30am		Ingles 8°			Ingles 11°
10:30am- 11:30am		Almuerzo			
2:00pm- 3:00pm					
Semana 10	Lunes 19 de Octubre	Martes 20 de Octubre	Miercoles 21 de Octubre	Jueves 22 de Octubre	Viernes 23 de Octubre
8:00am-10:00am	Ingles 6°	Ingles 7°	Ingles 8°		
10:00am -10:30am	Descanso				
10:30am- 11:30am	Ingles 6°	Ingles 7°	Ingles 8°		
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm					
Semana 11	Lunes 26 de Octubre	Martes 27 de Octubre	Miercoles 28 de Octubre	Jueves 29 de Octubre	Viernes 30 de Octubre
8:00am-10:00am	Ingles 11°	Ingles 6°	Ingles 7°	Ingles 8°	
10:00am -10:30am	Descanso				
10:30am- 11:30am	Ingles 11°	Ingles 6°	Ingles 7°	Ingles 8°	
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm					
Semana 12	Lunes 2 de Noviembre	Martes 3 de Noviembre	Miercoles 4 de Noviembre	Jueves 5 de Noviembre	Viernes 6 de Noviembre
8:00am-10:00am	FESTIVO		Ingles 11°	Ingles 6°	Ingles 7°
10:00am -10:30am		Descanso			
10:30am- 11:30am			Ingles 11°	Ingles 6°	Ingles 7°
10:30am- 11:30am		Almuerzo			
2:00pm- 3:00pm					

Figure 4 Pre-service schedule

Population

The total number of students is 55 students. These are divided in seven students for 6th grade, twelve for 7th, thirteen for 8th, ten for 9th grade and thirteen for 11th grade. Their ages are between 12 and 16 and their English level starts from A1 for 6th to B2 for 11th grade.

CHAPTER III: Pedagogical component

Introduction

The use of technology as a tool that allows people and foreign cultures to be closed from other countries. On the other hand, the Internet provides an immense amount of information and activities that allow language learning through a virtual course or autonomous learning.

Currently, due to the pandemic crisis, the use of information communicative technologies has mandatory adopted in most of the human beings' environments. In educative field, the implementation of ICTS plays an important role because it allows a direct communication channel with the students who have the necessary tools for the development of this virtual education.

However, the use of these technologies does not fully guarantee a complete foreign language learning, in this case English. Thus, different factors must be taken into account when teaching such as students' behaviors, materials, methodology, activities and teachers and students' attitude towards the class.

Foreign language teaching implies mastering the four communication skills " speaking, listening, reading and writing " as well as analyzing the students' needs. These needs may change according to the context, the student and the methodology implemented in the educational institution.

In the case of this pedagogical proposal, the institution and the students had the essential tools for the development of virtual education such as educative platforms, virtual and physical book, virtual material and technological resources as cellphones, computers and internet connection. These essential tools made possible to implement the books required for the

curriculum. However, factors such as the management of emotions, loneliness and lack of communication have to be taking into account due to its influence in the students' disposition and behavior in front of a class.

Statement of Problem

During the two weeks of classroom observations carried out at San Patricio, the pre-service teacher conducted two non-participating classroom observations in 6th and 7th grades by using google meeting platforms, where synchronous classes are realized. Thus, some aspects presented during the English classes such as materials, methodology and students were observed and analyzed. As a result, the pre-service teacher found two main aspects: firstly, the teacher hadn't implemented yet all the authorized books to the development of the classes. The book called "be mindful" has not already applied. Secondly, students presented to not have a control on their emotions in class because they presented inappropriate behaviors such as calling for attention, getting out of the subject or even being angry. Furthermore, the neurolinguistic programming was not implemented in the classes because teacher hadn't given a positive feedback or words to make possible students to reflect about themselves and their mistakes. For this reason, the supervisor teacher suggested to the student teacher to analyze the materials, specially the book called "be mindful". In this way, the pre-service teacher suggested that the activities in this book could help to the development of English skill and affective learning. According to Reach out (2020) "Mindfulness activities are the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment". Thus, the following question was identified: how can English mindfulness activities enhance the speaking and writing skills during fourth term for 7th and 8th graders at San Patricio School? This project center on English mindfulness activities, which allowed to change the monotony of the

English classes and environment, foster students' interest for the language and help to the management of emotions. In this sense, English mindfulness activities were chosen thanks to the use of a book called "be mindful", which is centers on the current needs of students and makes the educational process a meaningful and transcendently learning. (Sistema Educativo de enseñanza (2019), Be mindful)

Justification

Through the two weeks of observations, some 7th and 8th grade students' needs were identified. Firstly, the students' misbehaved when developing the class so that they interrupted it by talking about other things off topic or not respecting the teacher's orders. Secondly, the use of all the materials suggested for the institution was not implemented, teacher only used one book, thus the use of the book called "be mindful" is mandatory in order to fulfill use the neuro-linguistic programming methodology, which is the institution's principal approach. In this way, the use of mindfulness English activities which are a new methodology and philosophy implemented in education in order to teach how to manage emotions, behaviors and feelings. In this sense, it can be focused on the development of English skills, especially, speaking and writing, as well as affective learning. These English mindfulness activities helped students to understand and analyze their environment by learning about managing their emotions and problems while improving vocabulary and practicing the foreign language. Thus, students were more related to real life in which the behavior has an essential role due to we live in a community with values and rights where all the differences are accepted and respected. Moreover, these English mindfulness activities which were focused on learning about manage emotions, feelings and behaviors which were linked to different English topics which allowed the following benefits during practice:

- ✓ Create a pleasant learning environment between student and teacher
- ✓ Help the student to manage her emotions and prepare for the problems of society.
- ✓ Have a good management of the behavior of the class of students since there will be a better environment and management of emotions.
- ✓ Practice the grammatical or vocabulary topic presented to the lesson.

Objectives

General Objective.

To enhance writing and oral production skills through the implementation of ICTS in 7th and 8th grade students at San Patricio school by applying mindfulness activities during the final practice of Foreign language degree in the Second semester of 2020.

Specific objectives.

- ✓ To enhance 7th and 8th students' vocabulary, oral and writing productions by implementing English mindfulness activities.
- ✓ To teach 7th and 8th students to speak and to write in English by talking and learning about their emotions and feelings.
- ✓ To describe 7th and 8th students' behaviors improvement by learning a foreign language thanks to English Mindfulness activities.

Theoretical Framework

Neuro-Linguistic Programming (NLP)

Neuro-linguistic programming was born in the 1970s at the University of California, Santa Cruz by John Grinder, a linguist, and Richard Bandler, an information scientist and mathematician. This model was created in order to analyze certain patterns of communication that allow some communicators to be considered as excellent apart from others. In this way, NLP is focused on creating an effective communication which let teachers to create a comfortable environment and a better relationship by giving positive feedbacks, which made students to decrease anxiety and stress in the learning process. According to the web page “Good therapy”: “Neuro-linguistic programming (NLP) is a psychological approach that involves analyzing strategies used by successful individuals and applying them to reach a personal goal. It relates thoughts, language, and patterns of behavior learned through experience to specific outcomes. “Thus, this psychological approach can be used in educative fields due to it allows teacher to understand the students’ behaviors and language which is implicit in foreign language learning.

Affective learning

According to Mosby’s Medical Dictionary cited by Bamidis 2017: [1] affective learning is defined through learning skills and specifically as the “acquisition of behaviors involved in expressing feelings in attitudes, appreciations, and values”. In attempts to uplift the value of affective learning in higher education [2] affective learning has been referred to as “learning that relates to the learner’s interests, attitudes, and motivations”. In addition, Bloom, Engelhart, Furst, Hill, & Krathwohl (1956) cited by IGI Global, publisher of timely explained : The affective domain is one of three domains in Bloom's Taxonomy, with the other two being the cognitive and

psychomotor The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. In this sense, affective learning has an essential role in education because it can have a positive or a negative influence in learner's attitudes and motivation which can affect the learning process. Thus, students can be interested and be willing to learn or they can misbehave.

Mindfulness activities

Kabat-zin, J. (2010) defined: "Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens." In this sense, mindfulness may be beneficial to teens and schools because it reduces behaviors' problems, stress and depression. In fact, mindfulness activities help to improve empathy, self-regulation and the ability to pay attention which allow more effective teaching-learning. Finally, the book called "be mindful" aims to connect English language acquisition with developing students emotional awareness and worldview in an environment that encourages communication and participation to meet the challenges of societal transformation (Sistema Educativo de enseñanza (2019), Be mindful)

Speaking

Bula (2015) (as cited in Bygates, 1991 and O'Malley & Valdez, 1996) established speaking as "the ability to produce sentences in different contexts and the way people share information about things they are familiar with taking into account the conversation's context". This is why speaking skills is essential to have a better communication in a foreign language due to it gets a correct grammatical construction.

Writing

Zagada (2019) established that writing process is one of the most common activities in globalized business environment due to it is used from work meeting, presentations which includes writing email and normal conversations. This is why a lot of companies take into account to employ people who has proficient language skills. Furthermore, writing skill allows the opportunity to exchange information with others which make possible to realize the foreign language communication. In this sense, writing skill has an imperative role while foreign language teaching-learning and practicing.

Literature review

In the context of English language classroom, Eraldemir and Kabadayi (2018) carried out an investigation called "Cultivating mindfulness in the EFL classroom: An exploratory study". The objective of this study was to understand the lack of concentration and demotivated learning behavior presented during English classroom by analyzing mindfulness in nineteen A2 and seventeen B2 level students at YADYO, the School of Foreign Languages at Çukurova University. The results indicated a positive change over time in the attitudes and beliefs of the students towards language learning. Furthermore, the use of hypothetical situations and discussions of values allowed them to reflect upon themselves which made possible to realize that students were not happy to possess characteristics which hindered them from committing themselves to what they were doing.

In addition, Henter (2013) conducted a study focused on affective factors involved in learning a foreign language followed by a group of Psychology and Educational Sciences students' English proficiency. Findings revealed significant difference in the results for the performance in English, students majoring in English are more motivated and have a more favorable attitude

towards learning English than students in psychology – pedagogy who presented anxiety during foreign language classes. Additionally, the affective factors, motivation and anxiety are linked to English performance because students are afraid of making mistakes by highlighting that putting pressure can only discourage them due to, they don't feel comfortable by learning a foreign language which can be included in a syllabus in a mandatory way.

In some previous studies, Leong and Ahmadi (2016) carry out a project where the objective of this paper was to establish the need to focus on the factors affecting on language learners' English-speaking skill. They found that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills. This indicates that students who have higher motivation and lower anxiety can speak easily and effectively. This demonstrates that foreign language learning needs to have a friendly and cooperative environment which allows students to feel more confident when communicating. Furthermore, a friendly relationship with their students make them to overcome their difficulties in oral performance. Thus, teachers should learn when and how to correct learners' mistakes in order to create a comfortable environment where students are not afraid of making mistakes.

Furthermore, Kavitharaj (2017), applied ICT to Enhance Speaking Skills. He highlighted the effectiveness and the positive outcome of using ICT material to improve speaking skills which is the need of the hour in English Language Teaching. He signaled that thanks to the advancement in ICT, students can have an access to recent materials which allows them to h update their knowledge in order to enrich themselves. Likewise, it is evident that technology provides instant feedback on language performance in different tasks and exercises by promoting language learning with fresh authentic and motivating materials directly usable from the Internet. This is why it is

estimated that CT provides independent learning methodology by using different multimedia formats which make repetitive tasks more interesting.

Finally, a study undertaken in a pre-intermediate EFL3 course at Universidad Tecnológica de Pereira by López (2017) revealed that the implementation of technological resources such as computer, video beam, tape recorders, and networks is a great help to increase students' interest, enthusiasm and language understanding and command. Furthermore, it promotes a meaningful and engaging manner in which they can interact with the language in context. It actually enhances learners' motivation and interest in course material. In addition, ICT helps to increase writing skill by promoting a writing habit in which students can enhance their style of writing by following a logical sequence in the organization of their ideas.

Pedagogical Methodology

The methodology implemented for this project was focused on Project Based learning which is the principal approach adopted to the San Patricio School. In this sense, according to Aksela & Haatainen (2019) "Teachers' implementation of PBL has been shown to greatly affect students' content understanding and development of skills." Consequently, the books and class planning were focused on creating and developing one project by period and a journal which was linked with a book called "Be mindful". As a result of the observations and suggestions for the supervisor, I decided to center my attention in the development of the be mindful journal such as principal material for improving English language learning.

Firstly, it is mandatory to explain how the classes and be mindfulness were done and linked in the students' learning. With 7th and 8th grades, pre-services teacher had the opportunity to carry

out five classes which were planned two weeks ago taking into account two principal steps: Firstly, it was necessary to analyze the principal book in order to understand the grammatical and vocabulary content of the lesson, each class corresponded a lesson from the book. After having obtained the subject, the pre-service created the planning of the classes taking into account the methodological format of the school. This format is divided: warm up, preparation, explanation, activities and assessment. ([Annex 1](#)). I considered fundamental to clarify that each class contained different topics and activities such as games, online activities, videos or reading. However, the use of the book called "shaping my language" was a mandatory material for the class. All classes had to include the development of pages three or four pages from this book at least.

Nevertheless, this was not the only book that was required in classes. The book "be mindful" was another essential element of the teaching process. This is why I decided to include it as part of the activities in my practicum. Therefore, the explanation of the organization of this book is vital. The book is divided into different activities which are linked to a lesson of the book where the student learns new vocabulary related to the management of emotions and social interactions such as self-control, empathy, self-Sufficiency and self-Awareness to practice English speaking and writing skill. In order to clearly explain how these activities were implemented in the classes, it is needed to divide it according to its two functions: learning function - reflection function.

Learning function

The classes were divided into two sections: On one hand, the first two hours of the class were focused on the explanation of the grammar lesson topics as well as the development of activities from the book (reading, listening) and other activities such as games or practice the topic

on web pages. On the other hand, the last hour of the class was focused on my pedagogical proposal based on the book "be mindful" where it is vital to highlight that it was divided into three types of activities:

1. Conversations: All classes included talks related to the topic of the class which was guided thanks to the questions in the book that were directed to the expression of emotions, feelings and ideas in a specific context. ([Annex 2](#))

2. Games: All classes carried out a game which was related to the vocabulary of emotions and social relationships, which allowed students to compete and test their knowledge. ([Annex 3](#))

3. Short sentences: All classes had written practice which was mediated by a page of the book that allowed the students to express their emotions with respect to a specific context but also practicing the grammar topic seen in class. ([Annex 4](#))

Reflection function

Moreover, this pedagogical methodology made possible a reflection function due to the activities were focused on allowing the students to analyze and accept their feelings and their actions by facing a specific context or problem. Furthermore, understanding the differences between human beings, since they were able to listen to their peers by identifying their similarities or their differences with respect to their own opinion and classmates' opinions.

Implementation of the ICTS

During the development of the practicum, pre-service teacher had the opportunity to carry out five synchronous classes by using the google meeting platforms. The implementation of the ICTS was made by the use of web pages platforms, power point games, virtual games, virtual books, videos on YouTube and forums. In this sense, it was thanks to the ICTS that synchronous classes were different due to the alternatives materials which are available on Internet. ([Annex #5](#))

In the following two tables, you will find: Figure #5 Pre-service Schedule – Figure #6 – English mindfulness activities Schedule

Pre-service schedule

Semana 6	Lunes 21 de Septiembre	Martes 22 de Septiembre	Miércoles 23 de Septiembre	Jueves 24 de Septiembre	Viernes 25 de Septiembre
8:00am-10:00am		Inglés 11°	Inglés 6°	Inglés 7°	Inglés 8°
10:00am -10:30am	Descanso				
10:30am- 11:30am		Inglés 11°	Inglés 6°	Inglés 7°	Inglés 8°
10:30am- 11:30am	Almuerzo				
2:00pm- 6:00pm	TIEMPO DISPONIBLE PARA TUTORIAS				
Semana 7	Lunes 28 de Septiembre	Martes 29 de Septiembre	Miércoles 30 de Septiembre	Jueves 1 de Octubre	Viernes 2 de Octubre
8:00am-10:00am			Inglés 11°	Inglés 6°	Inglés 7°
10:00am -10:30am	Descanso				
10:30am- 11:30am			Inglés 11°	Inglés 6°	Inglés 7°
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm	TIEMPO DISPONIBLE PARA TUTORIAS				
Semana 8	Lunes 5 de Octubre	Martes 6 de Octubre	Miércoles 7 de Octubre	Jueves 8 de Octubre	Viernes 9 de Octubre
8:00am-10:00am	SEMANA DE RECESO				
10:00am -10:30am					
10:30am- 11:30am					
10:30am- 11:30am					
2:00pm- 3:00pm					
3:00pm-4:00pm					
Semana 9	Lunes 12 de Octubre	Martes 13 de Octubre	Miércoles 14 de Octubre	Jueves 15 de Octubre	Viernes 16 de Octubre
8:00am-10:00am	FESTIVO	Inglés 8°			Inglés 11°
10:00am -10:30am		Descanso			
10:30am- 11:30am		Inglés 8°			Inglés 11°
10:30am- 11:30am		Almuerzo			
2:00pm- 3:00pm		TIEMPO DISPONIBLE PARA TUTORIAS			

Semana 10	Lunes 19 de Octubre	Martes 20 de Octubre	Miércoles 21 de Octubre	Jueves 22 de Octubre	Viernes 23 de Octubre
8:00am-10:00am	Ingles 6°	Ingles 7°	Ingles 8°		ENTREGA DEL INFORME DE AVANCE (Se aplaza para el 30 de octubre)
10:00am -10:30am	Descanso				
10:30am- 11:30am	Ingles 6°	Ingles 7°	Ingles 8°		
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm					
Semana 11	Lunes 26 de Octubre	Martes 27 de Octubre	Miércoles 28 de Octubre	Jueves 29 de Octubre	Viernes 30 de Octubre
8:00am-10:00am	Ingles 11°	Ingles 6°	Ingles 7°	Ingles 8°	ENTREGA DEL INFORME DE AVANCE
10:00am -10:30am	Descanso				
10:30am- 11:30am	Ingles 11°	Ingles 6°	Ingles 7°	Ingles 8°	
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm	TIEMPO DISPONIBLE PARA TUTORIAS				
Semana 12	Lunes 2 de Noviembre	Martes 3 de Noviembre	Miércoles 4 de Noviembre	Jueves 5 de Noviembre	Viernes 6 de Noviembre
8:00am-10:00am	FESTIVO			Ingles 6°	Ingles 7°
10:00am -10:30am		Descanso			
10:30am- 11:30am				Ingles 6°	Ingles 7°
10:30am- 11:30am		Almuerzo			
2:00pm- 3:00pm		TIEMPO DISPONIBLE PARA TUTORIAS			
Semana 13	Lunes 9 de Noviembre	Martes 10 de Noviembre	Miércoles 11 de Noviembre	Jueves 12 de Noviembre	Viernes 13 de Noviembre
8:00am-10:00am	Ingles 8°	Ingles 9°		Ingles 11°	Ingles 6°
10:00am -10:30am	Descanso				
10:30am- 11:30am	Ingles 8°	Ingles 9°		Ingles 11°	Ingles 6°
10:30am- 11:30am	Almuerzo				
2:00pm- 3:00pm	TIEMPO DISPONIBLE PARA TUTORIAS				
Semana 14	Lunes 16 de Noviembre	Martes 17 de Noviembre	Miércoles 18 de Noviembre	Jueves 19 de Noviembre	Viernes 20 de Noviembre
8:00am-10:00am	FESTIVO	Ingles 7°	Ingles 8°	Ingles 9°	Entrega Cfamiliar y Comp.
10:00am -10:30am		Descanso			
10:30am- 11:30am		Ingles 7°	Ingles 8°	Ingles 9°	Entrega Cfamiliar y Comp.

Figure 5 Pre-service Schedule

English mindfulness activities Schedule

Number of Mindfulness activities	Grammar topic	Description of the mindfulness activity	Date
Mindfulness activity #1	present continuous comparatives and superlatives	<ul style="list-style-type: none"> • Observation to a list of feeling • Memory game of feelings • Conversation about some situations which can be stressful and scribble over them with different colors • Write how students feel in those situations • (Annex 6) 	September 24 th and 25 th
Mindfulness activity #2	need- needn't and should	<ul style="list-style-type: none"> • Listen to a relaxing audio called "accepting your feelings" • Conservation about challenging social situations • Cut and paste images or draw challenging social situations 	October 20 th and 21 st

		<ul style="list-style-type: none"> • Write a motivation sentences or advice to overcome challenging situations • (Annex 7) 	
Mindfulness activity #3	must-have to- can- could	<ul style="list-style-type: none"> • Crossword of the following words: altruism, empathy, warm, sympathy, generosity • Conversation about the difference between react and respond by expressing if students can or can't control their emotions in difficult situations • Write in the frosting of the cupcake with tricks or tips to control emotions • Reflexion activity about what they can or can't do • (Annex 8) 	October 28 th and 29 th
Mindfulness activity #4	present continuous- present simple talking about future	<ul style="list-style-type: none"> • Listen to Never Judge a Book by Its Cover • Conversation about future argument and what an argument is • Read de the argument and draw the rhythm of the argument with lines. • Write an argument about teenagers and technologies with color according to agreement or disagreement • (Annex 9) 	November 6 th and 9 th

Figure 6 English mindfulness activities Schedule

Research Methodology

This project was carried out in a private institution in Colombia with the 7th and 8th grade students. The project aimed at implementing English mindfulness activities through conversations, games and writing activities as techniques to enhance students' speaking and writing skills as well as English vocabulary. In this way, the study followed a qualitative approach defined by Alasuutari, P. (2010) as a broad methodological approach that encompasses many research methods whose aim may vary with the disciplinary background, such as a psychologist seeking to gather an in-

depth understanding of human behavior and the reasons that govern such behavior. As a result of this methodological approach, Creswell, J. W., & Creswell, J. D. (2017) stated that the researcher seeks to establish the meaning of a phenomenon from the views of participants by observing their behaviors during their engagement in activities.

Furthermore, the action research design was adopted due to the main idea behind action research is that it gives the teacher the opportunity to play a dual role: as an implementer of the pedagogical intervention; and as a researcher to reflect of the process. In this sense, it provides access to a more complex understanding of phenomena, defined as a research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems, (Stringer, E.T. 2013). The participants selected are two 7th grade course and one 8th grade course of the same institution, which were assigned to the researcher.

Instruments for data collection

In terms of the instruments for the data gathering process, observations, questionnaire and video recordings and writing documents were implemented during ten weeks in the second semester of the year 2020.

As a first instrument used was the non-participatory observation which were implemented for two weeks. Observation is a method that is regularly developed in order to understand what is going on in a situation. Hatch (2012) stated it as a technique of collecting field data, which was analyzed afterwards, using a variety of media for analyzing the natural setting. Furthermore, class observation allows you to understand the real context of teaching and learning a language. There are different types of observations like participant and non-participant observation. Besides, during

ten weeks, I focused on participant observation. Likewise, it decided to make four participant observations during the practicum. Each observation was made thanks to the recordings developed during each class with 7th and 8th grades.

As a second instrument, visual and audio recordings were implemented to ensure data accuracy when conducting the classes related to the purpose of this study (Creswell, 2007). Furthermore, analysis of contents was suggested to understand speaking and writing production. According to Unrug (1974), content analysis is understood to mean a set of descriptive, objective, systematic and quantitative techniques used in the “exploitation of documents”. Therefore, I used content analysis for the written and oral productions of the students. This collection of productions was done four times in the fourth period. Each week a production was chosen in order to not burden students and research with a lot of tasks. ([Annex 10](#))

As third instrument, a questionnaire was implemented at the final of the classes. Questionnaire is a fundamental process of communication that involves closed and opened questions. This is important for understanding or analyzing the students’ opinions and suggestions in order to compare and classify the pre-services’ and students’ interpretations and opinions. ([Annex 11](#))

Finally, De Clerck, Willems, Timmerman, & Carling (2011) define the interview as the basis of the first data analysis. In this regard, semi structured interviews, which combine the flexibility of the unstructured, open-ended interview with the directionality and agenda of the survey instrument was aimed to be implemented with the supervisor in charge. However, this interview was not carried out due to the supervisors did not have enough time to have a meeting.

Data Analysis and interpretations

During this project, four participant observations programmed for ten weeks in the second semester of the year 2020 were carried out. Through these observations, the researcher observed how the classes were developed and in which skill students presented more weaknesses. Thus, the pre-service teacher had the chance to clarify the purpose of the study and understand how to overcome it. To do it, the triangulation method was implemented, which is a metaphorical term that represents the researcher's objective in the search for convergence patterns in order to develop or corroborate a global interpretation of the phenomenon of the research. (Benavides, M. O., & Gómez-Restrepo, C. 2005; as cited in Mays N, Pope C. 2000).

In addition, the triangulation involves the use of several strategies when studying the same phenomenon, in this case the use of participant observations, recordings and writing documents, questionnaires and interview. . In doing this, it is believed that the weaknesses of each particular strategy do not overlap with those of the others and that their strengths do add up instead. (Benavides, M. O., & Gómez-Restrepo, C. 2005; as cited in Patton M. 2002). However, the verification and comparison of the information had to be obtained at different times through the different methods. One aspect to mention is that the supervisor teacher suggested the pre-service teacher not to give permission letters for the participants in order to answer the questionnaire, the permission was done orally.

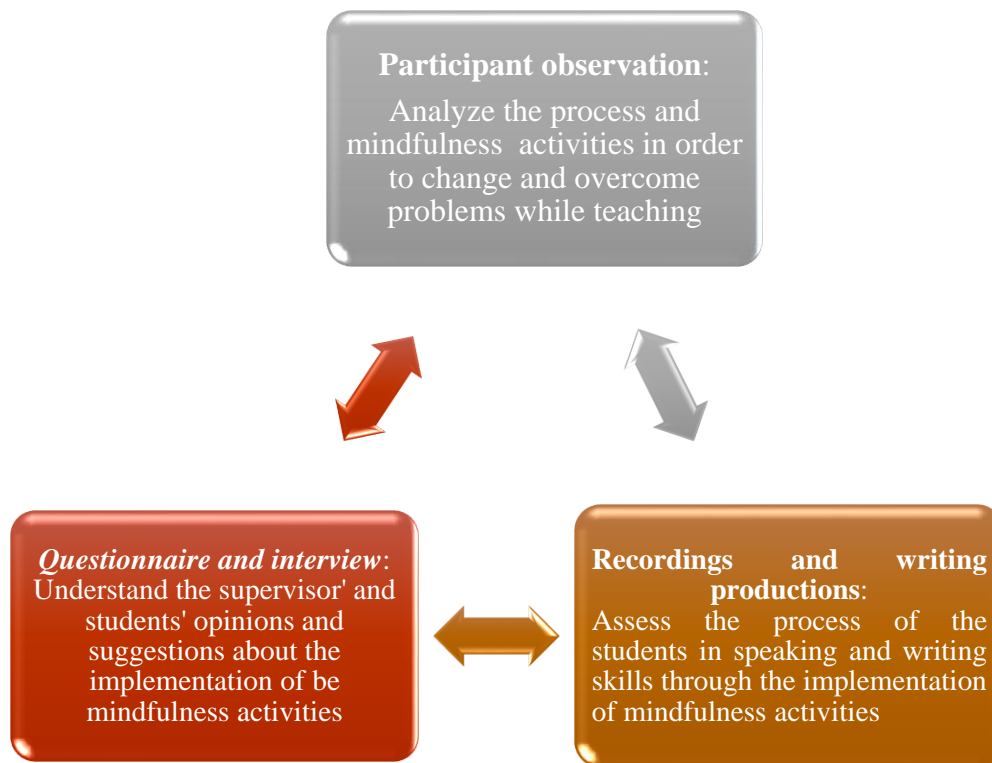


Figure 7 Triangulation of the instruments with researcher' objectives.

Furthermore, I decided to include the interpretative analysis in order to complement the triangulation method. According to Hatch (2012), Interpretation is about giving meaning to data. It's about making sense of social situations by generating explanations for what's going on within them. In this sense, I followed the steps suggested by Hatch which are the following:

- 1. Read the data for a sense of the whole*
- 2. Review impressions previously recorded in research journals and/or bracketed in protocols and record these in memos*
- 3. Read the data, identify impressions, and record impressions in memos*
- 4. Study memos for salient interpretations*
- 5. Reread data, coding places where interpretations are supported or challenged*

6. Write a draft summary

7. Review interpretations with participants

8. Write a revised summary and identify excerpts that support interpretations

In this sense, I couldn't implement the seventh step due to the classes were finished and I was not able to have contact again with all students, just those that should remediate English subject. However, I could arrive to different interpretations which are explained in findings.

Proposal Making and Data Gathering Chronogram.

		AGOSTO				SEPTIEMBRE				OCTUBRE			
ETAPAS Y ACTIVIDADES		MES 1				MES 2				MES 3			
		SEMANA				SEMANA				SEMANA			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Formulación Proyecto												
2	Socialización												
3	implementación												
	Aplicación de instrumentos												
		NOVIEMBRE				DICIEMBRE							
ACTIVIDAD		MES 4				MES 5				MES 6			
		SEMANA				SEMANA				SEMANA			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	implementación												

2	Aplicación de instrumentos	■	■	■	■								
3	Análisis de datos					■	■						
4	Socialización de resultados						■	■					

Figure 8, Proposal Making and Data Gathering Chronogram.

Findings

In this section the overall results of the collected data are given. In this sense, I decided to focus on the results taking into account the three specific objectives of the pedagogical project by giving my interpretation of the data collected as a summary.

Results #1: To enhance 7th and 8th students' vocabulary, oral and writing productions by implementing English mindfulness activities.

As a result of our first objective, I took into account the recordings and written activities, so I was able to arrive at the following interpretation which is divided into the three improvement factors of this objective:

Vocabulary: Students showed an improvement in the use of vocabulary related to feelings and emotions as well as the identification of definitions of words such as empathy, sympathy, warmth and etc. This could be observed since when implementing the different games and audios where the students easily identified the words seen. However, this could be observed from the second class since in the first class, most of the students did not identify many feelings or words. In this sense, students' vocabulary was improving, with the games as well as in the audios where the meaning of some words was explained in an abstract way because the audio addressed a

situation related to a specific topic and students identified to what those audios focused on and which words they could recognize.

Speaking skill: The students presented an improvement in the structure of the sentences and pronunciation by expressing their feelings in a correct grammatical way. This included to express their opinions and emotions regarding a specific topic such as difficult situations, control of emotions, feelings in a specific situation or their own point of view about one topic. In the final activity it was possible to observe how the students structured orally an argument against at the beginning where they only produced small sentences. In this way, the argument shown by half of the students presented the structure of more complex sentences with the use of vocabulary seen in class including their opinion. However, not all students showed improvement, some maintained their level of English and demonstrated not feeling confident when speaking. This give us to the idea that although activities have been used to improve their self-esteem and teach them that making mistakes is not a crime, the increase in confidence in students may vary depending on their personal characteristics or the social context in which they are. Even if I could observe that if they felt that someone was doing very well, they did not want to participate and started to compare themselves to their classmates. These results could be interpreted thanks to the recordings made in each class.

Writing skills: When the written productions were scored, it was reported that 50% of the students improved their written production because they started from creating simple sentences to an argument with several sentences which had to have coherence and cohesion between each idea expressed. However, it was difficult for us to identify if the other 50% of the students had an improvement because they did not deliver the written activities done, even if in class they

participated by reading their sentences or opinions, when grading the exercise that was done class, was not possible to analyze all of them because there was no evidence of this.

Results #2: To teach 7th and 8th students to speak and to write in English by talking and learning about their emotions and feelings.

According to the results shown by the analysis of the recordings and the participant observations, I observed that as a teacher I used different materials to explain a grammar topic and its use. This allowed students to be able to create sentences orally and in writing forms where the main objective was the expression of emotions and feelings in different contexts. On the other hand, the participant observations allowed me to analyze the examples that I proposed and how I looked for examples or questions more related to students' real contexts or likes. In this sense, this helped the students to assimilate and express their opinions by feeling identified with the questions or examples shown in class. However, I consider that the teaching of speaking and writing should be covered with more time since they are production skills. Due to that, their process takes into account different factors and steps which could not be fully covered in the class due to the short time of the classes.

Results #3: To describe 7th and 8th students' behaviors improvement by learning a foreign language thanks to English Mindfulness activities

Regarding the description of student behaviors and their improvement during the process of learning a foreign language. The results showed that the majority of students, 70% improved their behavior because they learned not to interrupt the class with inappropriate comments, to express their opinions when they were asked to speak and to respect the opinions of others. However, a small group of students, 30% did not show improvement in their behaviors because they showed a lack of interest in classes, activities and they came to the conclusion that they were

in classes because their parents forced them to attend. So, there were not interesting in learning a foreign language.

Results #4: Students' Opinions

- ✓ These results were presented thanks to the questionnaire implemented. Twelves students answered it, six students from 8th grade and six students from 7th grade. In this sense, the results showed:
- ✓ Most of the students found the be mindful activities were more fun and interactive.
- ✓ Half of the students considered they had learned about managing their emotions, the other half considered that they know how they should handle their emotions but they do not apply it in their daily life.
- ✓ With regard to vocabulary, most of the students considered that they had learned vocabulary related to emotions and feelings and they improved their grammar.
- ✓ With regard to speaking, the students considered that their pronunciation improved thanks to the feedback and the suggested repetitions of the teacher while they were talking to as well as following the teacher's examples.
- ✓ With regard to writing, the students considered that they improved their writing through the activities implemented, however they explained that when they did not know a word, they used the translator instead of asking the teacher.
- ✓ As suggestions the students pointed out that the activities were fun but they would like that activities were more coloring and the students who do not understand English should be considered a little more.

Conclusions

As a conclusion, even though linking the subjects of class subject with the project was not difficult thanks to the book "be mindful" such as guide, it was easy to declare that due to students' needs the project was a success. The researcher analyzed the population and decided to change the topics and situations presented in the book in order to create an interest for the students. Nevertheless, students presented difficulties such as lack of vocabulary and pronunciation failures, which was improved while the activities had been developing. Moreover, it was the first time they faced these skills and these kinds of activities, which might have caused a new difficulty. However, the researcher noticed and most of the students agreed that they felt an improvement in their vocabulary, speaking, and writing skills. Furthermore, students showed a positive attitude towards these activities and not all of them showed interest about learning. Even though the pre-service teacher attempted implementing different materials, games and topics, the principal objectives of the pre-service teacher was to important transmit knowledge and help the students to deal with their emotions. However, the improvement of any skill and getting knowledge depend on students' autonomy and desire for learning, because if students do not practice, study and review, they will not improve their English proficiency as it was expected.

Recommendations

Even though this project was successful, teaching mindfulness activities were not easy as I had considered. In this sense, if any teacher wants to complement this research, it is necessary to understand and know how to implement mindfulness such as normal activity since students are not familiar with these kinds of activities. Furthermore, researchers may conduct similar studies focusing on the same skills, on the same graders but on contexts and populations as well, since the problem of students who fear speaking in English and whose writing level is low, is present in all the courses in secondary. Moreover, future researches may focus on exploring other

mindfulness strategies that foster these skills, because not all the researchers will have the opportunity to have a book such as "be mindful" as a guide to work on English and management of the emotions in the same activity and moment. However, there are a lot of mindfulness activities on internet which can be studied and adapted according to the population and the context.

CHAPTER IV: Research Component

The formation of the reflective spirit on PLEX' pre-service teachers, a training tool to qualify the pedagogical practice

Introduction

In the context of foreign language teaching training, the final practicum stage of the would-be English teacher is emerging as one of the focuses of interest and update to study and document for the improvement of teaching-learning processes, for the qualification of education.

Even though, there is a interest in the new needs to understand and to transform the pedagogical professional practicums, so it is the fact that a good part of the local studies focuses especially on the problematic of learning more than teaching.

It has been considered pertinent to formulate a project that establishes a reflexive approach about professional practicums as a way to objectify knowledge, behaviors and attitudes over guiding the teaching work; also as an internalization exercise, of immersion and conscious exploration of the teacher's own subjectivity, through the formulation of questions and search of information for troubleshooting and for self-recognition.

Justification

The implementation of this project in the context of the final stage practicum of foreign language students, is part of the professional conception of practicum as a spearhead to improve educational processes in the field of application where the professional practicum is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the own actions and to be interested in the knowledge of the

models and approaches to attend a problematic situation and to establish an analytical insight on the fact.

We justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflective action by following Jhon Dewey, a forerunner in the field of reflective thought applied to teaching. We believe that a reflexive approach protects agents from the traditional context of inertia and authority that permeate the school.

Problem

At the school, fundamental aspects of the curriculum and of the institutional life without questioning are assumed; they are seen as imprints, stable and invariable features that are part of the identity and school culture. When the events unfold without major alteration, the teacher is at risk of implementing a monotonous methodology that does not allow the pedagogical evolution and the renovation of the school culture.

A practice lacking reflection does not encourage the recognition of problematic situations; those realities are ignored, they are invisible. Seen in this way, the pedagogic practicum is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier for the emergence of emerging practices tending to generate transformations of thought and knowledge, to meet the needs social. Seen in this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier to the emergence of emergent practices tending to generate transformations of thought and knowledge, to meet the social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the process of teacher training Encourages a critical and reflective spirit in the teacher in

training that contributes to the improvement of their pedagogical practicum, they are essential elements that impact and transform their work and their future professional performance.

In the case of the Bachelor of Foreign Languages at the University of Pamplona, reflection is conceived as a fundamental exercise for students who perform their final stage practicum, to self-assess and to provoke a critical and constructive view of their work in the teacher role. To start this study, the following guiding questions are formulated:

How does the implementation of reflection contribute to the transformation of the proper pedagogical processes of the development of the integral practicum?

How does the exercise of reflection influence the development of the critical spirit of the Students-practitioners in the analysis of their pedagogical work?

Objectives

General Objectives

To implement reflection as a transformative tool of the proper pedagogical processes of integral practicum. To promote in the Student-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- ✓ To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the current problems in their pedagogical practice.
- ✓ To converse criteria, share ideas and guidelines that they assume in their pedagogical practice and insert themselves effectively in the institution.
- ✓ To identify and analyze the strategies that the student uses in their pedagogical practice.

- ✓ To implement reflection workshops and development of teaching units that guide the reflection of Student-Practitioners.
- ✓ To analyze one's own beliefs about teaching work and about students.

Theoretical Framework

The theories regarding the teaching profession, reflection, reflective practice and pedagogical practice constitute the conceptual framework of the present study which are exposed in this part of the chapter. To have a greater degree of clarity about the concepts covered in close relation with this research project, we present an approximation to each one of them.

The teaching Profession

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

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must comply with some competencies in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level in which he develops his activity.

The Reflection

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

The Reflection as a Process

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

The Reflection as a Theme

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

The Reflective Practicum

Updating and qualifying the academic proposals in the University and orienting the learners towards new ways of relating to the world, it is necessary that the teacher questions himself about his own practice and about the repercussion that it has generated; that it is able to objectify his behaviors, and to assume the different roles in the pedagogical relationship.

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

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

This study serves the participating professors to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristan 1998)

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

On a second level, the reflection takes on the implicit assumptions in the specific classroom practices. The consequences of the adopted strategies, curricula, and practices are then analyzed. it is then opted for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts. Third, Van Manen establishes an exercise of critical reflection; at this level, he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

Pedagogical practicum

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

Academic Practicum

It is aimed at preparing professors capable of reflecting on the courses they teach, so that they become structures understandable to students.

Social Efficiency Practicum

The aim is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which pedagogical research has come. In this case, the reflection consists of a strategic decision: "select among the range of available techniques which is considered most effective".

This is the way of proceeding from technical rationality.

Developmental

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

Social reconstruction

The object of the reflection is the social, economic and political context, to promote truly democratic relations in the classroom, and fair and just in the social sphere.

Generic

The programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which they should reflect or the strategies to promote reflective learning.

Activators of reflection

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

Critical element of reflective thinking

This element of reflective thought relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton (1991: 39). Interest in what concerns social justice and ethics in education.

Methodology

The main objective of this methodological strategy was to implement a continuous reflection which was contemplated by holding of meetings to strengthen the practice collective as an initial space for being part of the educational and labor problems. Autonomy, planning and self-observation are the principles of this research.

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

For the collection of data, the following instruments were proposed:

Reflection workshops

The reflection workshops aimed to guide the process of reflection of the student-practitioners. Furthermore, it sought to socialize and share pre-services experiences in order to enrich the process of all students-teachers. These reflection workshops were implemented for the teachers who designed this project (Lucy Duran-Myriam Gomez) during two meetings scheduled in the ten weeks of the practical. At the final of this project, the pre-service had been part of three reflection workshops, two in a synchronous meeting and one in a questionnaire. (ANEXO)

Objectives.

- To consolidate a group of teacher-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.

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

- To qualify, facilitate and effectively insert the educational center

Self-observation card

The self-observation card sought to guide the student-practitioner towards a view of his / her practice as a teacher by understanding and analyzing his / her role in the classroom. However, the pre-service teacher had to take into account the environment of the educational community in which she is a part. ([Annex 12](#))

During this process of reflexion, I had already implemented two Self- observation cards. The first sheet was sent to the students in order to add more information according to our necessities in this virtual environment by taking into account the Pandemic. This first sheet allowed me to know which parameters I had to take into account to do my personal reflexion. At this moment, this sheet had already consolidated with the comments of the pre-service teachers. In this sense, this following self- observation card was implemented by a google format. According to this first self-observation card some elements had to be highlighted which allowed me to do my personal reflexion:

1. I listened and understood the students.
2. I encouraged the participation of students through the use of educational platforms and / or other means of communication
3. I did activities that facilitate the learning of the students.

4. I encouraged the students to communicate in the virtual classroom using the language of learning

5. I did a good time management to be able to carry out the activities proposed in the synchronous and asynchronous encounters

6. I did a good time management to be able to carry out the activities proposed in the synchronous and asynchronous encounters

7. My instructions and directions were clear: I made sure the students understood them

8. The explanations I provided were clear, and intelligible.

9. I presented the materials, worksheets, properly

10. I used suitable didactic and / or interactive material for the development of the class and the worksheets

11. The proposed activities and / or exercises were developed satisfactorily by the students

12. I promoted creativity and imagination among the students

13. I pronounced clearly and at a normal / appropriate pace to the level of the students

14. I corrected in the appropriate tone, time and form

15. I discussed with the students the cultural differences between our country and the countries where the foreign language is spoken

16. I implemented a transversally of content in my classes

17. I successfully integrated with the students, thus creating a pleasant environment

18. Maintained an appropriate pace at the level of the class for the development of the proposed activities

19. During the synchronous encounters, I maintained order and discipline for their development

20. In the synchronous meetings and in the work guides I highlight the importance of learning and how to learn the foreign language

Narrative

The reflection exercise allowed the student to express herself about his work from the narrative of her experience as a way of giving meaning to the daily life of the teacher. The preservice teacher made nine narrative which were corrected by the tutor in order to generate a better reflexion. In this sense, I learnt that it is necessary to take into account three principal steps in order to do a valuable reflexion:

1. Broad description, the level of detail that explains clearly, in depth is important.
2. Interpretation. The reason of the elements or comments.
3. What was learned? (the lesson learned) that may or may not be applied in the future.

Thus, I started to take into account the three steps in order to understand my role such as teacher in all the aspects by learning and reflecting critically in my practicum. Until the final of the practicum I tried to explained all the activities developed, made an interpretation of the activities implemented and final I wrote what I learned in that week. ([Annex 13](#))

Class records

Having evidence of the actions of student-practitioners in the classroom, allowed reflection on different aspects of the teaching / learning process of foreign languages that may have been taken into account or not by the teacher in training in their exercise of reflection. These registers allowed an external and constructive view of their pedagogical practicum. In this sense, all the classes were recorded due to the school policies. Due to that, I could analyze the implementation of my pedagogical project as well as my teaching process in a foreign language. I could recollect fourteen records which let me to understand the actions that I need to improve in my future job as well as understand the activities which were more interesting and motivating.

Reflections chronogram

Self-reflections Narratives	Date delivery	Self- observation card	Reflective Workshops
1	September 28 th	September 29 th	September 23 rd
2	October 5 th	October 24 th	October 14 th
3	October 12 th		November 23 rd
4	October 19 th		
5	October 26 th		
6	November 2 nd		
7	November 9 th		
8	November 16 th		
9	November 23 th		

Figure 7 self -assessment pedagogical practice

Analysis of the data

According to this project, I considered pertinent to use a typological analysis which provided me the possibilities to understand the different instruments used to collect Data.

First of all, I divided the information into the instruments used to collect Data as well as I gave a comment from my point of view and perspective all the information. In this sense, I decided to use a table to explain the instruments:

<i>Instruments</i>	<i>Typology</i>	<i>Comments or point view</i>

Reflection Workshop	Personal and Group reflection	Associating the personal reflection, the workshop had permitted to express myself in the practicum as well as to understand the other pre-service experiences.
Self-Observation Card	Personal reflection	Concerning self-observation Card, those cards had made me to recognize which relevant elements and points I had to take into account in the development of a class.
Narrative	Personal Reflection	Referring to Narratives, this activity gave me the opportunity to express my self in different aspects of the practicum.
Class record	Personal Reflection	Recognizing the class records, I could understand and analyze my development such as teacher.

Figure 8 Figure of typological Data

Results

Reflection has been an essential tool in the professional development of the training teacher, since due to the reflective workshops, classes recordings, self-observation card and narrative. The training teacher has understood what her strengths and weaknesses were when conducting the classes, and more importantly how to overcome them. Among these aspects, the pre-service teacher was able to see how she addressed to students when conducting the class, her voice level, the dominion and control of the class, the appropriate use of English, her body-face language, the virtual methodology, the interaction and activities proposed. The results of those previous reflection methods are explained as follows.

Narratives

This final practicum stage lasted 10 weeks. However, nine narratives were done and delivered weekly. The pre-service teacher took into account the self-observation card in order to highlight the aspects she considered were present and relevant during that week. In addition, each week the pre-service teacher assigned herself to search a topic which concerned or had relation with students' age in order to make they felt more identified with the topic and created a comfortable environment. It is mandatory to underline that the personal reflection or narrative had been the most rewarding method because when I criticized myself, I realized more weakness to be overcome and

shortcomings to be improved. Furthermore, all the reflections were done in Spanish in order to not avoid the omission of any kind of aspect.

Video recordings

The pre-service teacher recorded all the classes which she was assigned due to school policies. However, to analyze this information due to the long time and the quantity of recording, the pre-service teacher decided to analyze only some moments of the classes: Warm up, explanation of the topic, activities on the principal book called “shaping my language” and the activities implemented such as pedagogical component with the book called be mindful”. She watched and analyzed the recordings to identify strengths and weaknesses. Next, he recorded, watched and analyzed the second, third and all the videos in order to know if there was any improvement or if possible new strengths and weaknesses emerged. The use of recording material facilitated the process of reflection as the final of this project because I couldn’t have accessed to the recordings until the final week of the period. Due to this, the analysis made of the videos can help the pre-service teacher in her future since there was not opportunity to revise them while I was teaching. However, the pre-service teacher could identify mistakes committed by herself, which she can avoid in the future classes and work such as tone of voice, give short instructions, take a list of the participants to give extra points and be more attentive to the cams and the attitudes of the students.

Self- observation card

The pre-service teacher used the two-self-observation card as a guide to identity, analyze, understand and describe her practicum process. Relating on my first self- observation card, I was sent to all the students in order to give, adapt or create new aspects according to the new reality that teacher is facing on in this moment, that is “Virtual Classes”. Thanks to this card, I could take

into account the principal aspect to a foreign language class before preparing my planning which helped me too much to choose the activities, games, books pages, web pages and topics related to the grammar of the week. Furthermore, I could be more attentive to the management of my voice, the time, the activities, the materials and the purpose of each activity, which I considered that will be a good guide and line to follow in my professional future. On the other hand, with the second self-observation card, it allowed me to understand that all my classmates passed from similar or different situations in this new step such a teacher, which helped me to not feel me alone and give me more confidence and encourage me to continue with this pleasant and difficult job.

Reflective workshops

Three reflective workshops were undertaken during the practicum stage. Two were in a synchronous meeting and one in a google formats due to lack of time to develop it. The preservice teacher and her colleagues discussed and shared their experiences during the practicum. This fact was beneficial because I could know different contexts and situations that my colleagues faced in their high school. Furthermore, I could learn about the strategies that they used to overcome their difficult situations. I considered that as a result, I could make an idea of my colleagues' practice and I took into account some advice or ideas that they expressed in order to implement in my practicum in case that some similar could have passed.

Finally, the feedback given by the supervisor and the practicum tutor was highly important due to their teaching experience, which helped the teacher in training improve his teaching skills. Moreover, since the supervisor and tutor had different perspectives and ideas, the training teacher re-shaped his strategies basing on what he considered was the best for teaching.

Conclusion

All the activities related to the reflective research have been a supportive strategy for the pre-service. The entries reflect in the pre-service a view of different contexts which can be included in the practice experience. Thanks to those reflection activities and methods, the teachers-practitioners can develop a critical spirit which supports and accompanies them during their professional job by giving the opportunity to present proposal and alternatives solutions if it is necessary. The workshops allow students to socialize, share ideas and express themselves in order to identify or analyze the strategies that had been used for other students during the pedagogical practice as well as to analyze one's own beliefs about teaching work and students.

CHAPTER V: Outreach Component

AWARENESS OF THE ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN

THE CITY OF PAMPLONA

Introduction

The participation in world policies in the academic, cultural and economic fields had motivated the Colombian National Government to promote foreign languages learning in the different educational regions of the country in order to citizens have the opportunity to participate in cultural exchanges that seeks them to have an more equitable access and conditions for personal and social country's development.

With the purpose of promoting English language learning in Colombia and making Colombians competitive citizens, the Ministry of National Education introduced its bilingual policy in 2004 whose the principal objective is to have citizens who are able to communicate in English, with internationally comparable standards that fill in the country with universal processes of communication through the global economy and the cultural opening. This is how the Ministry has been implementing a wide range of strategies at the various levels of education. As a result of this, a view to achieving this goal is clear, for example, the creation of English quality standards for basic and secondary education, the conception of a sound and coherent evaluation system as well as describing and developing of training plans.

This program has developed throughout all the country by integrating the work carried out by the education secretariats, public and private universities and language centres. However, the results obtained are far to be very encouraging since many of the nation educational institutions have not yet been impacted on.

With a view the primary education, the Government is advocating for the coverage expansion of English language education for boys and girls, due to many of these educational establishments sometimes do not have an English teacher to perform teaching-learning processes, and thus evaluations' results implemented at the national level are not very encouraging.

The University of Pamplona of Colombia, seen as a public training institution and more specifically the Bachelor's Degree Program in Foreign Languages English-French, has been close to the reality of facing the primary school in the city of Pamplona as regards the National Bilingual Policy. Many of the educational institutions in this city do not have English teachers to attend the training primary sector's needs.

Recognizing this real context and the problems arise. The social projection proposal aimed to meet the English training needs in primary school population at downtown of Pamplona. However, in our project context, the primary issues change due to the private school situation. San Patricio is a private school which offers kindergarten and primary education but it contains a bilingual methodology. In this sense, primary students have different subjects apart from English. As a result of this, the project seeks to help English learning process through the ICTS implementation. This implementation will made possible to interact with different kind of virtual activities focused on English. Additionally, it integrated the use of a web page as a tool for practicing all the skills (writing, reading, speaking, listening) by games, texts, videos, podcast, comics and others.

Finally, 4th and 5th graders at San Patricio school had the opportunity to use this page to practice the topic seen in English classroom, enjoyed learning process.

Justification

Foreign language learning and acquisition, allow being at the forefront of the needs that the world demands nowadays. That is why it is essential to implement and to work on this process from early beginning of children's schooling so that when they complete their basic education cycle, they have a basis for continuing this learning in secondary education, vocational secondary and higher education, thus more people will be trained in this area.

This project aimed to enhance English knowledge in primary schools in the city of Floridablanca by contributing to the basic foreign language training that is necessary and essential at these levels. For this reason, it is carried out as part of the extension component to the community of the integral practice developed by students of last semester of the Degree in Foreign Languages of the University of Pamplona, as a way of contributing to the strengthening in the primary education sector of English teaching.

This project realization favored both institutions and the student population of the city of Floridablanca, as well as the Foreign Languages Program whose the students develop their integral practice. This benefit could result in the possibility for primary school children to improve English learning process and in turn for students who complete their university training process in order to make them knowing the educational realities and needs of the environment. As a result of this, they could know how I could help by intervening in processes that impact on the improvement of these needs.

General Objectives

The implementation of this social extension project by the Bachelor's Degree Program in English-French Foreign Languages of the University of Pamplona aimed at the following objectives:

- To meet the needs of the children of the primary school in the city of Floridablanca

- To integrate the foreign language training of students of the English-French Foreign Languages Degree Program into the educational reality of teaching English at the primary school in the city of Floridablanca

Specific objectives

In order to have a better understanding the issues raised above, this proposal will seek:

- To improve the child of the primary San Patricio school of Floridablanca with fundamental knowledge of English.
- To involve students of the Program in Foreign Languages English-French in the processes of teaching English in the primary school in the city of Floridablanca.
- To link the training of students of the Bachelor's Degree Program in Foreign Languages English-French with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

Typology of the project

It was a training project, disciplined in the field of the curriculum; it was open to institutions where integral practice was carried out and offered basic training in primary education in the city of Pamplona, forming part of the training project of the Foreign Languages programme of the University of Pamplona. This proposal articulates the social projection, transcends the institutional space and makes possible the articulation of the PLEX Degree to the Pamplona's community.

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

Contribution Lines

- Contribution to academic training in the field of foreign languages.
- Citizen education (attention to problems in the educational environment that tend to reduce the inequity of the education system)
- Projection to the school community at university and program level

Theoretical Framework

Teaching of the languages International Linguistic Policies

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

UNESCO (2003) believes that languages are not just a means of communication, but a true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that provide access to global communication and information exchange. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for translation, in all possible ways, of written and visual materials with a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006), the learning of foreign languages is now an inescapable necessity, but it is also the learning of the cultures they represent. Languages are the spirit and conscience of people; the poet points out; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they erase distances and bring us closer to science and technology too.

All types of learning are of vital importance for the sociability of the human being as long as it allows it to develop properly in different contexts. The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and knowledge.

National Program of Bilingualism

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

Bilingualism

Bilingualism refers to the different degree of dominance by which an individual communicates in more than one language and culture. This degree depends mainly on the context in which the individual finds himself. Therefore, according to how you use another language, other than the native one, these languages are considered second languages or foreign languages. MEN (2006)

The teaching of English in primary school

According to Yesser A, & Chacon C. (2011), the acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character inherent to the individual. As well as factors specific to the socio-cultural and educational context, such as the curriculum are involved, the methodology used and the training and updating of the Foreign Language Teacher, among others. Thus, the importance of reaching the point of understanding how the child learns and incorporates a Foreign Language becomes necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) or LE and how this process relates to the native language of the child. From what was previously written Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to LE. The acquisition of language is done naturally and unconsciously in the form of a comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language about.

This distinction has been questioned because it is difficult to define both terms as part of a continuous process between the unconscious and the conscious (Richard-Amato 1996). The authors raise their point of view on the subject and differ for the purposes of this dissertation, the terms learn and acquire interchangeably because the SL can be acquired through recreational activities in an inductive and natural way that also involves processes of learning. It is important to note; however, that the contributions of Krashen and Terrel (1983) in terms of the natural approach of language are relevant to the process of acquiring SL in children and support the method of Total Physical Response (TPR) proposed by Asher (1976).

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

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

Early Production. It begins to produce one or two words and/or phrases. It is recommended to focus on meaning by avoiding grammatical errors. Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child to improve fluency in the foreign language.

To support the above mentioned on the acquisition process of a LE it can be said that according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) The ability of children to learn, understand, discover and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches to them (p. 467). As a result, children construct through language meanings of the world around them and establish their own semiotic interpretation criteria for each concept they discover.

For this reason, the learning of the SL must be based on previous knowledge and mother tongue schemes since the representations developed in previous learning and experiences constitute the scaffolding to build through the SL, new mental schemes or expand existing ones.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who states that From the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in motivation, creativity, spontaneity and flexibility that characterize children and that distance them from the adult, who is usually more prone to emotional block at the

moment to express in another language. From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the more likely the child is to develop the pronunciation of a native.

Why learn the English language in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) quoted Madrid and McLaren (1981) who state that there are different types of reasons justifying learning a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who start foreign language study at school tend to achieve more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and daring that exceeds those of young people and adults.
- Children tend not only to be afraid of making mistakes, but they often acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their lives where the plasticity of their brains makes it easier for them to learn languages.

In summary, it is noted that the human learning process is based on experiences with the environment in which it is influenced by cultures that predominate and identify their idiosyncrasy and autonomy; especially in the young population in the childhood life cycle, where from an infinite number of theories from the psychological field. It is argued that sociological learning takes place through the observation and listening to sounds that focus on the senses of each individual.

Emphasizing that the process of cognition from mental processes directs and leads to a meaningful learning in children who are at the beginning of learning especially from an LE.

The context of Pamplona

The city of Pamplona has basic and secondary education institutions, mainly of a public nature. General colleges group most of them as follows:

Escuela Normal Superior, which has as headquarters the escuela rural Cariongo, el Instituto la Aurora.

Colegio Provincial San José, which has as headquarters the Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez.

Águeda Gallardo School in Villamizar, which has the Holy Trinity School, escuela el Escorial, Nueva Iser , Jardín Nacional.

Instituto San Francisco de Asís: it is in charge of the Colegio José Antonio Galán, Colegio de Cristo Rey.

There are also two institutions which do not have the status of a general school, but provide basic and secondary education of a public nature. These are the following:

Colegio Técnico la Presentación

· Institución Educativa Brighton Bethlemitas.

In this context, students of the Degree in Foreign Languages of the University of Pamplona carry out their integral practice and make social projection in primary schools.

SUBPROJECTS

This space intends to establish a line of action for the Program of Languages in relation to the Social Projection. In this regard, the implementation of the community outreach component, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which he or she performs the integral practice.

The objective of this proposal is framed within the conception of social interaction of the university with the community of Pamplona through the design and implementation of a project to support training in English.

Name of the proposal: “IMPLEMENTATION OF A WEB PAGE AS A TOOL FOR REINFORCING AND IMPROVING ENGLISH WITH 4TH AND 5TH PRIMARY SCHOOL STUDENTS”

General objective

- ✓ To carry out a pedagogical sub-project based on a web page which includes different kinds of virtual materials such as videos, texts, podcast, comics and games for teaching English.

Specific objectives.

- ✓ To enhance and reinforce basic knowledge of the English language that allows students to be prepared for secondary English process in order to make possible a better communication between individuals

Methodology

The methodology chosen for this project implementation was ICTS as tool to practice and to enjoy English learning by using, specifically, the web pages. Since the school where the practice

was implemented had English classes from the Kindergarten, an awareness with the language was not necessary to do a class, but an aid to engage in it. This is why this project seemed to have a continuous practice of the English language in 4th and 5th grade students who were in the same group.

The website was focused on the four communication skills: speaking, listening, reading and writing where vocabulary was part of all the communicative skill. In each of these skills an activity was included the topic seen that corresponds to the week, covering vocabulary or grammar. Furthermore, it was proposed to add activities such as games, videos, reading, listening and writing to the website that allowed students to enjoy English learning.

Before see the table, it's necessary to remark that the communication between the English primary teacher were not entirely successful. First of all, the primary teacher took a long time to respond or answer the messages, due to this only seven weeks of activities and topics were uploaded to the created web site. Thus, all the calendar presented in the first report had to be changed and accommodated to the possibilities that I had

Firstly, it is necessary to explain that 4th and 5th grade were linked in one group and due to school policies they needed to learn all the aspects that were presented in the curriculum. In this sense, each week was focused on a different area such as English, math, social studies or science. This is why all the topics changed in the week. Besides I couldn't complete all the activities that I had proposed, I was so difficult to have a properly communication with the teacher in order to know topic.

In the following tables, you can see the schedule of activities:

Activities	Practicum weeks									
	1	2	3	4	5	6	7	8	9	10
Not communication	x									
Not communication		x								
First blog post: Regular verbs in past			x							
Not communication				x						
Second blog post: Irregular verbs in past					x					
Third blog post: bones and body parts						x				
Fourth: Big number							x			
Fifth: Wonders of the World								x		
Sixth: Future going to-									x	

Figure 7 Primary activities schedule

According to the table, three weeks were lost, and one topic was repeated (regular and irregular verbs in past). I considered that I tried to make all that was in my possibilities to contact the teacher, however I couldn't want to be intense with the teacher due to she was not my supervisor and she was only helping to meet to develop this project. Just to clarify the activities that I did in the web page, I included the link : <https://julietaandreaalfon.wixsite.com/4th-5th-practice> in order that you can revise the web page and have a complete idea about what I did. However, I considered that I did my best taking into account the lack of communication with the teacher. ([Annex 14](#))

Conclusions:

Regarding the outreach component and their objectives, I worked seven weeks in the development of the web side in grade 4th and 5th by four hours per week by trying to search and include funny activities that allowed students to practice the topics seen in the class. However, I arrived to the conclusion that this activity couldn't have seen and worked for the students due to the teacher didn't send me any feedback or evidence about the students' job. Nevertheless, I felt that I did my job and all that was in my possibilities to carry out this project. In conclusion, I would like to have more accompaniment or support from primary school teacher which would had allowed me to have better information.

CHAPTER VI: ADMINISTRATIVE COMPONENT

Introduction

The administrative component concerns about all the cultural and academic activities that will be developed from the fourth week of September until November 20th. During this component, the practicing teacher will be part and know about all the aspects related to administrative procedures and the educational facility in order to understand the teacher roles and the context in which this practicum will take place.

Objectives

General Objective

To become part and to participate in all the activities and events carried out in the San Patricio institution.

Specific Objectives

- ✓ To help all the teacher, administrative staff and students with all the events and activities of the institution.
- ✓ To collaborate in order to the successful achievement of the events and activities proposed in the institution.
- ✓ To take an active role such as teacher of the institution.

Methodology

As one member of the school community, the practicing teacher needed to be involved in all the events organized in the school. Furthermore, she was not included in any event or administrative activity against the English Day. The pre-service teacher had to create an idea to practice the English Day in one English class. The students didn't have a specific day to celebrate

all the school, it was divided into grades. In this sense, the preservice teacher who was in charged at that moment for,6th ,7th ,8th and 11th grade, suggested two different activities to the English coordinator which were accepted and developed according to the schedule of each grade.

On one hand, 11th grade had to read about a Andres's mother play, then I did some questions in order to asses their reading comprehension, after the opinions, they had to create a final story by following some steps presented in a play and uploaded in a drive folder. On the other hand, 6th , 7th and 8th grades had to write about their soul by creating a power point presentation where they explain three reason why that images represented their souls. With those activities, pre-service teacher created a small magazine with the document obtained. ([Annex 15](#))

Furthermore, I would like to highlight that I wasn't part in any other kind of administrative activity, I was only part of the English Day.

Conclusion

From my point of view, I would like to be part on other administrative actives due to I only participated in one which made me feel a part of the English team or my administrative activities such as a teacher. I considered that private schools need to include more pre-service teacher in all the activities planned for the school year since this allows us to get closer to our role as a teacher and our future profession. I would like to have more opportunities to charge with my colleagues, ask questions and understand in a best way my task as a teacher, not only which includes to teach a class, prepare it and create it the material.

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ANNEXES

ANNEX # 1

	COLEGIO SAN PATRICIO "Una experiencia hacia la excelencia" Ruta De Trabajo # 3 Sexto Grado	Versión 1.0 Fecha de Inicio: 18/08/2020 Fecha Final: 28/08/2020

1. IDENTIFICACIÓN DE LA GUÍA DE APRENDIZAJE	
MATERIA: English	TEMA:
DOCENTE:	PERIODO:
MEDIOS DE CONTACTO:	
Cel:	Correo:
PROCESO(ESTANDARES):	
RESULTADOS DEL APRENDIZAJE	

2. DESCRIPCIÓN DE LAS ACTIVIDADES A DESARROLLAR	
2.1 ESTRUCTURACIÓN	
2.2 PRÁCTICA	
MEDIO A UTILIZAR	
Libro	<input type="checkbox"/> <u>Uno!</u> <input type="checkbox"/> Pleno <input type="checkbox"/> <u>EduPage</u> <input type="checkbox"/> Otro
2.3 EVALUACIÓN FORMATIVA	
FORTALECIMIENTO DEL APRENDIZAJE (Si es necesario tener un presaber o terminar alguno de los ejercicios para fortalecer, se utiliza esta rejilla).	
DESCRIPCION DE LA EVIDENCIA	FECHA DE ENTREGA
	DD MM YYYY
<u>Consolidation shaping my language</u>	13 08 2020

3. EVALUACIÓN DEL APRENDIZAJE ESCOLAR (Decreto 1290 del 2009)				
Competencia	Listening			
Descripción	06/08/2020 Shaping my language pages 74-75, 80, <u>81_85</u>	Actividades	x	Quices o Evaluaciones
	13/08/2020 Shaping my language pages 90, 91, 92, 93, 102 & 103			
Competencia	Speaking			
Descripción	06/08/2020 Shaping my language pages 74-75, 80, <u>81_85</u>	Actividades	x	Quices o Evaluaciones
	13/08/2020 Shaping my language pages 90, 91, 92, 93, 102 & 103			
Competencia	Reading			
Descripción	06/08/2020 Shaping my language pages 74-75, 80, <u>81_85</u>	Actividades	x	Quices o Evaluaciones
	13/08/2020 Shaping my language pages 90, 91, 92, 93, 102 & 103			
Competencia	Writing			
Descripción	06/08/2020 Shaping my language pages 74-75, 80, <u>81_85</u>	Actividades	x	Quices o Evaluaciones
	13/08/2020			

ANNEX # 2

CONVERSATION

- * HOW HAD YOU FELT WHILE LISTENING TO THE AUDIO?
- * WHAT WILL IT HAPPEN IF YOU ARE A MOUNTAIN?
- * DO YOU ACCEPT YOUR FEELINGS? YES OR NO, WHY?
- * IS IT DIFFICULT TO ACCEPT YOUR FEELINGS?
- * DO YOU KNOW WHAT FALLING SOCIAL SITUATION IS?
- * WHICH SOCIAL SITUATIONS CAN YOU FIND CHALLENGING?

ANNEX # 3

the crossword
 on empathy warmth sympathy

EMOTIONS

Complete the crossword below

Down

in the treatment of others
 e the good of others even
 xpense

- ① to offer someone som
 make him or her ha
 expecting anything
- ② feelings and sensati
 with others
- ③ ability to understan

Feelings

How do you feel? How do you feel? How do you feel? How do you feel? How do you feel?

angry How do you feel? How do you feel? How do you feel? How do you feel?

Emotions

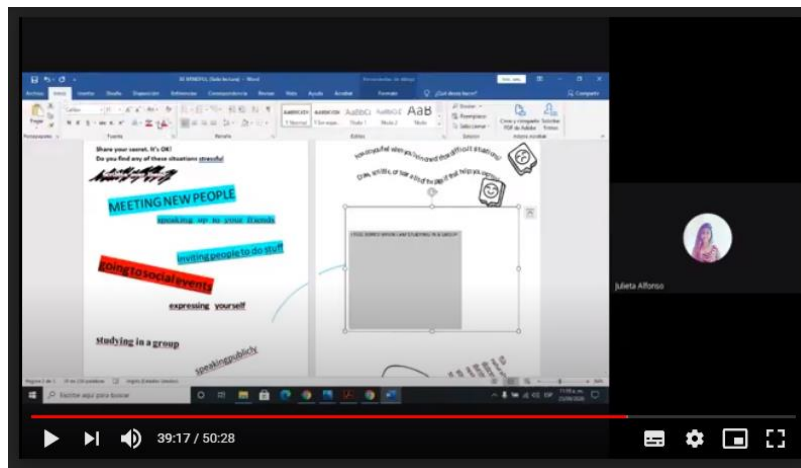
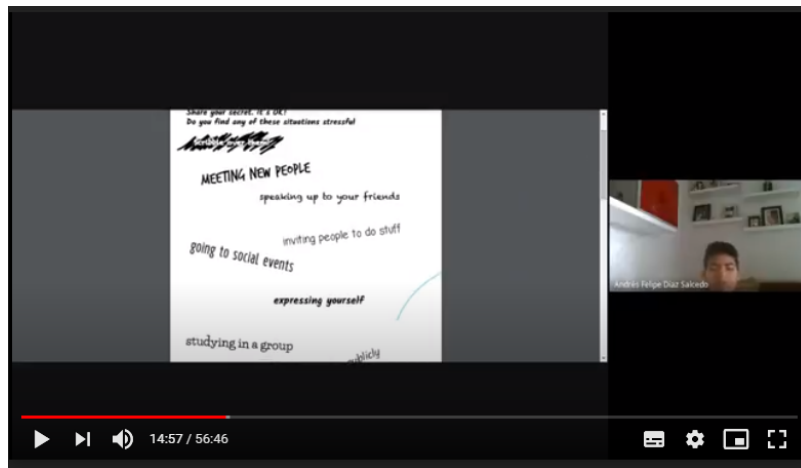
ANNEX # 4

Teenagers should not use cell phones or social networks

+: I THINK THAT TEENAGERS CAN USE CELL PHONES(SOCIAL NETWORKS) BECAUSE THIS ALLOWS US TO HAVE CONTACT WITH TECHNOLOGY AND FAMILY, BUT WE NEED TO KNOW HOW TO USE IT . (ACUERDO) AGREEMENT

- : I THINK THAT TEENAGERS CAN NOT USE CELL PHONES (SOCIAL NETWORKS) BECAUSE WE DO NOT KNOW HOW TO HANDLE SO MUCH INFORMATION AND IT CAN BE DANGEROUS FOR US, DESACUERDO - DISAGREEMENT

ANNEX # 5



Cut and paste images showing social situations that you find challenging.

15:42 / 40:13

Julieta Alfonso

This screenshot shows a video player interface. The main content area displays a white slide with the text "Cut and paste images showing social situations that you find challenging." in a blue box. Three black arrows point from the text towards the right. The video player controls at the bottom show a play button, a progress bar at 15:42 / 40:13, and icons for volume, settings, and full screen. On the right side, there is a small circular profile picture of a woman and the name "Julieta Alfonso".

FILL THE FROSTING OF THE CUPCAKE WITH YOUR FEELINGS FOR CONTROLLING YOUR EMOTIONS. YOU CAN MELT OR SCUM!

18:35 / 40:59

Julieta Alfonso

This screenshot shows a video player interface. The main content area displays a white slide with a line drawing of a cupcake. The text "FILL THE FROSTING OF THE CUPCAKE WITH YOUR FEELINGS FOR CONTROLLING YOUR EMOTIONS. YOU CAN MELT OR SCUM!" is written around the cupcake. The video player controls at the bottom show a play button, a progress bar at 18:35 / 40:59, and icons for volume, settings, and full screen. On the right side, there is a small circular profile picture of a woman and the name "Julieta Alfonso".

Think about the last time you were in an argument.

Draw the trajectory of the argument with time.

Do it in different size effects to represent

50:35 / 58:05

Julieta Alfonso

This screenshot shows a video player interface. The main content area displays a white slide with a graph. The text "Think about the last time you were in an argument." is at the top. Below it, a graph shows a wave-like trajectory with a plus sign and a minus sign. The text "Draw the trajectory of the argument with time." is next to the graph. At the bottom, the text "Do it in different size effects to represent" is visible. The video player controls at the bottom show a play button, a progress bar at 50:35 / 58:05, and icons for volume, settings, and full screen. On the right side, there is a small circular profile picture of a woman and the name "Julieta Alfonso".

ANNEX # 6

Share your secret. It's OK!

Do you find any of these situations stressful?

~~Scribble over them!~~

MEETING NEW PEOPLE

speaking up to your friends

inviting people to do stuff

going to social events

expressing yourself

studying in a group

speaking publicly

being proven wrong in front of others

being in the spotlight in a group



© BE+LIVE



HOW DO YOU FEEL WHEN YOU'RE IN ONE OF THOSE DIFFICULT SITUATIONS?

DRAW, SCRIBBLE, OR TEAR A BIT OF THE PAGE IF THAT HELPS YOU EXPRESS!



"Just because I made it here doesn't mean it was easy. And just because I don't seem overwhelmed, doesn't mean I'm not."

— Jen Wilde

What do you think?

It is natural to have distressing feelings during social situations. The next time you feel that way, divert your attention toward something that calms you down.

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HOW DO YOU FEEL WHEN YOU'RE IN ONE OF THOSE DIFFICULT SITUATIONS?

DRAW, SCRIBBLE, OR TEAR A BIT OF THE PAGE IF THAT HELPS YOU EXPRESS!



I felt happy when I skating in a group

I felt scared when I going to social events

I felt motivated when I expressing your self

"Just because I made it here doesn't mean it was easy. And just because I don't seem overwhelmed, doesn't mean I'm not."

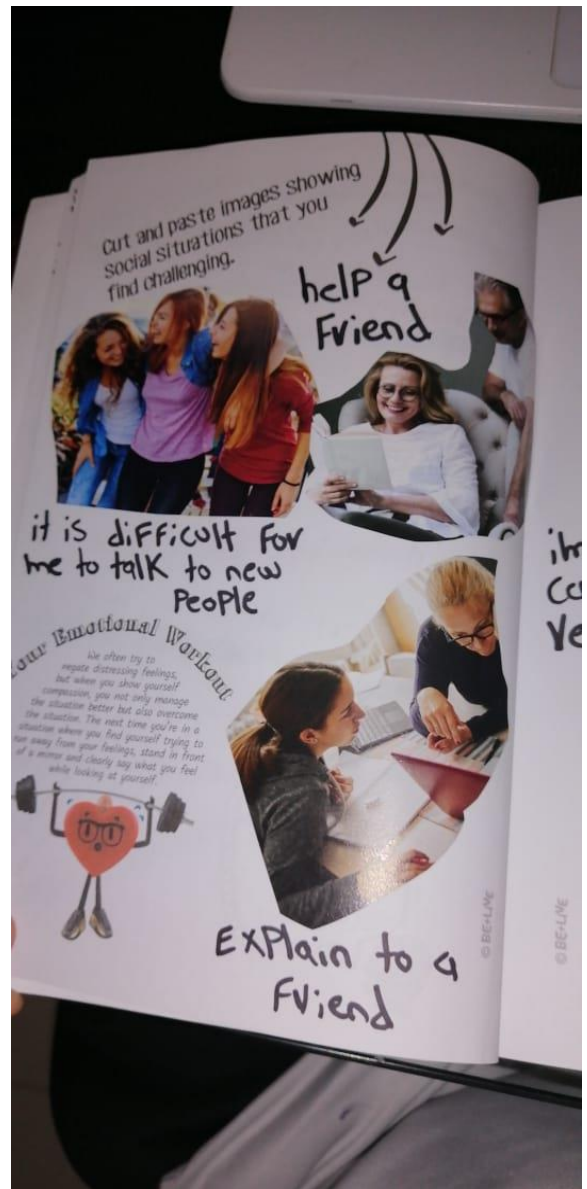
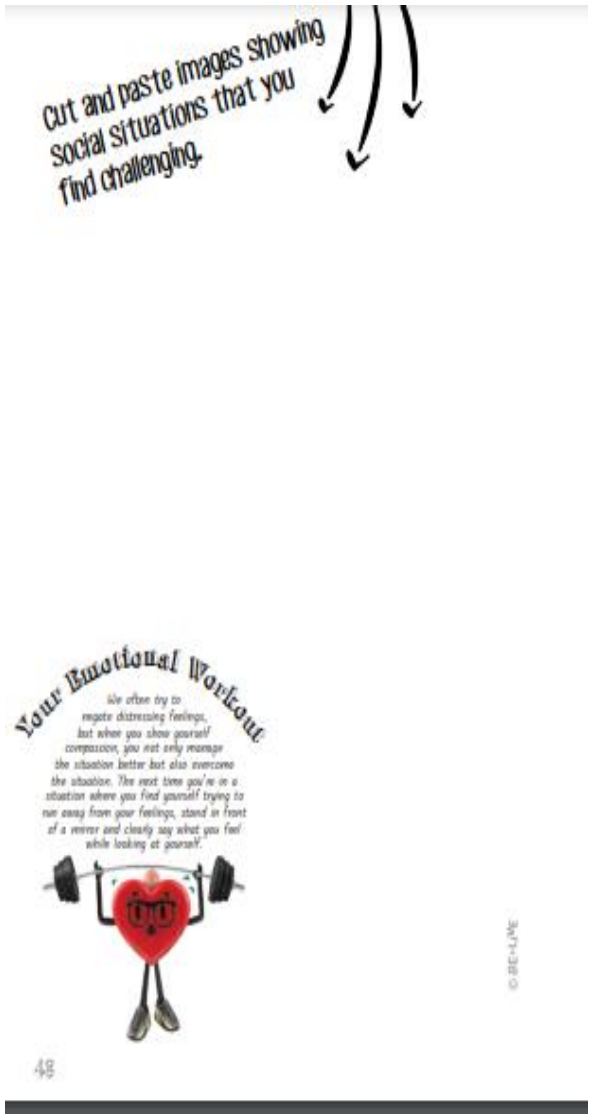
— Jen Wilde

What do you think?

It is natural to have distressing feelings during social situations. The next time you feel that way, divert your attention toward something that calms you down.

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ANNEX # 7



Write words of **compassion** and encouragement to yourself.



It's okay to feel, and it's okay to express your feelings. Outline what you have written. Make it **BOLD!**



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Write words of **compassion** and encouragement to yourself.



It's okay to feel, and it's okay to express your feelings. Outline what you have written. Make it **BOLD!**

YOU can always improve yourself and you can do the best and remember to love yourself



© BE-LINE

Do you **react** or **respond** when you face difficult situations?

Do you know the difference?
Write it here!

Now that you know the difference, which one do you think is better?

Can you control your emotions?
© BE+LIFE

"When you react, you let others control you. When you respond, you are in control."
— Bobbi Sanders
What do you think?

52

Do you **react** or **respond** when you face difficult situations?

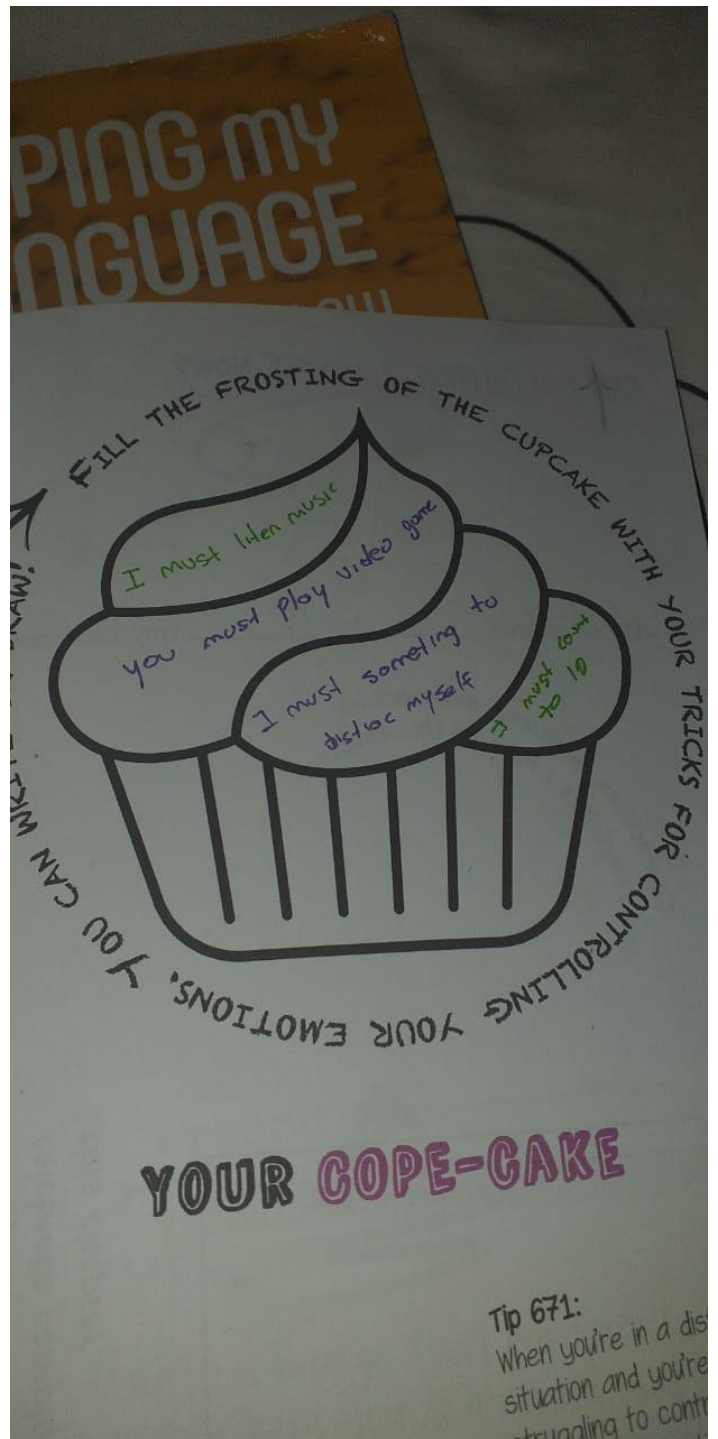
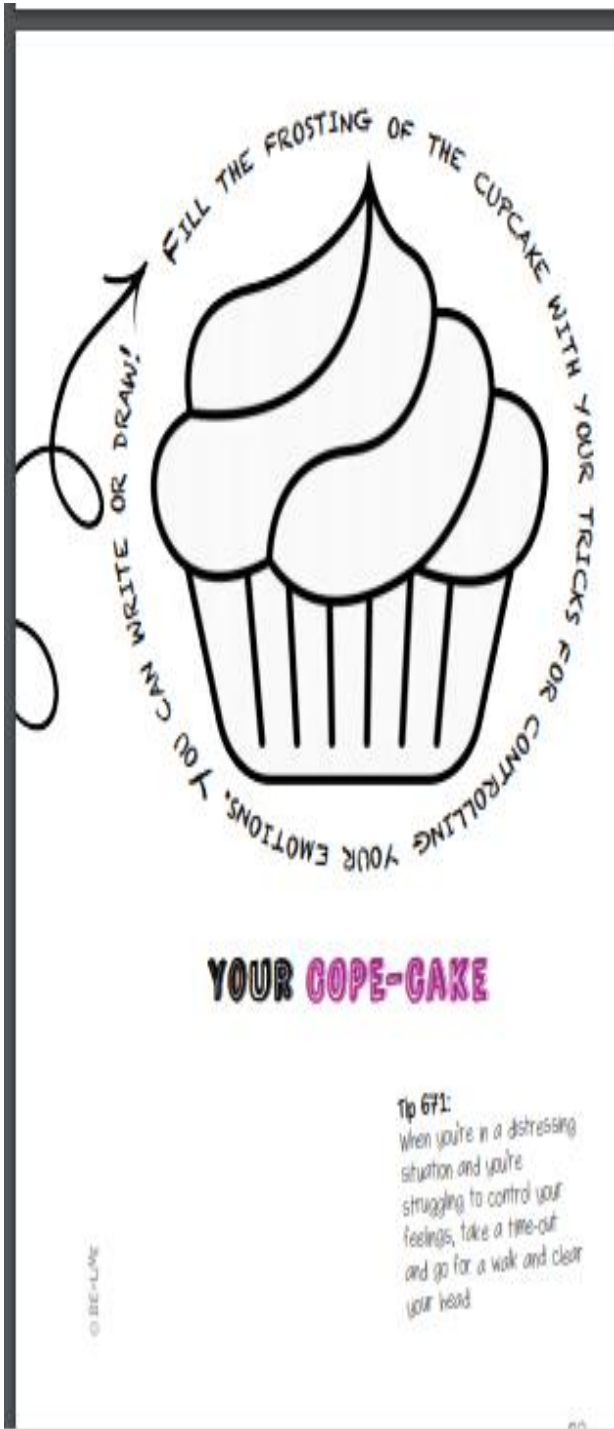
Do you know the difference?
Write it here!

Now that you know the difference, which one do you think is better?

RESPON

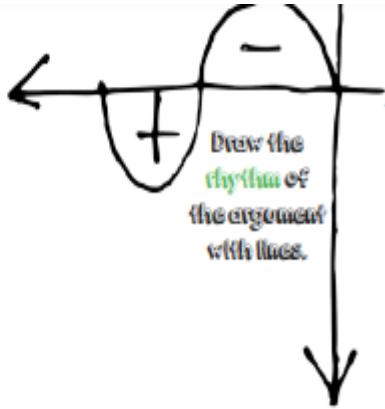
"When you react, you let others control you. When you respond, you are in control."
— Bobbi Sanders
What do you think?

88



ANNEX # 9

Think about the last time you were in an argument.



Draw the rhythm of the argument with lines.

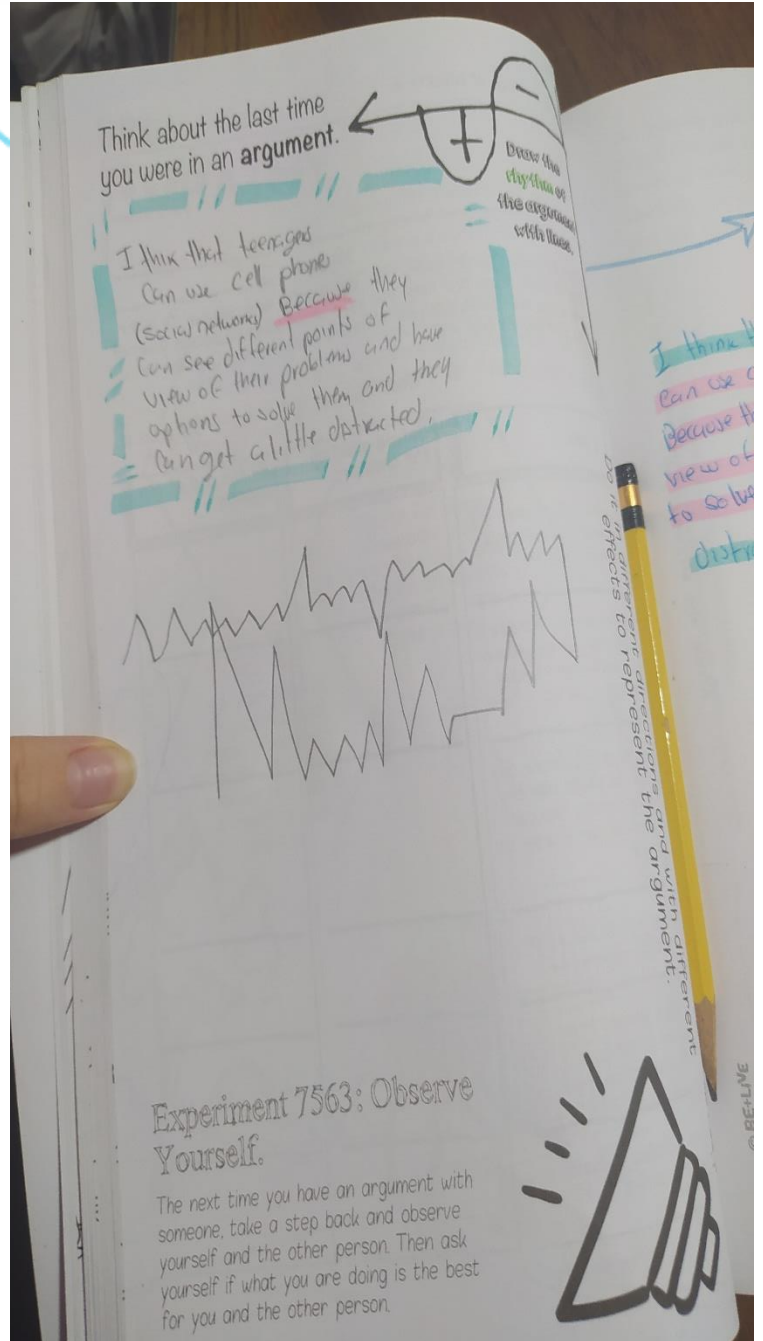
Do it in different directions and with different effects to represent the argument.

Experiment 7563: Observe Yourself.

The next time you have an argument with someone, take a step back and observe yourself and the other person. Then ask yourself if what you are doing is the best



© BE+LIVE



How did your voices sound during the argument? Scribble with a light or dark color, depending on the tone.

How did your voices sound during the argument? Scribble with a light or dark color, depending on the tone.

I think Teenagers can use cell phones (social networks) because we can investigate topics that we do not know or help us improve, take photos to keep them as souvenirs etc.

How did it affect your mood? Draw

How did it affect your mood?

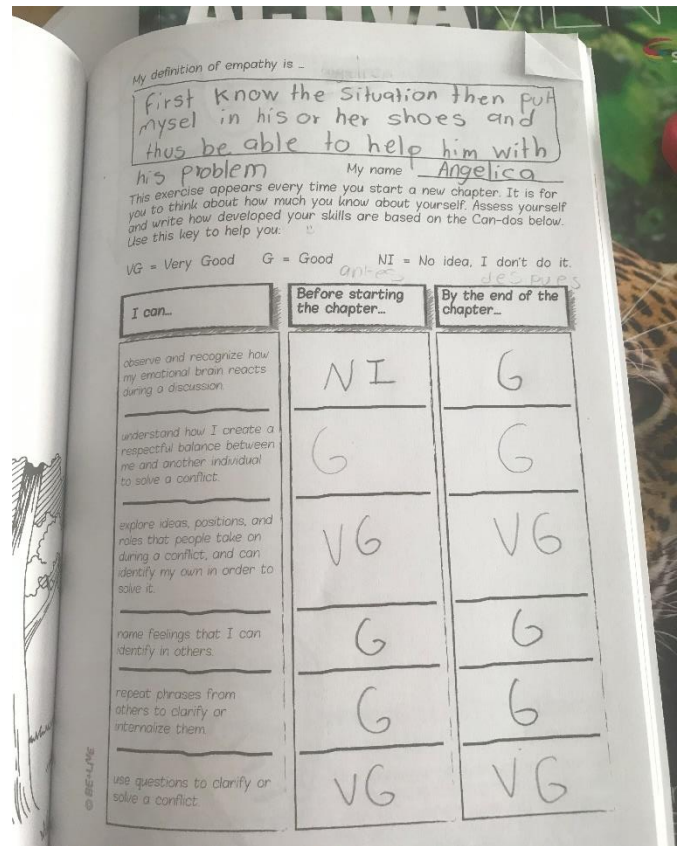
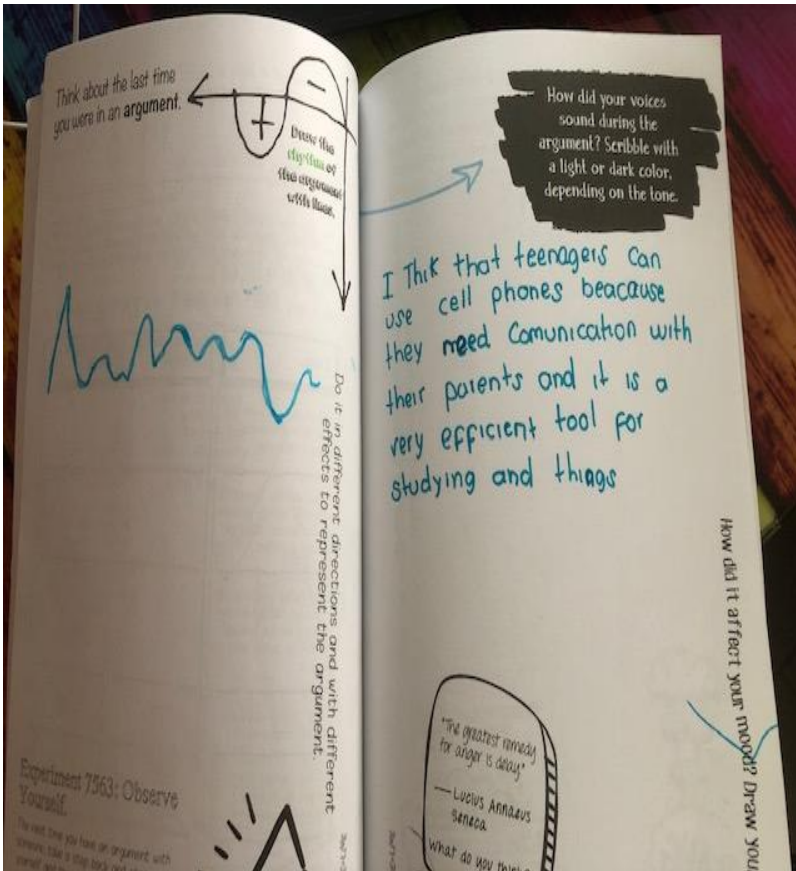
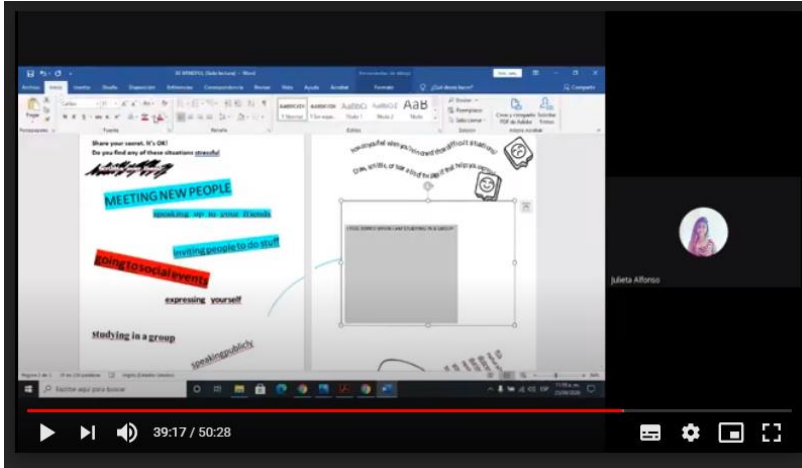
"The greatest remedy for anger is delay."

— Lucius Annaeus Seneca

"The greatest remedy for anger is delay."

— Lucius Annaeus Seneca

ANNEX # 10



ANNEX # 11

Escoja según sus opiniones sobre el trabajo realizado en las actividades del libro -"be mindful". *

	Mucho	Termino medio	Poco
Mejore mi vocabulario en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprendí nuevas estructuras de escritura	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mejore mi escritura en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mejore mi habla en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me enseñaron sobre el manejo de emociones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las actividades fueron divertidas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me gustaron las actividades de conversación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me gustaron las actividades de escritura	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me gustaron los juegos o audios de relajación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Escriba su opinión sobre las actividades realizadas en be mindful. *

Tu respuesta _____

¿Cómo cree que aprendió a manejar sus emociones o sobre este proceso con el libro de be mindful? *

Tu respuesta _____

¿Qué vocabulario en inglés aprendió en las actividades de be mindful? *

Tu respuesta _____

Explique como practico su parte oral (speaking) en inglés en las actividades de "be mindful" *

Tu respuesta _____

Explique como practico su parte escrita (writing) en inglés en las actividades de "be mindful" *

Tu respuesta _____

ANNEX # 12

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

Si

No

Justifique su respuesta *

Tu respuesta _____

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

Si

No

Justifique su respuesta *

Tu respuesta _____

3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su curso/ área y no están incluidos? *

Tu respuesta _____

2. ¿Qué experiencias educativas de las que tiene programadas la cree que les enseñan a vivir a sus estudiantes? *

Tu respuesta _____

¿Qué podría hacer Usted para incorporar esos aspectos que no están incluidos?

Tu respuesta _____

Puede socializar una de las experiencias de la práctica que considere relevante y se relacione con lo que tratamos en esta sesión? *

Tu respuesta _____

ANNEX # 13

Reflexión #1

En esta primera semana de práctica pude sentir de manera más cercana el rol de un docente. Como primera instancia, pude tener una buena interacción con los estudiantes ya que implemente juegos para iniciar la clase o practicar el tema de gramática. Sin embargo, hubo algunos inconvenientes a la hora de hacer las actividades del libro o de participar en lecturas. Por un lado, los estudiantes de once ven inglés avanzado por lo cual la planeación y actividades estuvieron enfocadas en permitirle comunicarse y dar opiniones, pero siempre eran los mismos estudiantes los que participaban, es por esto que para hacer que todos participaran tuve que llamarlos por el nombre, con ayuda de mi supervisora quien intervino diciendo que si no participaban, la nota sería de uno. Por lo cual, cada vez que los llamaba por el nombre respondían. Por otra parte, los chicos entendieron muy bien el tema y la explicación e hicieron muy buenos aportes sobre la clase y el tema “la tecnología y como sería la vida sin ella” y de gramática “used to y would”. Al final de la clase, aunque no fueron todos, entre dos o cuatro estudiantes participaban.

Por otra parte, en el caso de los chicos de 6 a 8, hubo una gran diferencia. Aunque los chicos no sabían del todo como decir algo en inglés intentaban participar continuamente en los juegos, lecturas y escuchas de la clase. En este caso, tuve que permitirle decir que por favor escucharán al otro y pidieran la palabra antes de hablar moviendo la mano o escribiendo en el chat, ya que en la plataforma de google meet no está la opción de levantar la mano. Al principio, todos querían hablar y el tema les gustaba por lo cual querían contarme cosas que les había pasado, es por esto que tuve que decirles que al final podríamos hablar pero que estábamos en clase y debíamos enfocarnos. Me sentí muy contenta ya que fueron pocas veces las que se quedaron callados, y eso solo ocurrió con el grado octavo. Hicimos distintos juegos de practica con el uso de power point, de páginas web y del libro, por lo cual no se aburrieron en clase, o esa pudo ser mi percepción.

Considero, que hice un buen manejo del tono de voz, sin embargo creo que debo ser un poco más dura con los chicos de once. El manejo de tiempo fue bueno ya que puede abarcar todas las actividades planeadas y entregar un buen feedback a los estudiantes. Por otra parte, creo que hubo un ambiente agradable de clase, sin embargo creó que puede mejorarse a medida de las clases y más actividades de interacción. Aunque en estos momentos, estoy pensando en cómo hacer posible actividades grupales para que los estudiantes puedan compartir con sus compañeros y hacer distintas actividades, ya que hasta ahora han sido individuales o grupales entre todos los compañeros. No en pares o tríos.

Con respecto al proyecto pedagógico, implemente una actividad del libro be mindful en el grado octavo y séptimo en la cual pudimos practicar el presente simple y aprender vocabulario. Para conocer el vocabulario, les mostré las emociones por medio de emoticones e hicimos un juego. Luego hicimos una conversación grupal donde todos decían como se sentían bajo ciertas situaciones que nos mostraba el libro, cada uno dio su opinión y expreso sus sentimientos. Al final en la siguiente hoja del libro, el cual es una especie de diario, escogieron 5 situaciones de las vistas y expresaron como se sentirían en estos momentos. Por otra parte, dividimos las situaciones y sensaciones en rojas para las estresantes o molestas donde los sentimientos fueran negativos y azules o amarillas para las situaciones alegres o donde el sentimiento fuera positivo.

Con respecto al proyecto de extensión a la comunidad, me fue imposible comunicarme con la profesora de primera, quien hasta el día de hoy me respondió y quedo con el compromiso de enviarme los temas de esta semana y la anterior para yo poder subir las actividades a la página web y enviársela.

Finalmente, esta semana fue algo pesada y estresante ya que para esta nueva semana, tuve que ingeniar un english day, por lo cual la planeación enviada hace una semana no me sirvió y tuve que modificarla del todo. Tuve que organizar un english day para los estudiantes de 11, 6.7 y 8. El cual fue aceptado por las supervisoras. De este modo, con los chicos de 6 a 8 , se trabajara un spelling bee y con los de 11 avanzado un análisis de un plan corto con el fin de hacer una revista online.

Espero que esta semana sea de mucho aprendizaje, y de ir mejorando cada día. }

Reflexión #2

Durante esta segunda semana de práctica me encontré con algunos retos a la hora de la planeación. Debido a que se celebraría el english day con algunos grados tuve que replantear la planeación de manera que se pudiesen realizar actividades que pudieran llevar a cabo los estudiantes y fuesen diferentes a lo común de la clase. Por lo cual tuve que hacer nueva búsqueda de material y guiarme de algunas clases o actividades realizadas a lo largo de la carrera.

En el manejo de las clases, considero que escuche a los estudiantes, maneje bien el tiempo y pude cumplir con las actividades propuestas en la planeación. Sin embargo, me hubiese gustado tener más participación de los chicos de once, pocos hablan a menos que se les llame por el nombre.

Con otros grados hubo buena química, hubo buena participación sin embargo no pude poner en ejecución mi proyecto pedagógico ya que hubo actividades alternas del english day. Tampoco pude implementarlo con octavo ya que ellos no tuvieron clase esta semana debido al calendario rotativo.

Estas actividades deberán ser propuestas para, dentro dos semanas, ya que estan se encuentran en receso. La pagina para el componente de extensión ya esta lista y esta semana será utilizada.

En estos momentos me siento bien y agradecida, pero a su vez quiero mejorar en un manejo de clase y como docente.

REFLEXIÓN #3

Durante esta semana, el colegio estuvo en semana de vacaciones por lo cual no tuve un encuentro sincrónico con los estudiantes. Sin embargo, durante esta semana pude ejecutar otras de las labores docente las cuales son necesarias, una nueva en mi caso y otra que he venido ejecutando desde el comienzo de mi práctica.

Primeramente, una de mis supervisoras me indico la importancia de una hora en especial con el grado once la cual esta enfocada en el aprendizaje y practica del PET. Me envió algunos documentos para el desarrollo de las clases, aclarando que ya se habían trabajado y era a manera de encontrar nuevos documentos los cuales no incluyeran un ejercicio igual al ya tratado. En este momento, llegué a la conclusión que algunos documentos que yo había descargado eran iguales a los ya trabajados en clase, por lo cual tuve que darme a

la búsqueda de nuevos documentos de practica del PET centrados en el B2, el cual es el nivel de prueba a la que ellos harán frente. Por esta parte, me a pesar que encontré paginas y algunos documentos de ayuda, pude evidenciar que es complicado obtener información a actividades de este tipo ya que en algunas páginas debía inscribirme y luego pagar, lo cual me deprimió un poco ya que en solo me permita una pequeña revisión de los documentos los cuales se veían de mucha ayuda para esta clase. Aunque seguí en mi búsqueda, aún debo buscar más documentos ya que hay muchos ejercicios iguales; el primer día de uso de estas utilice una presentación de power point para mostrar los ejercicios, aún estoy analizando si esta herramienta tiene un impacto o si es el mismo con el uso del documento de PDF original. Hasta el momento, cada vez que he descargado un documento he aprendido analizar el tipo de pregunta y estoy aprendiendo como explicar la respuesta correcta de cada uno ya que, aunque en algunos casos la explicación es básica en otros requiere una explicación más elaborada.

Con respecto a la otra labor docente que tuve que ejecutar durante esta semana, fue la calificación. Gracias a este proceso pude evidenciar como se califica en el colegio. Primeramente, todas las actividades deben ser calificadas incluso la participación como parte de una nota llamada día a día y la nota de speaking. Para esto se me envió una lista de los nombres de los estudiantes y se me explico que cada habilidad se calificaba por separado dependiendo de la actividad desarrollada. Por una parte, la parte de speaking pude evaluarla gracias a las notas que hago en Word al finalizar la clase o el chat que tengo con la docente a cargo donde escribo que estudiantes participaron o las situaciones que se han presentado en clase, como las interrupciones de algunos estudiantes (aunque en este aspecto, se me ha permitido tomar una voz fuerte y de respeto) es complicado un regaño que no sea negativo ya que la metodología de la institución es la programación lingüística y los padres están presentes en los encuentros. Por lo cual, he aprendido a tener un mejor manejo de palabras y a intentar evidenciar lo negativo a partir de lo positivo que tiene el estudiante sin olvidar que le estoy pidiendo dejar o no hacer una acción como la interrupción, en estos momentos algunas veces debo hacer el regaño en general con algunos estudiantes ya que hay algunos chicos que tienen problemas emocionales y si se les habla de cierta manera pierden el interés o tiene un impacto negativo en ellos. Por lo cual, he leído sobre la programación neurolingüística, el uso de palabras o sinónimos de algunas palabras que se usan para regañar, al igual como frases de “Chicos recordemos que las interrupciones de comentarios fuera de clase pueden afectar a nuestros compañeros, no todos aprendemos igual.”

Por otra parte, la parte de writing, speaking o listening se califica según la actividad en clase, para esto debo revisar el plan y en listar las actividades, no me es difícil saber para cual pertenece cada una ya que en la misma planeación hay una parte de evaluación donde debo evidenciar como los voy a calificar con respecto a cada actividad y a que habilidad hace parte. He podido evidenciar que, aunque en muchos casos se les da la respuesta correcta en clase, los estudiantes no la escriben de manera correcta por lo cual obtienen una nota diferente. Gracias a esto, pude preguntar sobre algunos estudiantes que se comen ciertas letras, o escriben la palabra al revés. Por lo cual se me ha explicado, que ellos están en procesos para mejorar esos problemas de aprendizaje. Se me ha pedido que se les califique en medio punto ya que es un proceso que han venido mejorando, y debe valer su esfuerzo y participación.

A su vez, pude entender que tienen una nota llamada día a día donde se evalúa la cámara, la participación y el comportamiento. Esta nota debe tomada aparte, por lo cual las otras notas de habilidades de la materia no pueden verse influenciadas a menos que la docente me haya dicho que les baje unidades o me diga la nota que debo poner su percepción de la clase. En este proceso, he aprendido a entender un poco el sistema de

evaluación a dividir los puntos, a darle un valor a cada uno ya que la parte de evaluación o porcentaje de cada punto se me deja a libertad, por lo cual reviso el tipo de actividad y a este le doy un porcentaje. Sin embargo, debo aceptar que se me ha dificultado lo relacionado a sumar porcentajes, escoger el valor y hacer la operación, en algunos casos he tenido que repetir la operación para no equivocarme, por lo cual he evidenciado que se me dificulta la matemática en este tipo, aunque nunca lo había notado. Aunque nunca había presentado este problema, no se si es ya que equivale a una nota o a entender al estudiante, aún estoy en este proceso de aprendizaje y de calificación.

Finalmente, aunque la página de extensión fue creada y enviada a la docente de cuarto y quinto grado, este no ha dado respuesta al mensaje, por lo cual no se si ha sido enviada a los estudiantes o no. Se me ha dificultado la comunicación con esta docente, ya que en algunos casos no lee mis mensajes y me da pena escribirle muchas veces sobre lo mismo, aunque le he recordado siento que podría sonar intensa. Con respecto a este tema, espero poder llamarla a recordarle como opción ya que la comunicación vía a WhatsApp no esta siendo efectiva.

Como conclusión, esta semana me ha permitido reflexionar sobre mi vida profesional y sobre la labor docente. Entender un poco más que el trabajo es duro y difícil. Que la vida de aquellas personas, puede ser influenciada de manera positiva o negativa con solo una palabra por lo cual el uso de estas es muy importante y que debo hacer un análisis de cada estudiante para entender sus dificultades y su proceso de aprendizaje. Por otra parte, se me ha requerido la creación o búsqueda de mapas mentales relacionados a los temas gramaticales, por lo cual he aprendido, estudiado y buscado paginas que me permitan crear estos mapas mentales con el fin de que los estudiantes tengan de manera resumida la información gramatical explicada.

REFLEXIÓN #4

Durante esta semana, en mi horario de clase debía dictar dos clases una con octavo y otra con el grado once. Por una parte, la clase con el grado once no se pudo evidenciar ya que la docente supervisora a cargo necesitaba las horas de clase para hacer una actividad con los jóvenes, no se me informo que tipo de actividad serían, es por esto que para la planeación de esta semana tuve que preguntar si el tema gramatical ya vía sido tratado a lo cual no se me dio respuesta. Es por esto, que la planeación del grado once hasta el momento ha sido cambiada, ya que la docente no ha respondido mi mensaje. Sin embargo, la docente a cargo me envió con mi otra supervisora para que ayudara en alguna de las clases con los grados noveno o decimo para poder obtener las horas de esa semana. Para esto la supervisora de estos cursos me preguntó por revisar la planeación del grado noveno y ejecutar la primera parte del planning, aclarando que yo debía buscar actividades relacionada al tiempo futuro; estas actividades estaban divididas en warm up, presentación, explicación y una actividad de práctica. Por lo cual, para esta semana, tuve que preparar de un día para otra estas actividades al igual que el material a trabajar, aunque fue algo repentino sentí que hice un buen trabajo adaptándome. Por otra parte, la docente me felicitó por el desarrollo de las actividades hechas hasta el docente diciendo que los podía ver que los chicos se divertían en las actividades e incluso ella quería participar o participaba de algunas por lo divertidas o practicas que eran. Me sugirió seguir utilizando distintos juegos como lo había venido implementado ya que el colegio utiliza la dinámica cerebral como actividad de atención. Por otra parte, comento que las actividades del libro “ be mindful” permitían conocer

un poco a los estudiantes con respecto a pensamientos y sentimientos lo cual era de mucha ayuda para su proceso. Con respecto a estos comentarios, pude sentirme feliz y contenta por el trabajo realizado hasta el momento y con mucho entusiasmo por el proceso.

Sin embargo, es necesario aclarar que esta semana no pude hacer ninguna evidencia del proyecto pedagógico ya que era necesario hacer la actividad del English Day la cual tuvo que ser cambiada con la planeación principal con el fin de crear una revista. Esta actividad de celebración esta enfocada en imaginar el alma, escoge una imagen que la refleje o tenga relación, y evidenciar tres razones por la cuales consideraban que esa era su alma. Los chicos crearon un documento de power point el cual fue subido a una carpeta de Google drive. Este proceso presentó un reto ya que debía explicar la actividad, así como el proceso de las herramientas con respecto al fondo, a la búsqueda de la imagen, el subir el archivo a la carpeta compartida, la revisión del mismo que se iba subiendo en la clase. Aunque se les hizo un modelo para explicar los chicos olvidan poner su nombre o escogían colores donde no se pudiera evidenciar muy bien el texto, por lo cual tuve que explicar acerca de los colores y aprendí a ser totalmente clara en todo; aunque explique el tipo de tamaño, letra y ubicación, no pensé en los colores. Los estudiantes disfrutaron de cerrar los ojos e imaginar, algunos comentaron al final de la clase que les había gustado mucho la actividad y que no esperaban a ver el resultado de la revista. Esta revista esta planeada para unir la actividad de los grados sexto, séptimo y octavo. Sin embargo, hasta el momento se ha implementado con el grado octavo; los grados restantes séptimo y sexto serán realizados durante la próxima clase. Por otra parte, se dejo el material de la actividad del proyecto pedagógico necesario para la clase como tarea la cual esta relacionada con la búsqueda de una revista con imágenes donde haya distintas actividades, algunas que consideren difíciles y otras fáciles. En esta próxima actividad los estudiantes deberán comparar actividades y crear o averiguar frases de motivación para ayudarse en momentos difíciles.

Por otra parte, con respecto al proyecto de extensión pude comunicarme con la docente para saber el tema de la semana y hacer las actividades de este en la pagina la cual fue enviada de nuevo hacía la docente. Sin embargo, no se me ha enviado evidencia de su uso o no he podido tener mayor comunicación con la docente. No pude evidenciar si el celular se le daño ya que he enviado mensaje y llamado pero el celular no ha funcionado. Tuve que preguntar a lo cual se me explico que la docente tuvo un problema con el celular y esta semana estaría solucionado, si quería comunicar podía hacerlo por medio de un correo electrónico. Espero que, por este medio, nuestra comunicación mejore ya que no me han incluido en un grupo que se tiene en WhatsApp de docente, una supervisora me informo de este, pero la coordinadora quien también es mi supervisora tal vez no ha considerado pertinente mi ingreso.

A su vez, con respecto al proyecto pedagógico y los comentarios de la docente me ha permitido evidenciar que estas actividades son agradables y tienen un grado de aprobación y gusto por parte de ella. Aunque me gustaría preguntarles a los chicos sobre estas actividades. Por otra parte, se me aclaro que las próximas planeaciones debían ser más cortas ya que necesitarían 45 minutos para un examen llamada evaluación intermedia, la cual es tomada como nota de quiz en todas las habilidades y debe estar enfocada en los temas de esta semana. Aunque no se me dijo de crear estas evaluaciones, si se me informo sobre el tiempo de cada una. Por lo cual tuve que analizar como poder hacer las planeaciones donde pudiese implementar la actividad de proyecto sin quitar el libro de trabajo normal y afectar la clase.

Siguiendo este proceso de rol docente y estudiante, siento que gracias a los comentarios del docente tutor con respecto a las reflexiones he podido entender más a fondo el proceso de reflexión. En mi caso, consideraba que estaba haciendo un buen trabajo, pero es agradable saber que siempre se puede mejorar.

Como conclusión, aunque no tuve toda la clase, pude afrontar las adversidades como planear de un día para otro de la mejor manera, obtuve palabras de motivación y gusto por parte de la supervisora y estudiantes las cuales me llenan de entusiasmo y alegría con esta labor de practica y con el amor por mi futuro profesional. Espero seguir aprendiendo y mejorando en cada reto que se me presenté.

Reflexión #5

Durante esta semana tuve la oportunidad de tener clase con tres grados diferentes, sexto, séptimo y octavo. Primeramente, cavé recalcar que esta semana pude ser parte de un proceso que como docente es necesario que son las evaluaciones. Durante esta semana, las evaluaciones intermedias estaban programadas para los horarios de clase. Estas evaluaciones tienen una duración de 45 minutos en los cuales los estudiantes deben responder cinco preguntas relacionadas a los temas vistos de la clase. Es importante subrayar que estas evaluaciones fueron hechas por la supervisora. Debido a esto, mi intervención en la clase se vio reducida ya que fueron 45 minutos en los cuales no pude enseñar o realizar actividades. Sin embargo, aprendí sobre el manejo de una evaluación en la cual se debe poner reglas al principio, estar con una continua atención a los estudiantes y sus inquietudes, teniendo en cuenta que no se podía hablar y debían permanecer con el micrófono encendido y la cámara prendida. Las preguntas o sugerencias se debían escribir al chat para evitar incomodar a sus compañeros. Por otra parte, pude ver un cambio en la personalidad de la docente quien se torno más seria al momento de dar instrucciones y regañar, lo cual me permitió aprender que la evaluación debe ser aún más respetada y seria que la clase en si misma, siendo esta mi percepción de lo que observe.

Con respecto a las clases, enseñe distintos temas como futuro simple en sexto y needn't y should en los grados séptimo y octavo. En los dos grupos hubo una apropiación del tema ya que los mismos estudiantes pedían poder dar ejemplos o se les vio una mejor participación en las distintas actividades que se realizaron. Sin embargo, en las actividades del libro los estudiantes suelen aburrirse con las lecturas, o las actividades del libro principal por lo cual participan menos, deben llamarse por el nombre para participar. De esto aprendí, que las actividades como juegos, conversatorios, creación de inventos, dar consejos o mirar las necesidades de las estudiantes comparadas con nuestros tiempos o con cosas relacionadas a ellos les permite tener una mayor expresión de sus opiniones que cuando se usa el libro educativo principal. Los estudiantes estuvieron bastante activos durante los juegos, explicación y práctica, por lo cual considero seguir implementando actividades ligadas a temas de su gusto y con la gramática con el fin de hacer más amena la clase. Aún me encuentro en la búsqueda de como hacer amenas las actividades del libro ya que son necesarios y obligatorios por la institución, sin embargo, que les permita a los chicos participar como en las actividades anteriores.

Por otra parte, debido al corto tiempo de la clase, no pude realizar las actividades de mi proyecto pedagógico con los estudiantes de séptimo y octavo por lo que tuve que aplazarlas para la siguiente semana en la cual tuviese el tiempo requerido para realizarlas.

Como conclusión que aprendí bastante sobre el manejo de una evaluación, los estudiantes muestran una cercanía más hacia mi como docente preguntando como estoy, riendo o participando activamente lo cual me hace sentir que se sienten cómodos con la clase y conmigo como docente. Espero poder aplicar la misma metodología que la docente a la hora de evaluar, con manejo de reglas, tono de voz y regaños si es necesario con el fin de hacer un buen proceso de evaluación y permitirles a todos estar concentrados. Seguiré implementando juegos, conversaciones ligados a temas de sus gustos como juegos de moda, series o incluso las ideas que tengas sobre su futuro, no solo para aprender un idioma si no para conocer a mis estudiantes y sus pensamientos como el futuro de nuestro país y entorno.

REFLEXIÓN #6

Durante esta semana mi supervisora me informó que ya no estaría a cargo del grupo de once , y debía comunicarme con mi otra supervisora para que se me asignará otro grupo, el cual fue el grado noveno. Sin embargo, ya que fue un cambio de ultima hora, no pude planear la clase por lo cual solo asistí y ayudé con ejemplos durante la clase. Se me permitió hacer un role play con la supervisora con el fin de explicar la actividad a realizar por los estudiantes. Esta semana se me encargo por parte de la docente de dar ideas con respecto a los proyectos que deben entregar los estudiantes los cuales son su forma de evaluar la materia y serán desarrollados las ultimas dos semanas de clase. Los proyectos que fueron escogidos fueron videos relacionados a evitar la extinción de un animal que es necesario para nuestra supervivencia incluyendo la explicación del animal y características. Segundo crear un elemento que pueda ser utilizado en el futuro incluyendo descripción del elemento y una publicidad para este y como ultimo proyecto, crear un zoológico dividido en zonas para grupos de estudiantes donde deban escoger reglas y características de este. Por esta parte fue divertido y a la vez un reto poder unir los temas de la clase con los proyectos de cada grupo, ya que no se le permitía hacer el mismo proyecto a ningún salón. Esto me ayudo a pensar en como implementar estos proyectos no como una evaluación, sino un desarrollo de la clase, sin embargo, debe ser permitido por la institución la realización de estas actividades.

Con respecto al desarrollo de la clase cada vez me resulta mas ameno enseñar y me divierto más a la hora de explicar algo, aunque suelo estresarme sin demostrarlo claro esta cuando un estudiante no esta enfocado en lo que se explica y pregunta hasta cuatro veces que es lo que deben hacer. Sigo implementando juegos de memoria, adivinanzas, board games, conversaciones y videos. Ahora explico los temas por medio de ejemplos ya tomados en lo los juegos y diapositivas, sin embargo, para que ellos puedan tener esta información hago uso de mapas mentales donde se resumen la información importante del tema visto como por ejemplo futuro y los verbos modales. En clase de sexto fue agradable ver un video donde se comparaba una película llamada volviendo al futuro y comparándola con los elementos que decían que estarían ahorita en el futuro, pero no están. Los chicos se divirtieron y dieron sus opiniones sobre esto, aunque muchos dijeron que era muy vieja y nunca la habían visto por lo cual el video les ayudo a entender la película y los supuestos inventos. Por otra parte, fue interesante, verlos inventar o crear algún objeto y ponerle nombre y logo para venderlo. Se hizo un tipo de subasta en la cual los chicos pasaron un buen momento. Sin embargo, en las actividades del libro volvieron a mostrar estar aburridos o desinteresados por las lecturas, temas o actividades.

En clase con séptimo y octavo vimos verbos modales por lo cual empezamos con juegos como cual sería su persona perfecta usando must o mustn't, observamos publicidad donde identificamos los verbos modales y sus significados. Luego presenté un cuadro comparativo con los verbos modales vistos la clase anterior y algunos ejemplos con ayuda de imágenes y pedí me dieran un ejemplo por medio de una imagen y una frase. Escribieron un mapa mental para condensar la información de todos los verbos modales vistos hasta el momento. Hicimos actividades del libro donde los chicos participaron, pero se les debió llamar por el nombre para que dieran las respuestas. Se juego job description en grupos y debían averiguar según ciertas pistas el trabajo, el grupo con más punto tendría puntos extras.

Por otra parte, esta vez si pude implementar el proyecto pedagógico en donde los chicos aprendieron sobre la diferencia entre reaccionar y responder con respecto a situaciones difíciles, se les dio varias situaciones difíciles de acuerdo a su edad y ellos debían escoger y explicar si reaccionaban o respondían a estas situaciones. Por otra parte, expresaron si podrían o no controlar sus emociones. Y se hizo un juego donde se les daba una situación y debían reaccionar de otra manera, los compañeros debían de adivinar si estaba mintiendo o no era verdad. Como ultimo, en un cupcake escribieron tricks o consejos que se darían a ellos mismo en momentos difíciles. Los estudiantes se divirtieron bastante, hubo momento de risas, algunos estudiantes que son serios pudieron expresarse un poco. Se pudo observar que disfrutaban estas actividades y con el tiempo es más fácil para ellos expresarse ya que en ningún momento se les juzga por lo que dicen o lo que sienten, y si se ven igual al otro lo cual a mi parecer esta ayudando a crearles empatía y a mejorar como personas.

Interpreto que puede ser que para ellos cada vez más fácil expresarse ya que en clase se sienten como iguales, aunque sean diferentes entre ellos, no se señalan ni se ríen de los otros o de sus sentimientos.

He aprendido a buscar más temas que permitan expresar sus sentimientos, poner mas contextos ligados a su edad, su condición social y a lo que he aprendido de ellos de acuerdo a sus personalidades o comentarios. Me parece conveniente haber decidido implementar conversaciones, juegos y escritura para que ellos puedan plasmar de diferentes maneras lo que piensan ya que muchas veces como jóvenes se les hace difícil expresar lo que se siente, y es aún más agradable ya que aprender nuevo vocabulario y dan opiniones como, yo no sabía que eso se decía hacía, eso es lo mismo que tener miedo. Hasta el momento he aprendido mucho y espero seguir aprendiendo en estas dos o tres semanas que me quedan de clase.

REFLEXIÓN #7

Durante esta semana mi supervisora me informó sobre el desarrollo de las próximas semanas aclarando que la siguiente serían la ultima semana de clase y la semana del 17 de noviembre al 20 serían de recuperaciones, sin embargo, me aclaró que aun no sabía como sería el proceso a realizar con la semana de recuperaciones por lo que no me debería planear esta semana. Como las planeaciones se hacen con 15 días de anticipación, la semana que del 9 de noviembre al 13 ya organizada.

Con respecto a esta semana, según el calendario solo tuve clases con sexto y séptimo, sin embargo, los primeros 20 minutos de la clase fueron tomados por la supervisora quien explico el proyecto el cual será la evaluación de los estudiantes, de los cuales hablamos previamente en la reflexión #6. Cabe resaltar que el

grupo sexto deberá crear un elemento basada en el futuro el cual debe tener una utilidad para el ser humano o la tierra en general. Los estudiantes están divididos en grupos de dos y deberán crear un video hablando sobre este invento el cual debe estar enfocado en el uso de estructura del tiempo futuro. Por otro lado, el grado séptimo y octavo tendrán el mismo proyecto relacionado a un santuario de animales en vía de extinción, este video será realizado individual y cada estudiante se le dio un animal por medio de una ruleta al azar; en este proyecto, los estudiantes deben hacer uso de los verbos modales y evidenciar como cuidar este animal teniendo en cuenta su hábitat y características.

Por un lado, con el grado sexto trabajé el tema de nouns el cual fue un tema bastante agradable de enseñar y explicar, hicimos juegos de investigación en los cuales se les daba una palabra y el primero en encontrar la definición y decirla oralmente tenía puntos extras; esta actividad permitió que los chicos pusieran a prueba su nivel de competitiva y búsqueda de información en inglés sobre definición de nouns. De la misma manera estas palabras fueron usadas para explicar la diferencia entre los tipos de nouns. Se hizo un dictado de palabras y debían ubicarlas en una tabla de diferencias entre comunes y propios. Con el fin de hacer mas claro y tener en evidencia lo explicado se les mostro un mapa mental con la información de los nouns y sus tipos. Se trabajaron actividades del libro, sin embargo, estas actividades fueron más agradables por los cuales los chicos participaron más. Aunque se presentó un problema inesperado en clase, este tema pertenecía al libro de *shaping my language* el cual es libro principal, pero los chicos no tenían este libro por lo cual para poder abarcar actividades se les pido copiar algunas el cuaderno y las otras se trabajaron de manera oral, de lectura en voz alta, identificación de manera oral. Por otra parte, implemente la REALI que permitía al estudiante escoger un objeto, describirlo y debían adivinar el noun mostrando el objeto escogido. Aunque me encontré con el reto de no poder realizar las actividades del libro en libro como tal, pude sobrepasar este problema con el uso del cuaderno y del libro en manera digital lo cual me llevo a darme cuenta que como docente siempre es necesario buscar alternativas para realizar lo planeado, al igual que tener otras actividades en caso de cualquier problema.

Por otro lado, con el grado séptimo el tema abarcar fue el futuro por medio del presente simple y el presente progresivo; comenzamos jugando un board game con preguntas en futuro, cada estudiante participo y decidió quien sería el próximo en responder. Por otra parte, se observo un video de la película *Back to the future* por medio de unos youtubers quienes mostraban 10 cosas nombradas en la película que se hicieron realidad en nuestro presente. Los chicos vieron el video de manera individual, y se les pregunto de manera aleatoria mientras se veía por segunda vez el video sobre su comprensión y lo que pensaban de estos elementos hoy en día. Se explico la diferente entre el uso del presente simple y el presente continuo en futuro por medio del libro en una zona llamada *language key* al igual que se completo con un mapa mental que mostraba las cuatro posibilidades de hablar en futuro, en donde se volvió aclarar el uso de cada uno. Ya que al igual que en el anterior grupo, se habían abarcado ya 20 minutos de la clase las actividades del libro fueron solo de dos páginas.

En relación al proyecto pedagógico el cual se implementa en el grado séptimo, este se enfoco enseñar como hacer argumentos los cuales pueden usados a futuros en momento de discusiones, primeramente, se hizo una discusión sobre un tema relacionado a que los adolescentes no podían usar celulares o redes sociales. Como primera instancia, se dio el tema de conversación sobre el tema seleccionado en el cual los estudiantes dieron sus opiniones a nivel oral, luego escribieron su argumento con la ayuda de en un ejemplo del docente en casa que estuvieran en acuerdo o desacuerdo del tema. Como actividad de integración los chicos debían

hacer un juego en donde leían el argumento y debían hacer muecas o caras con el fin de saber si era verdad o no lo que se decía. Luego de esto, de manera individual el estudiante leyó su comentario y creo una línea de ritmo según como el sentía que utilizaba sus argumentos y palabras. Para finalizar aquel argumento debían escribirlo en el libro de be mindful con distintos colores claro para un tono de voz liviana y suave o fuerte para un tono de voz grave o enojado. Con respecto a esta actividad, puedo interpretar que los chicos cada vez crear frases más complejas si se les da una guía ya que buscan poder expresar su argumento de la manera mas clara sea de manera oral o escrita. Algunos chicos complementaron sus ideas escritas cuando se les pidió leerlas agregando ejemplos o buscando crear frases más claras o que argumentarán su opinión. Realmente me divertí y pude observar que los chicos se divertieron en el juego intentando reconocer las caras de sus compañeros mientras escuchaban con el fin de adivinar si era verdad o no su opinión.

Llego a la conclusión que los chicos de séptimo han aprendido a disfrutar de estas actividades ya que desde la primera hasta esta que fue la ultima hablan más, dan mas opiniones, hacen más preguntas y han perdido el miedo hablar ya que lo intentan sin miedo a equivocarse. Aunque suelen preguntar mientras leen la pronunciación de algunas palabras que desconocen por lo cual me muestra que su interés por hacer un buen trabajo de pronunciación ha aumentado. Algunos preguntan si lo que escribieron esta correcto si el uso de las palabras es la adecuada. Por otra parte, aprendí que siempre debo estar preparada en caso de que algo que tenga planeado no se pueda desarrollar, teniendo siempre un plan A,B,C,D los que sean necesarios e intentar dar solución lo cual me ayudo a darme cuenta que he aprendido a identificar como hacer uso de distintos elementos como el cuaderno, el libro o otras actividades. Espero poder aprender en mis próximas y ultimas clases , así como obtener mayor experiencia con respecto a la labor de ser docente.

ANNEX # 14

SCIENCE
Bones and body part

My Bones

mandible, rib cage, pelvis, scapula, foot bones, skull, humerus, hand bones, femur, tibia

Identify the bones

Reading
Read the text and translate it in your notebooks!
Try to touch your bones

Listening
Print or download and listen to the video while you are coloring the parts.

MATHS
Big numbers
Learn to the number and

Count to 100

PLAY THE FOLLOWING GAME!
CLICK ON THE LINK

<https://www.guesttolearnenglish.com/numbers/>

Learn the number from 1 to 100 and big numbers

Numbers in English

Number	English	Number	English
1	one	51	fifty one
2	two	52	fifty two
3	three	53	fifty three
4	four	54	fifty four
5	five	55	fifty five
6	six	56	fifty six
7	seven	57	fifty seven
8	eight	58	fifty eight
9	nine	59	fifty nine
10	ten	60	sixty
11	eleven	61	sixty one
12	twelve	62	sixty two
13	thirteen	63	sixty three
14	fourteen	64	sixty four
15	fifteen	65	sixty five
16	sixteen	66	sixty six
17	seventeen	67	sixty seven
18	eighteen	68	sixty eight
19	nineteen	69	sixty nine
20	twenty	70	seventy
21	twenty one	71	seventy one
22	twenty two	72	seventy two
23	twenty three	73	seventy three
24	twenty four	74	seventy four
25	twenty five	75	seventy five
26	twenty six	76	seventy six
27	twenty seven	77	seventy seven
28	twenty eight	78	seventy eight
29	twenty nine	79	seventy nine
30	thirty	80	eighty
31	thirty one	81	eighty one
32	thirty two	82	eighty two
33	thirty three	83	eighty three
34	thirty four	84	eighty four
35	thirty five	85	eighty five
36	thirty six	86	eighty six
37	thirty seven	87	eighty seven
38	thirty eight	88	eighty eight
39	thirty nine	89	eighty nine
40	forty	90	ninety
41	forty one	91	ninety one
42	forty two	92	ninety two
43	forty three	93	ninety three
44	forty four	94	ninety four
45	forty five	95	ninety five
46	forty six	96	ninety six
47	forty seven	97	ninety seven
48	forty eight	98	ninety eight
49	forty nine	99	ninety nine
50	fifty	100	one hundred

Do the exercises to practice

Write the numbers in descending order:

25 to 21: 25, 24, 23, 22, 21

48 to 42: _____

36 to 31: _____

20 to 16: _____

FOURTY SEVEN 47 74 42
FIFTY FIVE 55 58 48
SEVENTY THREE 73 72 67
EIGHTY NINE 89 82 88

Regular verbs
LET'S GO TO PRACTICE AND ENJOY LEARNING

Match the following verbs in your notebook

PAST SIMPLE TENSE
Regular Verbs
Match the endings

ed	+ied	+ed	+d
play	work	try	wait
know	watch	stop	think
happy	clean	stay	live
phone	wash	brush	carry
like	teach	buy	draw
open	help	work	visit

Learn the rules of irregular verbs

REGULAR VERBS
SIMPLE PAST TENSE
SPELLING RULES

played washed closed (that) moved
studied carried stopped planned

Read and answer the questions.

Last summer, Jim and Sam travelled to England for two weeks. They travelled to Bristol and stayed in a college with other students in England, the South of England. It was really fantastic because they talked to a lot of students of different nationalities and learned a lot about other cultures and customs. Of course, they learned a lot of English too because they practiced it every day. In the morning they studied a little, they asked the teachers for help, usually when necessary and answered her questions. In the afternoon they visited different places or played different sports at the college. It was so much fun. They often walked along to the beach with their new friends and played or studied. In the evening they were used to they were in a college with other students or played board games.

The best days were Saturday and Sunday because they travelled to London. The city is very big and they visited all the museums like the Big Ben, The London Eye and Buckingham Palace. They wanted to see the Big Ben but they didn't have time to go there.

They tried everything in the city but their favourite thing was the museum, especially the British Museum. There were lots of models, pictures and the people were very friendly. At the end of their holidays, they were so excited because the holidays were fun and different than usual. They asked a little when they wanted to go to their next holiday and promised to write or send emails when they wanted to go to their next holiday.

Write the past simple of these verbs. Put under the right spelling.

visit

Irregular verbs
LET'S GO TO ENJOY AND LEARN A NEW LANGUAGE

Listening

Choose the correct words to complete the sentences.

- We _____ about the storm on the news. *hear*
- They _____ that it was my birthday, find out *found out*
- The waiter _____ us the menu to look at. *brought*
- I don't _____ very well last night. *sleep sleep*
- Did you _____ your coat in the car? *leave left*
- It was so cold that the pipes _____ freeze *fr*

GAME FIND THE SIMPLE PAST OF THE VERBS IN THE TABLE AND WRITE THEM UNDER THE RIGHT PAST TENSE.

play	work	try	wait	know	watch	stop	think
happy	clean	stay	live	phone	wash	brush	carry
like	teach	buy	draw	open	help	work	visit

Reading AN INTERESTING LANGUAGE

ANNEX # 15

My soul is rainbow

- because it seems to me that the rainbow transmits joy and I think I can transmit
- the colors of the rainbow are light and it seems to me that I can be light in the face of problems
- transmit tranquility and peace
- it is big and tasty to look at
- Juan Sebastian Diaz

my soul is a wolf

- my soul is like that of a wolf because I am audacious and I am capable of making important decisions
- my soul is like that of a wolf because I always like to be around people
- my soul is a wolf because I am a leader and I am also capable of doing my own things
- my soul is that of a wolf because I am very calm when making decisions or important things and because I walk and do not run.

Script: In the heaven

ANDRE: (Opens his eyes slowly and looks surprised) Where am I, what is this place?

MOM: (walks over to his little son) Andre was waiting for you to get up.

ANDRE: Mom, where are we? Have we died?

MOM: If Andre the accident has been fatal for us, come get up.

ANDRE: (grabs his mother's hand and stands up) Where are you taking me mother?

MOM: I will take you to know a special place

ANDRE: (She looks surprised and gets excited) What is this magnificent entrance, mom? Can we get to heaven? I can't believe it if we make it.

MOM: Yes, son, our actions have paid off, we have done the right thing and now we can fully enjoy this eternity.

ANDRE: (Lowers his head and begins to cry) Mommy, but my dad stayed down alone, we won't be able to take care of him in his illness.

MOM: Calm son, God is good and if your father's moment is now he will come to accompany us, and if it is not, he will overcome it, we will always take care of him.

ANDRE: Well mom, now let's get to know paradise.

MOM: Slowly Andre we have all eternity to do it.

Daniel Mateo Figueroa Chaparro