

**IMPLEMENTING WRITER'S WORKSHOP AS A STRATEGY TO DEVELOP
WRITING SKILLS IN NINTH GRADE STUDENTS AT INSTITUTO AGRÍCOLA DE
CARCASÍ**

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Faculty of Education

Foreign Languages English French-Program

Teaching Practicum

Pamplona

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General presentation

The present study is composed of four chapters which are: the pedagogical component, research component, outreach component and administrative component.

Concerning the pedagogical component, it will focus on the strategy implemented by the pre-service teacher in order to afford a solution for the problematic identified during the observation period in the public school where she will develop her practicum. In this particular case, the pre-service teacher will implement writer's workshops to develop students writing skills and strengthen their previous English knowledge.

With regards to the research component, it is entitled: "Formation of reflective spirit in the PLEX student-teachers, a training tool to qualify the pedagogical practice" and it aims at developing a critical spirit in the pre-service teacher that allows her to analyze her pedagogical work. This help the practitioner to realize the importance of the teaching role, encouraging her to improve every day throughout her own experience.

The outreach component refers to a contribution to the primary school community since they lack a professional in English area. This macro-project has as objectives to attend to the training needs of the primary school population in English in Colombia and to integrate the foreign language training of students of the Bachelor's Degree Program in Foreign Languages-English French to the educational reality of teaching English in primary school in Colombia.

Finally, the administrative component seeks to involve the pre-service teacher in extra-curricular activities proposed by the institution in order for her to realize the role of a teacher outside the classroom.

Introduction

The national program of bilingualism states that a child must finish his secondary studies with a B1 English proficiency level. However, this is not the reality of most public schools in Colombia. As the primary schools often do not count on a professional in English area, children in secondary school lack the good English bases for having the expected language proficiency.

In the particular case of the Instituto Agrícola de Carcasí, most children lack of interest in learning a foreign language since most of their parents work in agriculture and livestock. For this reason, they are taught in a traditional way, centered on grammatical filling exercises and do not have a space for production and creativity.

Students do not write very often and most of what they write is classroom-bound. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation (Adas & Bakir, 2013).

As writing is an important part of learning a language, the pre-service teacher proposes to carry out a series of writer's workshops that caught the attention of students, in order to increase their linguistic level through the development of their writing skills, encouraging them to learn English and creating a space for practicing the acquired knowledge.

Additionally, the researcher will be part of a project which aims at implementing reflection as a transformative tool of the pedagogical process of the practicum and promoting in the pre-service teacher the development of a critical spirit, allowing her to analyze their pedagogical work. Also, the researcher is going to extend her work to the primary school as an aid for the community since they do not count with a professional in English area. Finally, the pre-service teacher will be involved in extra-curricular and administrative activities in order for her to acquire a complete knowledge of the role of a teacher outside the classroom and to reach a successful insertion in the context of the practice.

Nevertheless, the current situation produced by the Covid-19 caused the suspension of face-to-face classes, what impeded the proposed development of this project. Referring to the pedagogical component, the pre-service teacher continued her practicum adapting it to the modality adopted by the institution, which was about sending workshops for the students to develop at home. However, the writer's workshops proposed were not possible to implement under this modality. Concerning to the reflective component, the researcher continued her reflective practice adapted to the new circumstances that came up owing to the emergency. With regards to the outreach component, the pre-service teacher adapted her work in the same way that the pedagogical component, but the established methodology could not be applied. Finally, the administrative component did not continue being developed.

Justification

Nowadays, English is defined as the world or global language spoken and learned by millions of people around the world according to Alsagoff (2012). That definition and others English perceptions such as: the language of science, trading, knowledge and work transform English language in a communicational tool highly required in this educational interconnected society.

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments (Myles, 2002). For this reason, it is necessary to implement a strategy to stimulate the interest and love for learning English as a foreign language. This research aims at implementing writer's workshop and process writing approaches to develop students writing skills and create a space for putting into practice the aspects taught.

This project will beneficiate all the educative community of both primary and secondary school, rising the educational level of the institution as well as the student's language proficiency. Equally, the English teachers will be beneficiated with some innovative teaching strategies and methodologies which they could implement in their future teaching practices to assure a good learning process for the students. Furthermore, this study will benefit the pre-service teacher, who will gain experience in teaching process in a real context, allowing her to reflect about her practice and providing her opportunities for improving.

Objectives

General objective

- To develop ninth grade students writing skills through the implementation of writer's workshop.

Specific objectives

- To promote in the pre-service teachers the development of a critical spirit, allowing them to analyze their pedagogical work.
- To integrate foreign language student-teachers to the educational reality of the teaching process in the primary school in Carcasí Santander.

- To acquire a complete knowledge of the Instituto Agrícola de Carcasí and to reach a successful insertion in the context of the practice.

General conclusions

Concerning the implementation of the writer's workshop, it allows students to explore their creativity and to express their ideas. For this reason, it is important to continue the implementation of those workshops in order for the students to have a space for production and developing their creativity and English skills.

Referring to the research component, this exercise provides the opportunity to reflect about the teaching labor, and in this way, analyze possible weaknesses and create new strategies for improving the teaching practice. Furthermore, the outreach component allows the researcher to provide the primary school community with an opportunity to increase its English language level, what commonly is a weakness in public institutions. Finally, the administrative component was enriching for the pre-service teacher, who reached a complete insertion in the institution, learnt about the role of a teacher outside the classroom and built a good relationship with all members of the educative community through the dairy co-existence with teachers, directives and administrative staff.

Institutional observation

Carcasí town is located at the east of Santander department in Colombia. The economy of this town is based on agriculture and livestock and its inhabitants are 4938 approximately. In 1953, the Instituto Agrícola de Carcasí was founded as a vocational institution directed by Regulo Efrain Pineda offering to the community three courses: pre-vocational, first and second vocational.

Location

The Instituto Agrícola de Carcasí seat A is located 600 meters near to the Carcasí town; this institution offers basic secondary and vocational education with an agricultural modality and a joint agreement with the SENA. Moreover, this educational school is composed of an urban primary school, located in the center town, and 14 rural schools that offer pre-school, primary and post-primary levels.

School authorities

The Board of Directors, is the highest authority of the Instituto Agrícola, it is responsible for the definition of policies, approval of plans, budgets and decisions of transcendental character. It will be composed of eleven full members: the Rector (Misael Johani García Rincón) who presides over it, three representatives of the teachers: one from the academic area (Aldrin Velosa), one from the technical area, and one from the basic primary area(), two representatives of the parents: one from the Parents' Association (Patricia Melgarejo), and one from the Parents' Council (Darío Gómez); one representative from the graduates (Yaqueline Mayorga); one representative from the production sector (Benjamin Salcedo); two student representatives: one from the eleventh grade and one from the fifth grade of primary school (not still elected). The President of the Board is the Rector, and a Secretary elected from among the other members.

Fundamentals aspects of the PEI

Instituto Agrícola de Carcasí has as principles: equality, social responsibility, autonomy, universality, freedom of learning, normativity, coexistence, academic excellence, interdisciplinary, research, participation and association.

This educational school prepare the student for life based on inductive and deductive models, considering the child as a builder of his own knowledge, guaranteeing his learning and development of his individual capacities with a research methodology. In the same way, this institution aims at providing the student an integral education in accordance with the established normativity, through the searching, development and diffusion of knowledge in the field of agriculture and livestock activities, agroindustry processes, marketing and management of available resources, sciences, arts, conservation of natural resources, use of new information and communication technologies and gradual implementation of the bilingualism program.

Relevant aspects of the rulebook

The mission of the Instituto Agrícola de Carcasí, is “to guide an educational process, through a pedagogical model consistent with the context and policies outlined by the State, which allows students to be fully trained in basic, citizen, labor, and scientific knowledge skills, to improve the teaching-learning process, implementing the use of ICT, the bilingual program, leading good pedagogical, agricultural, administrative and agro-industrial practices, supported by inter-institutional alliances; in order to respond to the demands of today's society”.

In addition, its vision is being an institution with local, regional and national projection due to the quality of the educational service offered linked to the social development, expressed in the entrepreneurial student’s formation, making them transformers of their environment, with management in ICT and bilingualism for their work performance and productive active part in their society; promoting the construction of technical and scientific knowledge boosting the economy of the region; assuming challenges proposed by the political, economic, cultural, technological and environmental advances that globalization brings.

The rulebook of this institution also describes the functions of the different committees of the scholar government as well as the rights and duties of students, teachers, parents, administrative and directors. Furthermore, it presents some stimulus for the scholar community and how to manage and solve conflicts.

Finally, it establishes three types of situations that affect peaceful cohabitation in the institution. The type I situations include some faults such as incorrect behavior, wearing the uniform inappropriately, or being late; and the assistance route proposed is assembling people involved, determining a solution for the inconvenience and monitoring the case. For the type II situations such as repeating type I faults, bullying, or fraud, the rulebook proposes to forward to the corresponding entity, inform parents, protect people involved, determine restorative actions and write a report. Other situations are those of type III among which we can find reiteration of type II situations, robbery, sexual harassment or carrying of weapons and psychoactive substances; the suggested management of this situation is to inform parents immediately, inform the police and the scholar committee of coexistence will take corresponding actions.

Physical description

The headquarter of the institution owns a farm, seven classrooms (one for each grade), three sport fields (basketball and soccer courts), a swimming pool, three bathrooms, a library, an audio-visual room, two computer rooms, an English classroom, chemistry and physics laboratories, a cafeteria, three offices and a teacher's room.

Instituto Agrícola Carcasí organization structure:

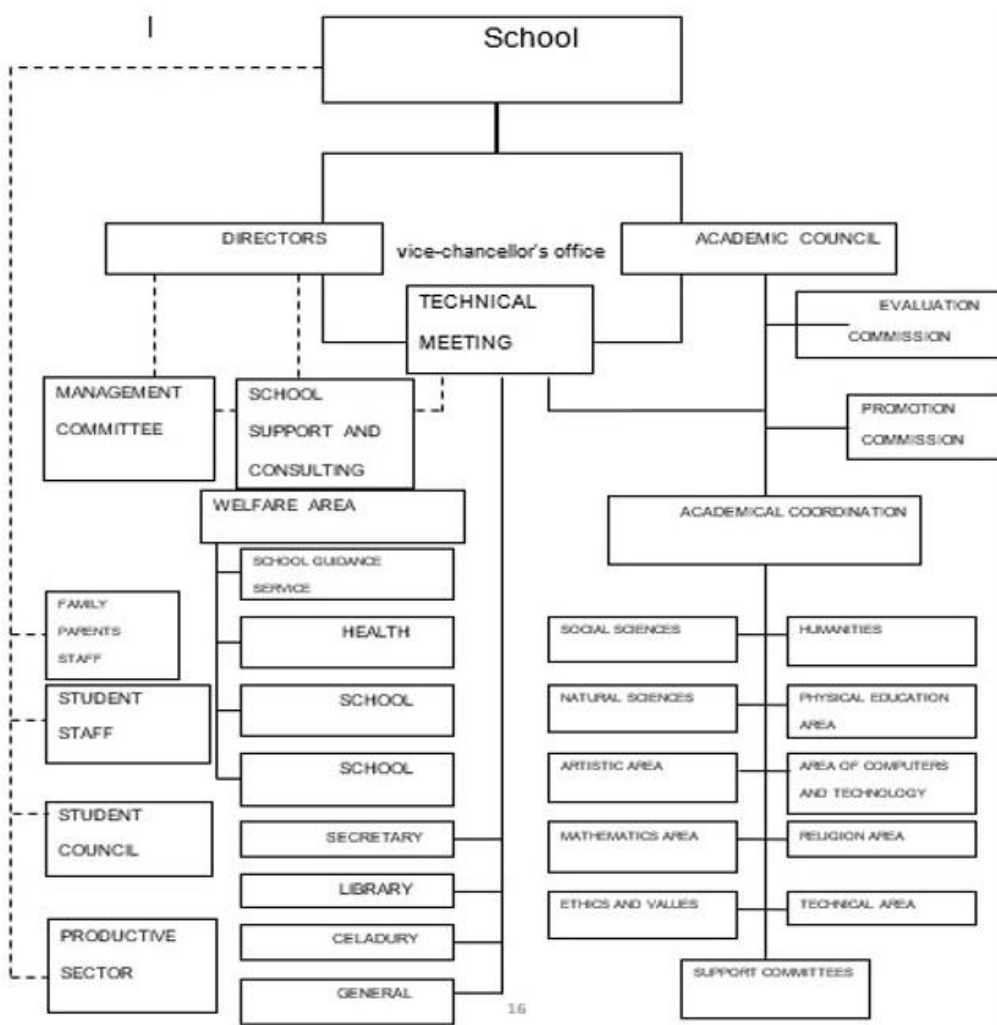


Table 1 Instituto Técnico Agrícola organization structure

Chronogram of activities



INSTITUTO TÉCNICO AGROPECUARIO CARCASI CRONOGRAMA DE ACTIVIDADES AÑO 2020

PER/DO	ACTIVIDAD	MESES DEL AÑO											
		ENE	FEB	MAR	ABR	MAY	JUN	JUL	AGO	SEP	OCT	NOV	DIC
PRIMERO Enero 13-- Marzo 27	Semana institucional	13-17											
	Iniciación de clases	20											
	1ª Asambleas de padres sector rural		05										
	1ª Asambleas de padres sector urbano		06										
	Asamblea general ITA principal		12										
	Atención a Padres de Familia			12									
	Elección del Gobierno Escolar		28										
	Día de la mujer			9									
	Izada de bandera (Revolución comunera)			16									
	Izada de bandera (Día de la Carcasianidad)			24									
	Pruebas Saber			30-03									
	Entrega de informes académicos (Sector rural)				14								
	Entrega de informes académicos (Sector urbano)				15								
	Entrega de informes académicos (ITA A)				16								
SEGUNDO Marzo 30-- junio 12	Izada de bandera (Bogotazo)				14								
	Izada de bandera (Día del idioma)				23								
	Receso estudiantil Semana Santa				6-10								
	Desarrollo institucional				6-10								
	Día del maestro					15							
	Atención a Padres de Familia					27							
	Día del alumno						8						
	Día de la familia							Por definir según agenda del sacerdote					
	Pruebas Saber						08-12						
	Vacaciones de estudiantes						15-05						
	Desarrollo institucional						15-21						
	Vacaciones de docentes						22----05						
	Entrega de informes académicos (Rurales)							14					
	Entrega de informes académicos (Sector urbano)							15					
	Entrega de informes académicos (ITA)							16					
	TERCERO Julio 06-- Septiembre 11	Izada de bandera (Grito de independencia de Colombia)							21				
Izada de bandera (Batalla de Boyacá)									10				
Atención a Padres de Familia									31				
Pruebas Saber										07-11			
Entrega de informes académicos (Sector rural)										23			
Entrega de informes académicos (Sector urbano)										24			
Entrega de informes académicos (ITA)										22			
CUARTO Septiembre 14 -Noviembre 27	Olimpiadas interescolares									28-02			
	Receso estudiantil									05-09			
	Desarrollo institucional									05-09			
	Izada de bandera (Descubrimiento de América)									13			
	Atención a Padres de Familia										5		
	Izada de bandera (Independencia de Cartagena)										11		
	Pruebas Saber										17-20		
	Nivelaciones año										23-27		
	Entrega informes académicos y clausuras											01	
	Grados											03	
	Desarrollo institucional											30-04	
Receso estudiantil							A partir del 30 de noviembre						
Vacaciones para docentes y directivos							A partir del 07 de diciembre						

Figure 1 Chronogram of activities.

Supervisor schedule

INSTITUTO AGRÍCOLA DE CARCASÍ								
Horario de Clases 2020								
Docente		Hora	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	
Carlos Palacios	1	6:45 - 7:45		INGLES 9B	INGLES 7	INGLES 7	INGLES 11	
	2	7:45 - 8:45	INGLES 9A	INGLES 10			INGLES 11	
	3	8:45 - 9:45	INGLES 10		INGLES 9B		INGLES 8	
		9:45 - 10:15	D E S C A N S O					
	4	10:15 - 11:15	INGLES 10		INGLES 9B	INGLES 6		
	5	11:15 - 12:15		INGLES 9A	INGLES 8	INGLES 7	INGLES 6	
	6	12:15 - 1:15			INGLES 9A	INGLES 8	INGLES 6	
			T A R D E					
	7	2:30 - 3:30		INGLES 11				
	8	3:30 - 4:30		E. RELIGIOSA 10				

Table 2 Supervisor's academic schedule

Pedagogical aspects

During the observation in the primary school, it was noticed an appropriate implementation of the ICT, since the teacher uses a software called “El fascinante mundo del inglés” in order to better teach the pronunciation and writing of vocabulary inasmuch as he does not count with a sufficient knowledge in English language. In addition, teachers use some books with drawings to better explain vocabulary and as a source of exercises for students. Teachers plan their classes according to the books content or the lessons proposed by the software and they try to keep students busy for

avoiding indiscipline situation. Furthermore, it was perceived that teachers based their classes in the translation method.

On the other hand, in secondary school the teacher plans every class following a similar structure as greeting, distribute the previous homework doing a review of the topic being worked, then proposing some exercises to reinforce the topic, socializing some responses to the exercises and giving feedback. It is also important to highlight that teacher integrates ICT and books provided by the Ministry in a proper manner, achieving most of the students to get involved in the class; however, it was observed a lack of interest on behalf of some students, not just for learning a foreign language but also for assisting to the school.

With regards to classroom management, teacher keep patient with students and they have a good relationship, nevertheless, when a student misbehave teacher tell his off, and when the situation is repeated three times or more, he makes a note on the student observer.

Chapter I: Pedagogical component

Implementing writer's workshop as a strategy to develop writing skills in ninth grade students at Instituto Agrícola de Carcasí

Introduction

Learning English as a universal language is imperative in our globalized world, not only for communicate in any part of the world, but also for having access to better opportunities of education and work, therefore, a higher quality of life. Likewise, writing as one of the four communicative skills is essential for increasing the language management. Consequently, encouraging students to learn English increasing their production abilities and creating a space in order for them to put into practice all their previous knowledge in the language as well as the

recent aspects taught, will increase student language proficiency and the school education quality.

As teaching writing is a complex task, considering that students regularly consider writing as a boring activity and their level of interest and motivation is low, it is necessary to implement an activity that changes their perception about writing. For this reason, this project will base its methodology on a writer's workshop and process writing approach, allowing students to develop confidence and independence and offering them an opportunity for expressing themselves as well as an individual assistance.

This research aims at describing the results of a pre-service teacher from the University of Pamplona, obtained through the implementation of writer's workshops to develop ninth grade student writing skills at Instituto Agrícola de Carcasí.

Additionally, it should be pointed out that the modality of classes was changed to a virtual one in all the educative institutions in the country owing to the Covid-19 emergency. For this reason, the pre-service teacher continued her pedagogical practicum adapted to the current situation, but it was impossible to carry out the writer's workshops based on a process writing approach as it was proposed in this project.

Problem

Young people who do not have the ability to transform thoughts, experiences, and ideas into written words are in danger of losing touch with the joy of inquiry, the sense of intellectual curiosity, and the inestimable satisfaction of acquiring wisdom that are the touchstones of humanity (Graham & Perin, 2007). For this reason, it necessary to highlight the importance of promoting writing from the scholar stage.

After two weeks of observation at the Instituto Agrícola de Carcasí, the pre-service teacher perceived a lack of interest in English language learning on behalf of a considerable number of students. Additionally, teaching was centered on gap filling grammatical exercises and there was an absence of real production in the class.

Taking into account the mentioned situation, the pre-service teacher decided to focus this project on writer's workshops implementation; hence, data collection will be guided by the questions mentioned below:

- How the implementation of writer's workshops influences the development of writing skills in ninth grade students?

In order to answer this question, the follow sub-questions are proposed:

- How writer's workshops encourage students to learn English?
- How writer's workshops increase students' production capacity in English?
- How the creation of a space for practicing acquired knowledge contribute to the development of writing skills?

Justification

Writing as one of the four basic language skills, is given a unique importance. The value of writing is confirmed by research. That shows its value for academic as well as occupational purposes. Writing is a valuable tool for communicating one's thoughts to others. It helps to both promote the sense of ownership and express his inner feelings. Writing is the commonest way of assessing students' performance in English (Salem, 2008).

The Writing Workshop (also called Writers' Workshop) can be defined as a way of structuring classroom instruction around the writing process. The Writing workshop is

characterized by students choosing their own pace, and conferencing in regards to their writing. It is a Student-centered methodology that can be combined with the integration of skills (Bermudez et al, 2010).

This project will describe the influence of writer's workshop implementation on the development of writing skills in ninth grade students at Instituto Agrícola de Carcasí. The fulfillment of this project in this institution is important since the students lack the interest in learning as well as a space dedicated to creativity and production in the foreign language.

Moreover, this research will benefit all educative community, contributing to rise student capacity of production in English, their interest and motivation for learning this language and increase their language proficiency; which, in turn, will provide the institution with a higher level of education.

Objectives

General objective

- To develop ninth grade students writing skills through the implementation of writer's workshops.

Specific objectives

- To encourage students to learn English.
- To increase students' production capacity in English.
- To create a space for practicing acquired knowledge.

Theoretical framework

The theoretical framework will discuss the major constructs that will allow the development of this research, such as: writing skill, process writing approach, and writer's workshop.

Writing

Salem (2013) defined the writing skill as the ability to express oneself through writing in an organized and intelligible way producing sufficient content and using suitable words, correct structures, and proper conventions. Additionally, Salem (2008) emphasizes that writing is an essential component of classroom activities as it reinforces grammatical structures and vocabulary. He also adds that writing helps students to express themselves and provide their ideas without being pressured by face-to-face communication.

According to Graham & Perin (2007), in the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter. The authors also highlight that improving the writing abilities of adolescent students has social implications far beyond the classroom. Helping these young people to write clearly, logically, and coherently about ideas, knowledge, and views will expand their access to higher education, give them an edge for advancement in the workforce, and increase the likelihood they will actively participate as citizens of a literate society.

Process Writing Approach

The process writing approach involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction (Graham & Perin, 2007).

Zakime (2018) states that process writing is an approach to teaching writing that allows the teacher and the students to go through the process of producing a text together. In process writing, students have the chance to think about what they are going to write, produce drafts, revise, edit, and give and receive feedback on their work before coming up with the final version of the text. Furthermore, this author explains the stages of process writing as follows:

- **Pre-writing.** In this stage, learners are asked to come up with ideas and plan what they are going to write. This stage might include: Brainstorming ideas, planning, organizing, selecting ideas. Learners can - and should - work collaboratively during this stage. They can use techniques such as creating lists, mind maps and charts in order to brainstorm and select the ideas they'd like to include in their texts.
- **Writing.** In this stage, learners can compose the first draft of their texts. As students will be given the chance to revise and edit their texts later, accuracy of language, punctuation and vocabulary is not essential at this point. Composing the text can be done individually or collaboratively - learners can be given the chance to choose, according to their preference.
- **Revising.** This is when learners have the opportunity to look back at their texts and reorganize ideas, add, change or remove sentences and adapt their choice of words to make sure

the ideas are being conveyed clearly. Feedback has an essential role in this stage. It can be provided by the teacher or by peers: learners can exchange drafts and comment on each other's work. After revising, students write another draft - that means they go back to the "writing" stage. This is an essential part of process writing: allowing learners to write different drafts as focus on the process, rather than in the final result.

- Editing. After writing several drafts, it is time to proofread, check grammar, spelling and punctuation. Again, encouraging peer help and getting students to read each other's work might be useful.

Writer's workshop

Peha (2010) defined the writer's workshop as a way of managing the class. He adds that in Writer's Workshop classrooms, full class lessons are short and tightly focused on practical real-world issues, emphasis is placed on sharing work with the class, on peer conferencing and editing, and on the collection of a wide variety of work in a writing folder, and eventually in a portfolio. Thus, the workshop setting encourages students to think of themselves as writers, and to take their writing seriously.

The author mentioned previously, establishes the same base format for every writer's workshop session:

- Mini-Lesson.
- Status of the Class.
- Writing.
- Sharing.

However, the author highlighted that the basic structure is always the same, but there is a lot of flexibility, allowing some sections to be omitted except the writing time are optional.

Peha states that there are three main elements within the mini-lesson approach they are:

- Brevity: Mini-lessons are short, usually 10-15 minutes, rarely more than 20 minutes. The idea is to keep them short, so in each class students will have the time to write.
- Focus: Each mini-lesson covers a single, narrowly defined topic.
- Authenticity: the best mini-lessons are based on real things that real writers really need to know. They are practical and useful. They are targeted to address the specific challenges writers face as they explore new writing tasks and genres.

This approach has several advantages:

- Students incorporate their learning in an authentic way: they have the opportunity to use newly acquired knowledge in their own writing instead of just filling dittos.
- Students develop greater confidence and independence. Because there are no tests or worksheets to fill out, students must take the responsibility for their own learning.
- Class time is not wasted. There is more time for writing and other minilessons. Students get more instruction, and more time to apply the instruction. (Peha, 2010)

Literature review

In order to support this project, this section evoke the most relevant studies into two categories: writer's workshop approach and strategies for improving writing skill.

With regards to the workshop approach, Salem (2013) conducted a study entitled "The Effect of Writer's Workshop Approach to Develop Functional Writing Skills of Primary Stage Pre-Service English Language Teachers in Egypt" which aimed at investigating the effect of the

writing workshop approach on developing the functional writing skills for third year primary stage prospective teachers of English. This aim was achieved through the following tools: A program for teaching functional writing skills based on the writing workshop approach; a checklist that was used to determine these functional writing skills and conventions of writing necessary for them; and a writing test that was used in assessing students' functional writing skills.

Furthermore, writing workshop was structured in three parts: mini-lesson, activity time and whole class share. As a result, the statistics showed a significant difference between mean scores of the subjects of the study in the pretest and posttest on the writing test, favoring the posttest, which prove the effectiveness of implementing a writing workshop approach on students' functional writing skills. Finally, the author recommended to introduce the notion of peer and group work into writing classes instead of the traditional view of writing as an individual activity, as well as centering the writing class environment on the student rather than the teacher.

Additionally, the project “Writing Skills Development for Graduate Students: Workshop Intervention Using a Student-Centered Learning Approach” conducted by Lyons and Elmedni (2015) had as purpose to describe an innovative research and writing workshop developed for graduate students in a private institution of higher education located in New York City. In this study an anonymous pre-workshop survey was administered to participants electronically to collect information regarding their knowledge of and confidence in their writing abilities. The same survey was completed post-workshop to determine the extent to which students felt that they acquired new knowledge and confidence regarding the research and writing process. The comparison between the responses of those surveys showed marked improvements in the quality

of students' writing, concluding that research and writing workshops are imperative for graduate students.

Moreover, to show how the implementation of the Writing workshop along with the integration of skills and group work can improve students' English writing, Bermudez, Pinto and Ruiz (2010) carried out a study entitled "Improving 10th -grade students' writing skills through the implementation of the Writing/Writer's Workshop along with the integration of the skills while enhancing student interaction with group work at Institución Educativa las Americas". Based on the results obtained from the Pre and Post Writing Workshop sample, the researchers affirmed that "the participants improved their writing skills when using mechanics, sentence and paragraph structure, and content (Bermudez, Pinto, and Ruiz, 2010). In addition, the researchers concluded that participants showed a good attitude towards writing and they enjoyed writing about themselves.

Concerning strategies for improving writing skill, Alméciga, Yesid, & Evans (2014) carried out a research entitled "Mentor Texts and the Coding of Academic Writing Structures: A Functional Approach" that aimed at addressing the English language writing needs of university-level students pursuing a degree in bilingual education with an emphasis in the teaching of English. By differentiating components through color-coding, students learnt to distinguish an introduction from a body and a concluding paragraph and drew clear connections between the organization section of the introduction and the corresponding relationship to the body paragraphs. Furthermore, after the implementation of mentor texts, students became aware of the type of information needed in the specific segments of academic texts and their corresponding roles.

In 2017, Hakimeh Shahrokhi Mehr conducted a research entitled “The Impact of Product and Process Approach on Iranian EFL Learners’ Writing Ability and Their Attitudes toward Writing Skill”. This project aimed at determining the effect of using product and process on developing the fluency, accuracy, and using discourse markers of EFL learners’ writing performance; in addition, it attempted to investigate the effect of mentioned approaches on EFL learners’ attitude toward writing skill. Finally, the results indicated that the participants who were taught through process-approach outperformed those who were taught through product-approach so as the control group regarding accuracy, fluency, and using discourse markers. Moreover, the researcher concluded that the results caused to change the learners’ attitude toward writing that writing is not some complex mental operation.

Research methodology

Firstly, it is important to mention that the methodology proposed below was not utterly implemented, since, owing to the Covid-19 emergency, face-to-face classes were suspended and the methodology adopted by the institution (sending workshops of each subject every two weeks) did not allow the development of the project.

Approach

Denzin and Lincoln (2011) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. Thus, this qualitative research will gain information about a real situation within its natural context, in order to have a deeper comprehension of the phenomenon of study, as well as implementing an adequate strategy according to the problematic identified.

Design

The present study will follow an action research design, defined by Creswell (2012) as systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students. In some action research designs, you seek to address and solve local, practical problems, such as a classroom-discipline issue for a teacher. In other studies, your objective might be to empower, transform, and emancipate individuals in educational settings.

Setting and population

This study will be carried out at the Instituto Agrícola de Carcasí, in Santander, Colombia; it is a public school with an average of 150 students in secondary. This project will be implemented with 9 grade, composed of 38 students with a sample of 7 students who decided to voluntarily participate after the pre-service teacher explained the objective of the research and the methodology it will follow. The participants' ages range from 13 to 15 years old and they receive English instruction 3 hours a week.

Instruments

In order to collect necessary data to support the results of this project, three gathering data instruments proposed by Creswell (2012) for action research will be applied:

Participant observation

A participant observer is an observational role adopted by researchers when they take part in activities in the setting they observe. As a participant, you assume the role of an “inside”

observer who actually engages in activities at the study site. At the same time that you are participating in activities, you record information. This role requires seeking permission to participate in activities and assuming a comfortable role as observer in the setting. It is difficult to take notes while participating, and you may need to wait to write down observations until after you have left the research site.

Additionally, only a writer's workshop was carried out before the Covid-19 emergency, consequently, only a participant observation was developed (to see the participant observation format used, go to [Appendix 1](#)).

Questionnaires

On questionnaires, you may ask some questions that are closed ended and some that are open ended. The advantage of this type of questioning is that your predetermined closed-ended responses can net useful information to support theories and concepts in the literature. The open-ended responses, however, permit you to explore reasons for the closed-ended responses and identify any comments people might have that are beyond the responses to the closed-ended questions. The drawback of this approach is that you will have many responses—some short and some long—to analyze. Also, the responses are detached from the context—the setting in which people work, play, and interact. This means that the responses may not represent a fully developed database with rich detail as is often gathered in qualitative research. To analyze open-ended responses, qualitative researchers look for overlapping themes in the open-ended data and some researchers count the number of themes or the number of times that the participants mention the themes.

It should be mentioned that owing to the current situation, none questionnaire was implemented.

Documents

Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents. Examples of public documents are minutes from meetings, official memos, records in the public domain, and archival material in libraries. Private documents consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves. Materials such as e-mail comments and Web site data illustrate both public and private documents, and they represent a growing data source for qualitative researchers. Documents represent a good source for text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that is required with observational or interview data (Creswell, 2012). (To see some documents collected from the productions of the first writer's workshop implemented, go to [Appendix 2](#))

Data analysis

Document analysis

Since the main source of data of this research are the written productions of the students involved, this study will use the document analysis method, defined by Frey (2018) as a form of qualitative research that uses a systematic procedure to analyze documentary evidence and

answer specific research questions. Similar to other methods of analysis in qualitative research, document analysis requires repeated review, examination, and interpretation of the data in order to gain meaning and empirical knowledge of the construct being studied.

Hand analysis

Creswell (2012), states that the hand analysis of qualitative data means that researchers read the data, mark it by hand, and divide it into parts. Traditionally, analyzing text data involves using color coding to mark parts of the text or cutting and pasting text sentences onto cards.

This author proposes the follow steps for analyzing data:

- A preliminary exploratory analysis, which consists of exploring the data to obtain a general sense of the data, memoing ideas, thinking about the organization of the data, and considering whether you need more data.
- The object of the coding process is to make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes.
- Layering the analysis means representing the data using interconnected levels of themes. You subsume minor themes within major themes and include major themes within broader themes.
- Interconnecting themes means that the researcher connects the themes to display a chronology or sequence of events, such as when qualitative researchers generate a theoretical and conceptual model.

Chronogram

Below it is presented the chronogram proposed for the development of this project. It is worth to highlight that it could not be utterly implemented since the Covid-19 emergency did not allow it.

ACTIVITY	FEBRUARY			MARCH				APRIL					MAY				JUN	
	II	III	IV	I	II	III	IV	I	II	III	IV	V	I	II	III	IV	I	II
Identification of the problem																		
Conception of the proposal																		
Proposal socialization																		
Workshops implementation																		
Data collection																		
Data analysis																		
Project socialization																		

Table 3 Pedagogical chronogram

Ethical considerations

The development of this project will take into account some ethical issues such as informing participants about the project before starting to implement it, protecting the anonymity of individuals by assigning numbers, keeping the confidentiality of the data collected and respect the wishes of individuals who choose not to participate in your study.

Pedagogical methodology

With the purpose of fulfill the objectives set in this research project, the pre-service teacher will carry out seven workshops following the structure proposed by Peha (2010):

- Mini-Lesson (5-15 minutes). A short lesson focused on a single topic that students need help with. It is not necessary to give a mini-lesson each day; 2-3 times a week is usually just fine.
- Status of the Class (2-5 minutes). A quick way of finding out what each student is working on.
- Writing Time (20-45 minutes or more!). Students write. Teacher can write and/or conference with an individual students or small groups.
- Sharing (5-15 minutes). Writers read what they have written and seek feedback from their audience.

Furthermore, the writing time previously contemplated will focus on a writing process approach which includes four stages explained by Zakime (2018) as follows:

- Pre-writing. In this stage, learners are asked to come up with ideas and plan what they are going to write. They can use techniques such as creating lists, mind maps and charts in order to brainstorm and select the ideas they'd like to include in their texts.
- Writing, learners can compose the first draft of their texts, accuracy of language, punctuation and vocabulary is not essential at this point.
- Revising, this is when learners have the opportunity to look back at their texts and reorganize ideas, add, change or remove sentences and adapt their choice of words to make sure the ideas are being conveyed clearly. Feedback has an essential role in this

stage. After revising, students write another draft - that means they go back to the "writing" stage.

- Editing, it is the time to proofread, check grammar, spelling and punctuation.

Moreover, the workshops will be conducted weekly and they will last one hour. Furthermore, they will be focused on a single topic, taking into account student's necessities and the contents established to be covered during the first and second academical periods.

Additionally, once workshops have been implemented, it is expected that each student is capable of producing a short story in English; in turn, these productions will be compiled to form a little book.

Nevertheless, the current situation caused by the covid-19 did not allow the proposed development of this study. In this way, only one writer's workshop was carried out following the methodology previously mentioned. The objective of this workshop was to choose and describe the main character of the story. Then, as a first step, the mini-lesson explained how to describe a person in English; later, in the Status of the class, the pre-service teacher verified what each student is working on by making a quick walk around the classroom. After this, the writing time was divided into a pre-writing activity involving the realization of a spider map, a writing part in which students wrote some sentences describing their characters, and revising and editing for making some corrections to the students' productions. Finally, one student was asked to read his production in front of the class (See this workshop's plan in the [Appendix 3](#) and some evidences of the students' productions in the [Appendix 4](#)).

With regards to the missing six writer's workshops, those were planned and uploaded using Google Drive (see [Appendix 5](#)), for allowing a future implementation in the institution. It is

worth to highlight that the writer's workshops were not adapted for a virtual implementation taking into account that the population addressed does not count with the technological tools necessities for accessing to a digital platform.

Expected results

It is expected that the future implementation of this project using a methodology based on the writer's workshop and process approach, help ninth grade students to develop their writing skills, acquire more vocabulary and increase their English level. Also, this project seeks to encourage students to learn English, comprehending the importance of having a basic English level in a globalized world. Furthermore, the creation of a space for practicing the acquired knowledge will contribute to an effective learning, therefore, a higher English writing capacity.

Conclusion

The implementation of the writer's workshop drew the attention of students since it was a different activity and it provides them an opportunity to explore their creativity and to express their ideas. For this reason, it is important to continue the implementation of those workshops in order for the students to have a space for production, not just for improving their learning but for consolidating it in a writing through which they could appreciate their progress, a possibility that other exercises such as filling the blanks do not allow. In this way, this methodology could encourage students to learning English and improve their writing skills as well as the other skills of the language such as reading comprehension.

Furthermore, all the writer's workshops follow a same structure, what allows the student to be accustomed to the methodology and improve progressively through each writing production.

Recommendations

It is suggested to continue the creation of innovative spaces for the development of creativity as well as the practice of grammatical rules and vocabulary in order for the student to appropriate the knowledge transmitted by the English teacher. Furthermore, it is recommended the adaptation of the writer's workshops according to the students' necessities, their linguistic level as well as diverse subjects for being implemented with a wider population.

Integral practicum development

The development of the practicum was divided into two modalities: face-to-face classes and virtual work. The face-to-face classes were carried out during two weeks before the Covid-19 emergency. Those classes were developed with 6th, 8th and 9th grade according to the established subjects and taking into account the suggestions of the supervisor teacher (To see an executed plan, go to [Appendix 6](#)).

Concerning the virtual work, the pre-service teacher designed workshops for each grade for being developed by students at home and delivered every two weeks (to see a designed workshop, go to the [Appendix 7](#)). Those workshops were composed of a theoretical part which explained the subject using the mother tongue and some examples to facilitate the comprehension of students; in the case of vocabulary, it was presented through drawings. Finally, each workshop proposed some exercises for putting into practice the acquired knowledge. Additionally, the pre-service teacher recorded some videos explaining the different subjects according to the workshops for facilitating students understanding. (See a chart containing all the activities developed by the researcher under this modality in [Appendix 8](#)).

Chapter II: research component

Formation of reflective spirit in the PLEX student-teachers, a training tool to qualify the pedagogical practice

Introduction

In the Foreign Languages Program training context, the pedagogical practices of teachers in training are emerging as one of the areas of interest and updating to be studied and documented in order to improve teaching –learning processes, for the qualification of education.

Even though there is a clear interest in the evident need to understand and transform pedagogical practice, it is also clear that much of the local studies focus especially on the problem of learning rather than teaching.

It has been considered relevant to formulate a project that establish a reflective approach on practice as a way of objectivizing knowledge, behaviors and attitudes that guide teaching labor; also as an exercise of internalization, of immersion and conscious exploration of teaching subjectivity, through the formulation of questions and search for information for solving problems and for self-recognition.

Problem

At the school, central aspects of the constitution of the subjects, of institutional life without questioning, are seen as imprints, stable and invariable traits that are part of the school's identity and culture. When the events unfold without major alteration, the teacher runs the risk of settling in a logic of action that does not allow the pedagogical evolution and the renewal of the school culture. A non-reflective practice does not encourage the emergence of problematic situations; those realities are ignored, invisible. In this way, the pedagogical practice is assumed from

reproductive codes that settle teachers in traditional-doing of cultural reproduction, becoming a barrier to the development of emerging practices aimed at generating transformations of thought and knowledge to attend to social needs.

Due to this situation that affects teachers in different measure, it is required that the teachers training process, foster the teacher in the training, a future teacher, a critical and reflective spirit that contributed to the improvement of the pedagogical practices.

In the case of the Bachelor of Arts in Foreign Languages at the University of Pamplona, reflection is seen as a core exercise for students who perform their practicum to evaluate themselves, setting up a critical and constructive thinking about his work in the role of teachers. To start this study the following guiding questions were asked:

How does the implementation of reflection contribute to the transformation of the pedagogical processes when developing the practicum? How does the exercise of reflection influence the development of the critical thinking of students-teachers in the analysis of their pedagogical work?

Justification

The formulation of this project in the context of languages student's practicum focused on a professional conception of the practicum as a spearhead to improve educational processes in the educational field where it is implemented. It is considered that conceding importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, own actions and to be interested in the knowledge of models and approaches to attend to a problematic situation and to establish an analytical perspective on the fact.

In accordance with the philosopher of education John Dewey, a forerunner in the field of reflexive thought applied to teaching, we justify the need for this project to equip students with analysis and self-observation tools that allow them to distinguish between routine action and reflexive action. We consider reflective approach protects the agents of the traditional context of inertia, and authority that permeate the school.

Objectives

General objectives

- To implement reflection as a transformative tool of the pedagogical process of the practicum.
- To promote in the pre-service teachers the development of a critical spirit, allowing them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers-students with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice in the institution assigned.
- To implement reflective workshops and development of didactic units that guide the reflection of pre-service teachers.

Theoretical framework

The theory of the teaching profession, reflection, reflective practice and pedagogical practice constitute the conceptual framework of this study. In order to have a greater degree of clarity

about the concepts covered, in close connection with this research project, we present an approximation to each of them.

- **The Teaching Profession**

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

The teaching profession requires a series of competencies, which are currently a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating a link between management, work and education. This is how we find that all teachers must meet certain competencies in the discipline that allow them to have mastery of a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level at which he carries out his activity. In the same way, all teachers must have competencies in the organization of content, that is to say, teaching practice does not only require ordering its components in order to be learned by students, but to provide for the conditions of education in the educational context or outside it. The most immediate function to be developed by teachers is to design or provide for the practice of teaching.

- **The Reflection**

To speak about reflection means to approach different conceptions about this notion. For this reason, in order 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)

- **Reflection as a process**

The reflection is carried out from a series of stages that in a cyclical way resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) A kind of reflexive dialogue with the situation, where language would favor access to the experiences of the individual, which would allow a new structuring of the situation to be extracted.

The stages of the process of reflection as a process can be seen in the following diagram:

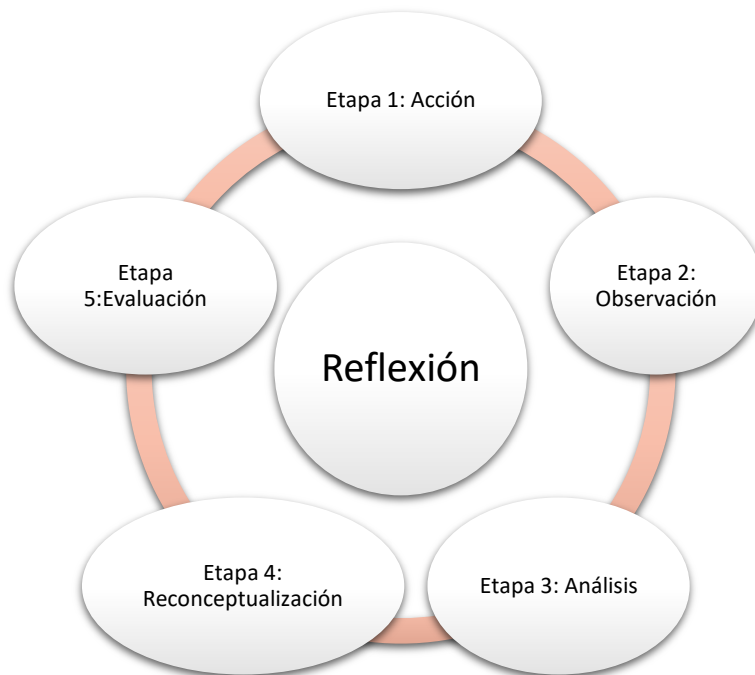


Figure 2 Reflection process

- Reflection as a theme

The concept of reflection is based on a theme related to this concept. To this end, and taking as a reference to Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a

deliberation and reflection as a reconstruction of experience. For the first two perspectives, the external aspects are the source of knowledge that allows us to reflect; and the contextual aspects allow us to do the exercise of reflection in the third perspective. In turn, these perspectives are mediated so that this process can be carried out; in the first instance, there is *the action, the context, colleagues and the same person who reflects*.

- **The Reflexive Practice**

Updating and qualifying academic proposals at the University and directing students towards new ways of relating to the world, it is necessary for teachers to question their own practice and the impact it has generated; who is capable of objectifying their behavior and of assuming the different roles in the pedagogical relationship.

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

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

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

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

At a second level, reflection has to do with the assumptions implicit in specific classroom practices. The consequences of the strategies adopted are then analyzed, of curricula, internships then opt for the application of educational criteria to teaching practice in order to make pedagogical decisions adapted to the institutional reality and contexts.

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

- **The pedagogical practice**

In order to analyze and reflect on practice, it is considered appropriate to use a conceptual operation for the classification of practice; to this end, the proposal of Zeichner, who has established several Modalities of practice, is taken up:

- **Academic Practice**

It aims to prepare teachers capable of reflecting on the courses they teach, so that they can transform them into structures that students can understand.

- **Practice of Social Efficiency**

The aim is to achieve effective teaching by applying didactic techniques that are derived from general principles that have reached pedagogical research. In this case, the reflection consists of

a strategic decision: "to select from the range of available techniques the one that is considered most effective".

This is the way of proceeding with technical rationality.

Development

Teaching is based on the interests and development of pupils, 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, in order to foster truly democratic relations in the classroom, and egalitarian and just relations in the social sphere.

Generic

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

Activators of the reflection

According to Schulman (1987), these activators are the cognitive foundation of the teacher about the life of the classroom; they are essential because they are the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

Critical element of reflective thinking

This element of thoughtful thinking relates to the moral and ethical aspects of compassion and social justice which are raised by Sparks-Langer and Colton 1991:39. Concern for social justice and ethics in education.

These authors established knowledge classification categories

1. Knowledge of content

2. General pedagogical knowledge

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

4. Teaching skills and their own professional configuration

5. Knowledge of pupils and their characteristics

6. Knowledge of educational contexts

7. Knowledge of fundamentals: philosophical, historical, and axiological.

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking included in the present study as an instrument This relates to the narrations of the teacher, to encourage the stories of their experiences in the classroom that are pursued in many forms and fulfil diverse functions in subjectivity, and in the construction of subjectivity. This component includes teaching journals in which writing triggers the development of the teacher's reflective thought, about his or her practical, objective, subjective and intersubjective experiences.

Methodology

The methodological strategy proposed has, as its central axis, a process of continuous reflection that, in addition, contemplates the organization of meetings intended to strengthen the

group of student-practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning, and self-observation.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

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

To collect the information in this project, the application of the following instruments is proposed.

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the reflection process of the pre-service teachers, but at the same time to socialize and to share their experiences to enrich their process and to insert new tools that allow to transform their pedagogical practices.

Concerning the reflexive workshops, one was developed. It was helpful for meticulously considering the different parts of the practice and their importance, since the institutional observation until the classroom practice and in this way, reflect about general aspects of education since the own experiences. (To see a developed reflexive workshop, go to [Appendix 9](#))

Self-observation format

The main objective of the self-observation card is to guide the practicing student towards a view of his teaching practice and his role in the classroom and in the environment of the educational community in which he is inserted.

Referring to the self-observations, just one was carried out about the practice during the two weeks of face-to-face classes. It allowed to carefully analyze specific aspects of the teaching practice such as planning, motivation of students, classroom activities, assignments instructions, classroom atmosphere, monitoring teaching and learning processes, diversity of students and evaluation strategies. (To see the self-observation format, go to [Appendix 10](#))

Narrative

The exercise of reflection will allow the student to express himself on his work from the narrative of his experience as a way of giving meaning to the daily teacher's life.

In this way, five narratives were completed. The process of writing these narratives has been useful for analyzing the researcher's teaching practice, her weaknesses, strengths and aspects to improve. Additionally, this reflection allowed the researcher to think about the factors that motivate her practice, the appropriate methods for teaching students from different ages, what strategies work for classroom management in diverse situations and how to manage a sudden variation to a virtual modality in a rural context. (To see an example of the narratives made go to [Appendix 11](#))

Class recordings

Having evidence of the pre-service teachers' actions in the classroom, allow to reflect different aspects of foreign languages teaching/learning process that may have been taken into account or not by the teacher in training in his exercise of reflection. These records will allow an external and constructive look at their pedagogical practices.

Finally, the class recording was impossible to achieve owing to the virtual modality adopted during the Covid-19 emergency.

Chronogram

The sudden modification in the school calendar caused by the covid-19 emergency, did not allow the accomplishment of all the activities proposed. Then, the following table shows the progress reached:

ACTIVITY	FEBRUARY			MARCH				APRIL					MAY				JUN	
	II	III	IV	I	II	III	IV	I	II	III	IV	V	I	II	III	IV	I	II
Proposal socialization																		
Narratives																		
Self-observations																		
Reflexive workshops																		
Class recordings																		

Table 4 Research chronogram

Conclusions

The face-to-face practice time allowed the researcher to reflect about her teaching practice in different aspects such as planning, activities, evaluation, organization and instructions.

Firstly, for developing a class, planning is an essential stage. At this point, it is imperative to take into account the pedagogic project of the institution, the area plan and the characteristics of students such as age, linguistic level, educational necessities and so on. Furthermore, it is important to plan and develop varied activities that allow the accomplishment of the objectives of the class, as well as a variety of forms of evaluation, not always traditional exercises on a paper but also funny activities in which the students feel motivated and interested.

Additionally, the organization of the classroom and to establish the rules since the first encounter with students will permit to better manage some disciplinary situations and create an order for an adequate development of the class. Also, the relation with students is fundamental, for instance, knowing what behaviors can be tolerated, punished, or even which ones the teacher can take advantage of, this allows the teacher to create and maintain a good atmosphere in the classroom and assure a good learning process.

Moreover, the instructions for each activity or assignment must be clear for the students to be able to well develop them according to their capacities. During the activity the teacher must have a control of the process and at the end, a feedback is necessary.

In addition, the modification to a virtual modality represents a defy for teachers and training teacher equally. The arrival of the Covid-19 pandemic to our country has changed many aspects in our way of life; several activities have become virtual, among them, education.

The role of teachers, students and parents has also changed; on the one hand, teachers have to design new strategies for virtual teaching and establish a means of communication with students and parents, which is a bit difficult in a small village where most students live in the rural part and have little access to technological tools. For this reason, some institutions had decided not to implement virtual courses but to send workshops to students via WhatsApp. In this way, the researcher continued her practice designating workshops.

On the other hand, students must be independent and solve the workshops at home, and parents must become a guide for their children and help them better understand the topics. However, it is difficult for parents to help their children primarily with English as a foreign language, since in this context where most parents are farmers and they have almost no knowledge of English.

Finally, students must not be saturated with workshops too long and complicated, but try to make them clear and precise so that students understand and can develop them as a way to continue learning at home.

Chapter III: outreach component: Sensitization to the English Language in a Primary

School of Carcasí Santander

Introduction

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

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

This program is developed and joined by the Education Secretaries, the public and private universities, and the languages centers around the country. However, the findings were not essential because most of them did not reflect the impact into several educative institutions.

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

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

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

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

Nevertheless, it should be pointed out that the support to primary school teachers, through the development of face- to- face English classes, was carried out only for two weeks, since the education became virtual owing to the Covid-19 emergency. In this way, the pre-service teacher continued designing and correcting workshops developed by students at home.

Justification

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

The aim of this project is to raise awareness of the teaching of English in primary schools, 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 of English teaching in the primary education sector.

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

Objectives

General Objectives

- To address the English formation of the primary school children in Carcasí Santander.
- To integrate foreign language student-teachers to the educational reality of the teaching process in the primary school in Carcasí Santander.

Specific Objectives

- To make the primary school children become familiar with Basic English knowledge.
- To involve student-teachers in the teaching of English in the primary school in Carcasí, Santander.
- To articulate the formation of student-teachers with social outreach programs offered by the Office of social interaction at the University of Pamplona.

Methodology

Taking into account that vocabulary acquisition is an essential step when learning a foreign language, this outreach component aims at providing third and fourth grade students with a vast English vocabulary, building in this way a solid base for developing their writing, speaking, listening and reading skills in the subsequent stages of their educational training.

Total Physical Response (TPR) is a funny and effective method for teaching foreign language vocabulary, especially for children at a beginning level. This strategy was developed by Dr. James Asher, a professor of psychology at San Jose State University and it involves linking speech and action.

When teaching young learners, TPR can be very beneficial as it responds favorably to their tendency to learn best by doing; it also respects children's need to develop listening comprehension before speaking and to take as much time as necessary before they feel ready to speak. (Savić, 2014)

In order to achieve the proposed aim, the pre-service teacher will implement TPR method four hours per week distributed in the following way: two hours working with third grade and two hours with fourth grade at the "Escuela Urbana Mixta".

It is important to mention that owing to the Covid-19 emergency, this project was developed in two parts: face-to-face classes and virtual work.

Concerning the face-to-face classes, those followed the Total Physical Response method, presenting first the vocabulary to the students, teaching its writing and pronunciation, and finally developing some TPR activities such as Simon says, making shapes with their hands, and competing for being the first who takes a mentioned object. In this way, the researcher noted that TPR activities encouraged students to learn the vocabulary for participating in the activities and be the winner or part of the winner team. For this reason, this method was considered as effective for teaching English vocabulary to primary school children. (An executed lesson plan can be found in [Appendix 12](#))

Referring to the virtual work, it was impossible to continue implementing the Total Physical Response method since the inequality of conditions for accessing to a stable Internet connection avoided the development of virtual classes. Then, the pre-service teacher designed some workshops in order for the students to develop at home, additionally, the researcher recorded some videos for complementing the pronunciation of the workshop's vocabulary (See the chart

that presents the virtual work made by the researcher in the [Appendix 13](#)). Those workshops were composed of the presentation of vocabulary through colorful images that caught student's attention and later some exercises for practicing the learned words. In the case of third grade, the workshops were sent to the teacher and she distributed them to the students. On the other hand, those for fourth grade students were distributed and corrected by the researcher through photocopies. (To see some workshops developed by students go to [Appendix 14](#))

Chronogram

ACTIVITY	FEBRUARY			MARCH				APRIL					MAY			
	II	III	IV	I	II	III	IV	I	II	III	IV	V	I	II	III	IV
Proposal socialization																
Implementation of the project																
Design and correction of workshops																

Table 5 Outreach chronogram

Conclusion

With regards to this teaching experience, the outreach component allowed the researcher to explore the teaching process within a different context as it is the primary school. During the face-to-face classes the training teacher found a high level of interest and motivation of the students in learning English as a foreign language. Furthermore, this practice showed that the total physical response method is effective for learning vocabulary since children enjoy activities

involving body movement, then they keep engaging in the class and motivated to learn the lesson. Finally, this experience allowed the training teacher to gain more knowledge about the reality of teaching English in a primary school that does not count with a professional in this area.

Chapter IV: administrative component

Introduction

The Instituto Agrícola de Carcasí organizes several extracurricular activities involving teachers, students, directors, and parents. The pre-service teacher, as a member linked with the institution, will actively participate in all the events proposed by the school; this will allow the future teacher to better know the working of a public educative institution, reach a successful insertion in the educative context and learn about the role of a teacher outside the classroom.

Objectives

General objective

- To acquire a complete knowledge of the Instituto Agrícola de Carcasí and to reach a successful insertion in the context of the practice.

Specific objectives

- To actively participate in all the events proposed by the institution.
- To learn about the role of a teacher outside the classroom.
- To motivate students and parents to take part in the activities proposed.
- To build a good relationship with all members of the educative community.

Methodology

The pre-service teacher will take part in the organization and development of every extracurricular activity proposed by the institution during her practicum period, accomplishing the assigned tasks. Those activities will include Eucharists, special celebrations, flag raising events, meetings with parents, institutional development and so on. The immersion of the pre-service teacher in the activities mentioned previously will provide experience helpful to the practitioner in his future role as a teacher, linked to a public institution.

Chronogram



INSTITUTO TÉCNICO AGROPECUARIO CARCASI CRONOGRAMA DE ACTIVIDADES AÑO 2020

PERIODO	ACTIVIDAD	MESES DEL AÑO											
		ENE	FEB	MAR	ABR	MAY	JUN	JUL	AGO	SEP	OCT	NOV	DIC
PRIMERO Enero 13-- Marzo 27	Semana institucional	13-17											
	Iniciación de clases	20											
	1ª Asambleas de padres sector rural		05										
	1ª Asambleas de padres sector urbano		06										
	Asamblea general ITA principal		12										
	Atención a Padres de Familia			12									
	Elección del Gobierno Escolar		28										
	Día de la mujer			9									
	Izada de bandera (Revolución comunera)			16									
	Izada de bandera (Día de la Carcasianidad)			24									
	Pruebas Saber			30-03									
	Entrega de informes académicos (Sector rural)				14								
	Entrega de informes académicos (Sector urbano)				15								
	Entrega de informes académicos (ITA A)				16								
SEGUNDO Marzo 30-- junio 12	Izada de bandera (Bogotazo)				14								
	Izada de bandera (Día del idioma)				23								
	Receso estudiantil Semana Santa				6-10								
	Desarrollo institucional				6-10								
	Día del maestro					15							
	Atención a Padres de Familia					27							
	Día del alumno						8						
	Día de la familia							Por definir según agenda del sacerdote					
	Pruebas Saber						08-12						
	Vacaciones de estudiantes						15-05						
	Desarrollo institucional						15-21						
	Vacaciones de docentes						22---05						
	Entrega de informes académicos (Rurales)							14					
	Entrega de informes académicos (Sector urbano)							15					
Entrega de informes académicos (ITA)							16						

Figure 3 Administrative chronogram

Implementation

The current circumstances owing to the Covid-19 did not allow the implementation of the administrative component. Nevertheless, the training teacher had the opportunity to be part of a meeting which was not contemplated in the proposed chronogram. The aim of this meeting was to establish the criteria for promoting a student to the next grade, since two students made the request and the institution did not have specific rules for this situation. In addition, the Rector and teachers participated in this meeting and every one's opinion was taken into account.

This experience allowed the researcher to know how a public educative institution establish its own rules for specific situations but taking into account the national decrees.

Conclusion

Being part of an administrative activity such as a teachers and directives meeting, allowed the pre-service teacher to reach a complete insertion in the institution, as well as learning about the role of a teacher outside the classroom. In spite of only have participated in an administrative activity, the practitioner built a good relationship with all members of the educative community through the dairy co-existence with teachers, directives and administrative staff during the breaktime or free hours.

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Appendix

Appendix 1

First workshop observation

Teacher/Observer: Karen Rincón	Date: March 10 th 2020
Place: English classroom	Topic: Character's description
Stage	Description
Mini-Lesson	<p>The teacher showed a chart containing the main adjectives used with the verb "to be", explained their meaning and wrote an example on the board. Later, she did the same process with those used with the verb "to have".</p> <p>The students were silent and apparently attentive during the explanation.</p>
Status of the class	<p>The teacher walked around the classroom verifying what each student is working on.</p> <p>Some students were taking notes, others were just quiet and a little group joked occasionally.</p>
Writing time (pre-writing)	<p>The teacher asked students to think about a character for their story, she explained that it could be a person, an animal or a creature invented by them. After this, she drew a spider map on the board and wrote woman in the center and intelligent at one side. In this way, she explained that they had to do a similar map, writing their character in the center and its characteristics around, with help of the adjectives charts projected. The teacher walked around the classroom answering some questions about vocabulary.</p>
Writing time (writing)	<p>Once the students finished their maps, the teacher projected an example of a person's description and explained students that they had to do some similar sentences.</p> <p>During this process, the teacher answered students' questions, mainly about vocabulary and grammar for expressing their ideas.</p>

<p>Writing time (revising and editing)</p>	<p>Through this stage, some students asked the teacher to revise their productions, then she gave them some suggestions for better organize or express their ideas. Also, the teacher walked around the classroom for quickly revising some other productions.</p>
<p>Sharing</p>	<p>Finally, the teacher will ask one student to pass in front of the class and read his production. The student explained that he did not know the correct pronunciation before read his character's description.</p>
<p>Comments: all the students developed in a good way the workshop, but some of them wrote a more complete description and some others just a few sentences. Also, three students made almost the same description.</p>	

Appendix 2

*My character's name is Lixeth, she is a woman and is attractive. She is teenager and intelligent, she study in the university and their friends say what is funny.
She has long hair, black and straight hair, she eyes black and small.

-My character's name is Darlyn
-She is a woman
She is 14 years old. She is an student. She is good in the school. She is young. She has long straight black hair. She is tall. She is thin.

*My character's name is Sofia, she is a woman intelligent.
She is an teacher. She is tall and thin. Her eyes are small and black. She has gray straight short hair.
She is 22 years old and

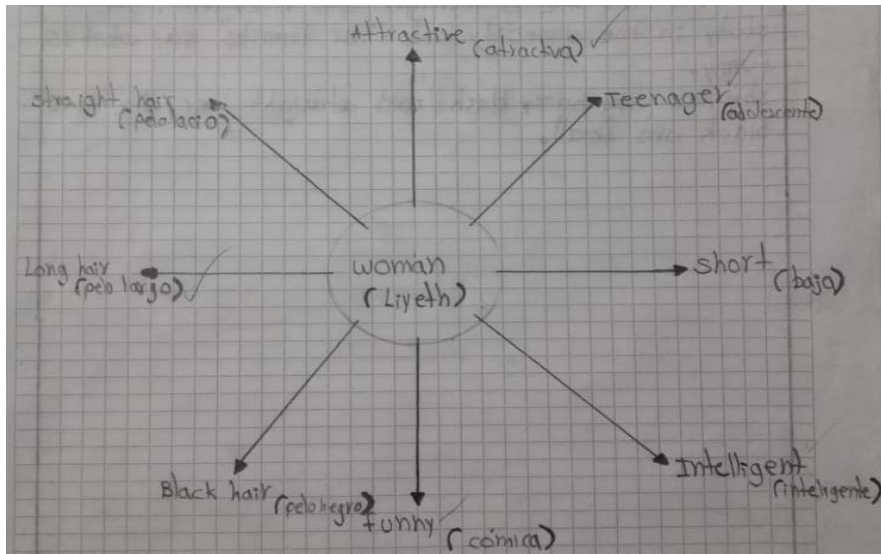
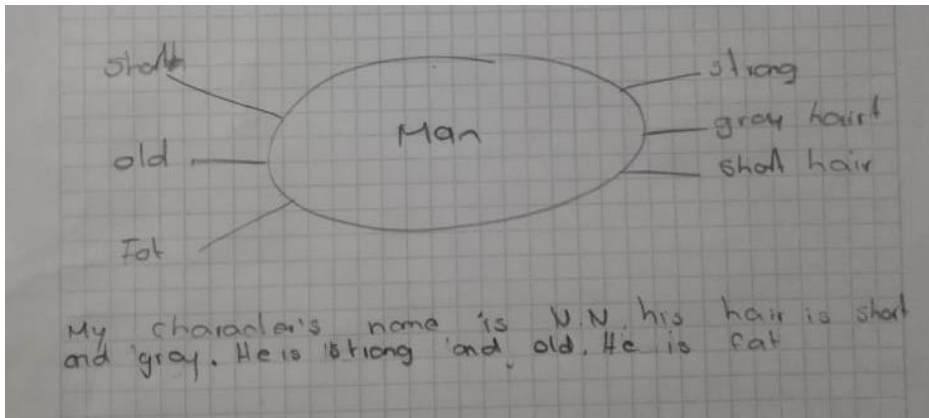
Appendix 3

WRITER'S WORKSHOP PLAN

WORKSHOP Nº 1	TEACHER: Karen Rincón	GRADE: 9 th
DATE: Tuesday, March 10, 2020	TOPIC: Main character's description	Objective: To choose the main character of the story and to describe it.
STAGES	ACTIVITY	TIME
Greeting	The teacher is going to start by calling the roll while students get organized in the English classroom, after this, she will greet all students and ask how they are. Next, the workshop's topic will be announced.	5 min.
Mini-Lesson	Then, the teacher will project two charts containing the main adjectives for describing people, one for those used with the verb "to be" and the other with the verb "to have". In this way, she is going to briefly explain how to describe a person giving some examples.	10 min.
Status of the class	The teacher will verify what each student is working on by making a quick walk around the classroom.	2 min.
Writing time (pre-writing)	The teacher will ask each student to think about a main character for their stories. Later, she is going to draw a spider map on the board and will demand students to do one similar, writing in the center what their character is (animal, human, etc.) and its name. Also, students must add the adjectives describing their character.	10 min.
Writing time (writing)	Now, teacher is going to show a description model and ask students to write a paragraph or some sentences describing their character.	15 min.
Writing time (revising and editing)	While students finish their writings, the teacher is going to pass for each seat revising their productions and suggesting some corrections. In this way, students will edit their texts.	10 min.

Sharing	Once students have finished their writing exercise, the teacher will ask one or two students to read aloud what they have written.	3 min.
Closure	Finally, students are going to deliver their productions to the teacher and she will wish them a nice day and say good bye.	2 min.

Appendix 4



*My character's name is Liyeth, she is a woman and is attractive. She is teenager and intelligent, she study in the university and their friends say what is funny. She has long hair, black and straight hair, she eyes black and small.

Appendix 5

<https://drive.google.com/drive/folders/1oQYEUybJPKCpLQg71BQBkw4NiB9BCiYY?usp=s>

haring

Appendix 6

PLAN

TEACHER: Karen Rincon	GRADE: 8 th	DATE: Thursday, March 5, 2020
TOPIC: Personality description	OBJECTIVE: To learn the main adjectives for describing a person's personality.	DURATION: 1 hour
STAGES	ACTIVITY	TIME
Opening	The teacher is going to start by greeting all students and ask how they are. Next, the class topic will be announced.	5 min.
Warm up	Then, the teacher is going to ask students what was the topic learnt the previous class and will demand them to mention some adjectives.	5 min.
Explanation	The teacher is going to write on the board the main adjectives for describing personality, those will be organized in antonyms for facilitating its comprehension and memorization. Once the students have written the adjectives on their notebooks, the teacher is going to teach the pronunciation of each word and is going to demand students to repeat it.	20 min.
Activity	The teacher is going to write on the board an example of a person personality and later she is going to demand students to describe themselves using the adjectives learnt. While students write, the teacher is going to be attentive to solve doubts.	15 min.
Task	The teacher is going to write on the board the task for next class that will be about describing the personality of a relative or friend.	10 min.

Closure	Finally, the teacher will demand students to organize the classroom and she will wish students a nice day and say good bye.	5 min.
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Appendix 7



INSTITUTO AGRÍCOLA DE CARCASÍ
LENGUA EXTRANJERA-INGLÉS
GUÍA DE PREPARACIÓN 2020
GRADO: SEXTO

NOMBRE DEL ESTUDIANTE:	
ASIGNATURA: Inglés	GRADO: Sexto
TEMA: La familia y el clima	FECHA:

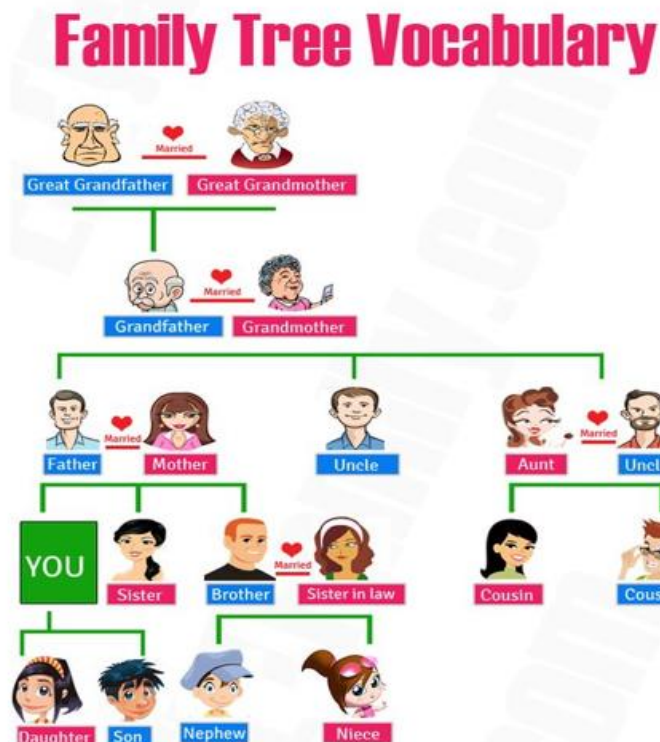
OBJETIVOS:

- Aprender el vocabulario relacionado con la familia y el clima en inglés.
- Escribir oraciones sencillas utilizando el vocabulario aprendido.

BIBLIOGRAFÍA Y RECURSOS ELECTRÓNICOS:

ETLFamily.com, www.educima.com

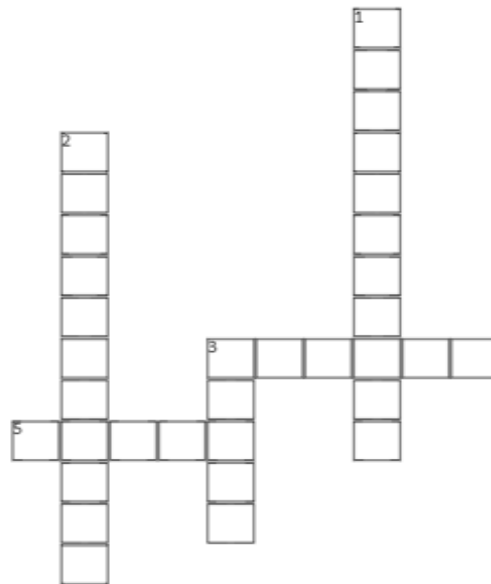
APORTE TEÓRICO:



EJERCICIOS

1. Analiza la gráfica anterior y encuentra el significado de cada palabra.
2. Realiza el árbol genealógico de tu familia (family tree) y escribe sus miembros en inglés, como en la gráfica mostrada anteriormente.
3. Completa el siguiente crucigrama:

Members of the family



Horizontales









- 3 The son of your brother
- 5 The brother of your father

Verticales

- 1 The mother of your mother
- 2 The wife of your brother
- 3 The daughter of your brother

APORTE TEÓRICO:

The weather (el clima)

	<p>rain (lluvia) rain (llover) rainy (lluvioso)</p>	Example →	<p>It is raining. It is rainy. It is a rainy day/morning/afternoon/night</p>
	<p>snow (nieve) snow (nevar) snowy (nevado)</p>	Example →	<p>It is snowing. It is snowy. It is a snowy day/morning/afternoon/night</p>
	<p>sun (sol) shine (brillar) sunny (soleado)</p>	Example →	<p>It (The sun) is shining. It is sunny.</p>
	<p>wind (viento) blow (soplar) windy (ventoso)</p>	Example →	<p>It (The wind) is blowing. It is windy. It is a windy day.</p>
	<p>fog (niebla) foggy (nublado)</p>	Example →	<p>It is foggy. It is a foggy day</p>
	<p>cloud (nube) cloudy (nuboso)</p>	Example →	<p>It is cloudy. It is a cloudy day. There is a cloudy sky.</p>
	<p>cold (frío)</p>	Example →	<p>It is cold. It is a cold day. It is very cold.</p>
	<p>hot (caliente)</p>	Example →	<p>It is so hot today!</p>

EJERCICIOS

1. Look at the pictures and complete the weather forecast following the example. / Observa las imágenes y complete la predicción del tiempo como en el ejemplo.

EXAMPLE:



Buenos Aires 33°C

What's the weather like in Buenos Aires? In Buenos Aires it's HOT. The temperature is 32°C and it's CLOUDY.



1. **Los Angeles 18°C**

What's the weather like in Los Angeles? In Los Angeles it's . The temperature is and it's .



2. **Anchorage -5°C**

What's the weather like in Anchorage? In Anchorage it's . The temperature is and it's .



3. **Paris 0°C**

What's the weather like in Paris? In Paris it's . The temperature is and it's .



4. **Beijing 10°C**


What's the weather like in Beijing? In Beijing it's . The temperature is and it's .



5. **Rome 15°C**

What's the weather like in Rome? In Rome it's . The temperature is and it's .

2. Lee el pronóstico del clima en Reino unido e Irlanda con ayuda del diccionario y dibuja símbolos sobre el mapa que representen el clima en cada país.



Here is the forecast for tomorrow's weather in the UK and Ireland!

In Scotland it will be snowy and the weather will be very cold.

In the north of England it will be foggy, and in the centre and east it will be rainy.

In the south and south-east of England it will be very sunny and hot.

In the south-west it will be warm but rainy.

In Wales it will be cloudy but warm.

In Northern Ireland it will be very sunny.

In Ireland it will be stormy and very windy.

Appendix 8

Type of material	Description of the activity	Subject	Grade	Was it checked by the supervisor?	Was it developed by the students?
Slides (material for class) https://drive.google.com/file/d/1XIOjCuOu69ae2D8j8XJ35Dmzut580aMP/view?usp=sharing	These slides contain drawings, vocabulary and examples for talking about the weather in English.	Weather	Sixth	Yes	No
Bingo (material for class) https://drive.google.com/file/d/1wACs_gbgjrsRhMotdKUGhYCGrZzqMfxqN/view?usp=sharing https://drive.google.com/file/d/1jayO48DmERsWhkSntA_Qtd5BfQ7EUyzK/view?usp=sharing	It is a bingo game for reviewing the adjectives using flashcards.	Adjectives	Sixth	No	No
Slides (material for class) https://drive.google.com/file/d/1L3_WLVDD6-3Zlvt38gcX_VX7ltEfncn/view?usp=sharing	These slides contain the rules and structure for the regular verbs in past, as well as some examples of each case.	Regular verbs	Eighth	Yes	No
Review workshop https://drive.google.com/file/d/14hTugGYaakCrNXq9Lik8I-bc58_sM6qB/view?usp=sharing	This workshop is composed of some theory and examples for reminding the topics and some grammar	Definite and indefinite articles and telling the time	Sixth	Yes	Yes

	exercises for practicing.				
Review workshop https://drive.google.com/file/d/1zwHFiu5_VNQxCNTToXGgzne_cUkDCeO/view?usp=sharing	This workshop is composed of some theory and examples for reminding the topics and some grammar exercises for practicing.	Adjectives , present and past continuous	Eighth	Yes	Yes
Review workshop https://drive.google.com/file/d/1Ja-t4vy61P7j0hhTga2sPHj1pjBiyaKo/view?usp=sharing	This workshop is composed of some theory and examples for reminding the topics and some grammar exercises for practicing.	Reflexive and object pronouns	Ninth	Yes	Yes
Workshop https://drive.google.com/file/d/1ACj1bUHIMk5tYcm3d2tLix4KiHsl0ZCU/view?usp=sharing	This workshop presents the vocabulary with drawings and examples for an easier comprehension. And finally, some exercises for practicing the vocabulary learnt.	Members of the family and the weather	Sixth	Yes	Yes
Explicative video https://youtu.be/Sf3f6S9-xdk	This video explains how is composed a family tree and the correct pronunciation of the members of the family.	Members of the family	Sixth	Yes	Yes
Explicative video https://youtu.be/ZPQ4y4EOiCA	This video explains the vocabulary related with the weather and how to use it.	The weather	Sixth	Yes	Yes

<p>Workshop https://drive.google.com/file/d/17L19Glbnh8CITzyflkRc-ttSnNHT3ZheU/view?usp=sharing</p>	<p>This workshop is composed of some theory explaining the structure and rules of regular verbs in past with examples for each case and finally, some exercises for practicing.</p>	<p>Regular verbs</p>	<p>Eight</p>	<p>Yes</p>	<p>Yes</p>
<p>Explicative video https://youtu.be/qXmTG0t8ZKA</p>	<p>This video explains the structure and rules of regular verbs in past as well as some examples.</p>	<p>Regular verbs in past</p>	<p>Eighth</p>	<p>Yes</p>	<p>Yes</p>
<p>Explicative video https://youtu.be/K576kvUKur8</p>	<p>This video explains the structure of the negative form of regular verbs as well as some examples.</p>	<p>Negative form of regular verbs</p>	<p>Eighth</p>	<p>Yes</p>	<p>Yes</p>
<p>Project Workshop https://drive.google.com/file/d/1igdix5K1VK3_ZRZO8OWFeIq2IH6EGrNQ/view?usp=sharing</p>	<p>This workshop presents some vocabulary concerning to characteristics and places, and an example for providing students with sufficient tools to write a description.</p>	<p>Description of a place</p>	<p>Ninth</p>	<p>Yes</p>	<p>Yes</p>
<p>Explicative video https://youtu.be/JcT7bGm1z5k</p>	<p>This video explains how to use the vocabulary for write a description of a place, developing the assigned exercises.</p>	<p>Description of a place</p>	<p>Ninth</p>	<p>Yes</p>	<p>Yes</p>

<p>Project Workshop https://drive.google.com/file/d/1pL3VvnarppUEbi4JDkNDXsihR6X7vMy7/view?usp=sharing</p>	<p>This workshop presents the structure for build a sentence, some examples and a list of the main verbs for providing the student with enough vocabulary to write the sentences demanded.</p>	<p>Sentences construction</p>	<p>Ninth</p>	<p>Yes</p>	<p>Yes</p>
<p>Explicative video https://youtu.be/WsRVUQZzI9I</p>	<p>This video explains how to write a sentence in English and how to develop the exercises assigned giving some examples.</p>	<p>Sentences construction</p>	<p>Ninth</p>	<p>Yes</p>	<p>Yes</p>
<p>Workshop https://drive.google.com/file/d/1CELaw99KUKl30tFPfaqKtHIYdHSKOr9c/view?usp=sharing</p>	<p>This workshop presents the structure for writing a sentence in present simple in an affirmative, negative and interrogative way, and some examples. Finally, some exercises for practice are proposed.</p>	<p>Present simple</p>	<p>Sixth</p>	<p>Yes</p>	<p>Yes</p>
<p>Explicative video https://youtu.be/1oXW5uk1GY</p>	<p>This video explains the present simple in an affirmative way giving some examples.</p>	<p>Present simple</p>	<p>Sixth</p>	<p>Yes</p>	<p>Yes</p>
<p>Explicative video https://youtu.be/6rm7JR0z614</p>	<p>This video explains the present simple in a negative and interrogative way</p>	<p>Present simple</p>	<p>Sixth</p>	<p>Yes</p>	<p>Yes</p>

	giving some examples.				
Workshop https://drive.google.com/file/d/1De2xqgfm6nzWXmt772Y-es_0_rb0Ug1t/view?usp=sharing	This workshop presents a list with the main irregular verbs in English. Finally, some exercises for practice are proposed.	Irregular verbs	Eighth	Yes	Yes
Explicative video https://youtu.be/i4o_wtwVq7A	This video explains the irregular verbs in English.	Irregular verbs	Eight	Yes	Yes
Workshop	This workshop presents the structure for writing a sentence in simple future in an affirmative, negative and interrogative way, using “will” and “going to” with some examples. Finally, some exercises for practice are proposed.	Simple future	Nineth	Yes	Yes
Explicative video https://youtu.be/zqs_oXtgTWUI	This video explains the future simple using “will” in an affirmative, negative and interrogative way, giving some examples.	Simple future	Nineth	Yes	Yes
Explicative video https://youtu.be/YoV53t9G3_Q	This video explains the future simple using “going to” in an affirmative, negative and interrogative way	Simple future	Nineth	Yes	Yes

	giving some examples.				
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Appendix 9

PRIMER TALLER DE REFLEXIÓN:

NOMBRE DEL ESTUDIANTE: Karen Lorena Rincón Tobar

INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: Instituto Agrícola de Carcasí

CIUDAD: Carcasí

DEPARTAMENTO: Santander

1. Responda las siguientes preguntas:

OBSERVACIÓN INSTITUCIONAL Y SOCIALIZACIÓN DE LA OBSERVACIÓN:

a. ¿Qué aprendió durante la semana de la observación institucional?

En el periodo de observación institucional pude aprender cómo era el funcionamiento de la institución, su organización directiva, así como sus normas y las respectivas repercusiones del no cumplimiento de las mismas. Además, pude identificar cual era el modelo general que seguía la institución y la metodología específica que utilizaba el profesor de inglés.

b. ¿Por qué considera importante el desarrollo de la semana de observación institucional?

La semana institucional es importante debido a que esta permite a los docentes en formación conocer la institución donde desarrollaran su práctica y de este modo poder identificar las falencias que se tiene en el área de inglés y así crear una estrategia para mejorar la situación presentada. Además, este ejercicio facilita el buen desarrollo de la práctica ya que sirve para que el docente en formación conozca los comportamientos permitidos dentro en la institución no solo de parte suya sino de sus compañeros docentes y de los estudiantes.

c. ¿Por qué considera importante el hecho de socializar la observación institucional con los demás compañeros?

La importancia de la socialización de la observación institucional radica en la contextualización de la realidad educativa que se vive en diferentes instituciones del país. Así, esta actividad permite al docente en formación sentirse apoyado al percibir que en otras instituciones también se viven experiencias similares a las que este está experimentando.

d. ¿Qué se puede aprender mediante dicha socialización?

Esta socialización permite al docente en formación aprender diferentes métodos y estrategias utilizadas en las instituciones ya sea para el manejo de la disciplina o para un efectivo proceso de enseñanza.

PRÁCTICA PEDAGÓGICA EN EL AULA:

1. Mencione algunos cambios que estamos viviendo en nuestra sociedad. ¿Qué consecuencias o impacto tienen estos cambios en el contexto educativo?

Uno de los cambios que estamos viviendo es la intervención de los celulares, tabletas y computadores con una conexión constante a internet en nuestra vida cotidiana. Este fenómeno tiene algunas consecuencias negativas tales como la distracción de los procesos de aprendizaje que se deben llevar a cabo en las aulas, pero también puede tener un impacto positivo al ser implementados en el aula como una estrategia de enseñanza y un recurso pedagógico.

Otro de los cambios en nuestra sociedad es la flexibilidad que tienen algunos padres en la educación de sus hijos, esto puede tener algunas consecuencias negativas ya que al ser en exceso, se tienen niños faltos de valores y respeto hacia sus profesores, dificultando así sus procesos formativos.

2. ¿En qué medida ayudan o perjudican dichos cambios?

La implementación de la tecnología en los procesos de enseñanza y aprendizaje puede ayudar a hacer más variada una clase y salir de la monotonía, pero también pueden perjudicar el proceso de aprendizaje al representar un distractor para los estudiantes. Por otra parte, la flexibilidad extrema que tienen algunos padres con sus hijos perjudica en desarrollo del proceso de enseñanza ya que esto provoca estudiantes irrespetuosos y desobedientes.

3. Mencione y explique al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

Transmitir conocimientos. Esta es la primera finalidad de un educador a simple vista; y en efecto, uno de mis objetivos cuando enseño es el que mis estudiantes adquieran conocimientos específicos del área de inglés que puedan ser útiles en alguna etapa de sus vidas.

Un segundo objetivo al enseñar sería el de ser un guía y un ejemplo a seguir para mis estudiantes y de este modo, inspirarlos a tener un proyecto de vida más elaborado.

Como tercer finalidad tengo el formar personas no solo con conocimientos en un área determinada, si no sabiendo cómo aprovecharlos de manera adecuada y así tomar decisiones apropiadas a lo largo de sus vidas.

Finalmente, el último objetivo al enseñar es formar personas en valores, que sepan actuar y vivir en sociedad, siempre aportando al crecimiento y mejora de la misma.

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que en su quehacer como docente?

Considero que todos mis estudiantes merecen mi atención y esfuerzo ya que a pesar de sus diferentes comportamientos, ritmos de aprendizaje y personalidad, todos tienen el mismo derecho a la educación que yo puedo brindarles.

**5. ¿Qué cosas le preocupan además que sus estudiantes acaben sabiendo contenidos académicos?
¿Cómo lo trabaja?**

Que mis estudiantes comprendan la importancia de la educación y estén interesados en tener un aprendizaje continuo en diferentes ámbitos, desarrollando un pensamiento crítico, planteando y ejecutando un proyecto de vida bien estructurado y ambicioso, dentro de los valores morales y primando el respeto hacia los demás.

VIDEOS:

Visualice el siguiente video del link y escriba tres conclusiones

<https://www.youtube.com/watch?v=tju95fjc9GA>

Un docente debe dar su clase sin preferencias para todos sus estudiantes, ya que a cualquiera de ellos le pueden ser de gran utilidad sus enseñanzas en un futuro.

En algunas ocasiones la labor del docente no es valorada por sus estudiantes.

Un buen docente se esfuerza por hacer una buena clase y captar el interés de sus estudiantes.

GRADO DE AVANCE DEL COMPONENTE PEDAGÓGICO:

- a. ¿Cuántas intervenciones he podido realizar, aplicando el proyecto? Ventajas o desventajas encontradas.**

Aplicando el componente de extensión del proyecto he realizado dos intervenciones y para el componente pedagógico solo una.

Las ventajas que he encontrado es que el número de estudiantes por salón no es tan elevado siendo 20 la cantidad máxima de estudiantes en los grados que he implementado el proyecto. Esto me ha permitido dar una asistencia individual durante el taller y desarrollar mi práctica con facilidad. Además, en lo que concierne a los niños, estos son muy atentos e interesados en aprender y precisamente de allí se desglosa la principal desventaja que he encontrado, y es que dicho interés no se mantiene en la adolescencia en todos los estudiantes.

Appendix 10

Auto-observación de clase, 2020-1

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

karenrincon268@gmail.com

Autoevaluación

marzo ▼ 12 ▼ 2020 ▼

Autoevaluación *

marzo ▼ 12 ▼ 2020 ▼

I. PLANIFICACIÓN

Sin título

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

1 2 3 4 5 6 7 8 9

Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1 2 3 4

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1 2 3 4

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

1 2 3 4

Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. *

1 2 3 4

Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación. *

1 2 3 4



Planifico mi actividad educativa de forma coordinada con el resto del profesorado. *

1 2 3 4 5 6 7 8 9



Observaciones y propuestas de mejora: *

Planear actividades cortas en las que todos los estudiantes puedan participar durante el tiempo previsto

REALIZACIÓN:

-Motivación inicial de l@s estudiantes:

trato de hacer en cada clase un juego antes de empezar la explicación del tema. Pero por lo general antes se debe iniciar con la oración.

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. *

1 2 3 4



Planteo situaciones introductorias previas al tema que se va a tratar. *

1 2 3 4



-Motivación a lo largo de todo el proceso:

no, solo a veces los motivo a que continúen aprendiendo

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *

1 2 3 4



Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. *

1 2 3 4



Doy información de los progresos conseguidos así como de las dificultades encontradas. *

1 2 3 4



-Presentación de los contenidos:

Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes. *

1 2 3 4



Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.) *

1 2 3 4



Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc. *

1 2 3 4



-Actividades de aula

Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas. *

1 2 3 4



Recursos y organización del aula:

vídeos, diapositivas, carteles

Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase). *

1 2 3 4

Appendix 11

Réflexion pratique pédagogique 2

Pendant cette semaine, j'ai vérifié que le choix de la réponse physique totale comme méthode pour développer ma pratique à l'école primaire a été pertinent puisque les enfants ont bien compris le sujet et ils ont montré de bons résultats dans les activités. Aussi, ils ont profité des activités impliquant des actions physiques mais ils ne contrôlaient pas leurs émotions pour gagner des points dans le jeu, alors j'ai dû maintenir le contrôle en leur demandant de faire silence fréquemment. Par ailleurs, mon travail avec ces enfants a été également motivant car ils m'ont demandé de faire des cours extra d'anglais alors j'ai interprété ça comme une preuve de qu'ils aiment mon cours et j'ai déjà commencé à leur motiver à apprendre l'anglais. D'autre, ils sont des enfants très affectueux et je reçois des commentaires tels que je suis une bonne professeure.

D'autre côté, à l'école secondaire j'ai réalisé mon premier atelier d'écriture et il a bien marché, certains étudiants ont écrit plus que les autres, quelques-uns ont écrit correctement et d'autres ont eu quelques fautes mais tous ont suivi l'exercice proposé sur la création et description d'un personnage. En ce qui concerne les étudiants de sixième année, ils sont des enfants inquiets donc j'ai décidé de leur maintenir occupés dans une activité tandis que je révisais la tâche assignée le cours précédent. Finalement, pour évaluer les adjectifs avec les étudiants de huitième année j'ai préféré faire une activité différente au quiz traditionnel, il a été un jeu de description d'un personnage et déduction du personnage des camarades, ce jeu leur a fait lire en anglais devant leurs camarades, ce qui n'est pas habituel pour eux ; en conséquence, certains d'entre eux ont fait des commentaires mais seulement un a refusé de faire l'exercice, donc j'ai été flexible et je lui ai permis de lire avec mon aide dès son choix. De cette manière, on a bien fini l'activité.

Appendix 12

TEACHER: Karen Rincon	GRADE: 4 th	DATE: Monday, March 9, 2020
TOPIC: Geometric shapes	OBJECTIVE: To identify and learn the geometric shapes.	DURATION: 2 hours

PLAN

STAGES	ACTIVITY	TIME
Opening	The teacher is going to start by greeting all students and ask how they are. Next, the class topic will be announced.	5 min.
Warm up	Then, the teacher will stick a circle, a square, a rhombus, a rectangle, a heart and a star on the board, all these shapes of different colors. In this way, she is going to make a review of the color in English, by asking several students to correctly pronounce the colors and correcting the mistakes.	15 min.
Explanation	The teacher is going to write the name of each shape on the board and will ask students to draw, write and color them on their notebooks. Once, all students have finished, the teacher will pronounce each shape and will ask students to repeat after her. Finally, she will demand students to write a sentence using shapes and colors, for example, the circle is pink.	35 min.
TPR activities	As a first activity, the teacher is going to make a column with the shapes and other with their names on the board, she will ask some students to pass in front of the class and link the shape with its name.	8 min.
	Secondly, the teacher will explain students that she is going to say a figure and they have to represent it using only their hands. They are going to repeat this exercise with every shape, increasing speed, until students do not get confused.	15 min.

	<p>Thirdly, the teacher is going to demand students to draw a figure using only geometric shapes and write the name of each figure that they include in their drawing. Also, they will give a name to it.</p>	20 min.
	<p>As a last activity, the teacher will demand students to organize a line with some tables and to organize them in two groups, each one at one side of the tables. After, they will choose a name for each group and the teacher will write them on the board in order to write the points gained by each group. Then, the teacher is going to place some shapes on the tables, one in the middle of two students and she will ask them to put their hands on their back. Also, she will explain that she is going to say a shape and only the students in front of this shape must try to take it, the quickest student will gain a point for his group, but if a student try to take the wrong shape, his group will lose a point.</p>	20 min.
Closure	<p>Finally, the teacher will demand students to organize the classroom and she will wish students a nice day and say good bye.</p>	2 min.

Appendix 13

Type of activity	Description of the activity	Subject	Grade	Was it checked by the supervisor?	Was it developed by the students?
Workshop https://drive.google.com/file/d/1OTX7Qa_sJcQGTj2UYnom59azFmZ7EOzc/view?usp=sharing	It presents the main members of the family in a family tree using drawings. After this, some exercises about linking, scramble words and drawing were proposed.	The family	Fourth	No	Yes
Workshop https://drive.google.com/file/d/15MbtFxGlkUFeGEhVRSnLBqB8qWUTNCVw/view?usp=sharing	It presents the numbers from 0 to 20 using different colors. After this, some exercises about matching and subtraction were proposed.	Numbers	Third	No	Yes
Workshop https://drive.google.com/file/d/1alTDTa0nuJYc6IneIB1192RtkW4PAOed/view?usp=sharing	It presents the numbers from 20 to 50 using different colors. After this, some exercises about completing and addition were proposed.	Numbers	Third	No	Yes
Video https://youtu.be/UW2jmadgjo8	This video explains the pronunciation of the numbers from 0 to 20.	Numbers	Third	No	Yes
Workshop https://drive.google.com/file/d/1BjTPcGyDAj4Zr1vmqAnRTEHjawqn3ztp/view?usp=sharing	It presents the parts of the body through a drawing. After this, some exercises about	Body parts	Fourth	No	Yes

	filling the blank and a word search were proposed.				
Video https://youtu.be/Avk141BpKEA	This video explains the pronunciation of the parts of the body presented in the workshop.	Body parts	Fourth	No	Yes
Workshop https://drive.google.com/file/d/1d7JQL5X-CoOjkuOkAkxrCpicRxeFa5yl/view?usp=sharing	It presents the food classified into fruits vegetables, drinks and other food through images. After this, some exercises about linking, true and false, and answering some simple questions were proposed.	Food	Fourth	No	Yes
Workshop https://drive.google.com/file/d/1VIERag866IuNRL1TUUIWx649cVh-KunJ/view?usp=sharing	It presents the animals through colorful drawings. After this, some exercises about missing letters, multiple choice and classifying animals were proposed.	The animals	Fourth	No	Yes
Video https://youtu.be/y2i1J6PNLRo	This video explains the pronunciation of the animals presented in the workshop.	The animals	Fourth	No	Yes
Workshop https://drive.google.com/file/d/1B-xhGUISx3bOAXMCn6tLB1sl7GFUZ1yx/view?usp=sharing	It presents the main elements of nature through colorful drawings. After this, some exercises about scramble words, yes/no questions	Nature	Fourth	No	Yes

	and drawing were proposed.				
Video https://youtu.be/qgNJHwMdLpY	This video explains the pronunciation of the main elements in nature presented in the workshop.	Nature	Fourth	No	Yes

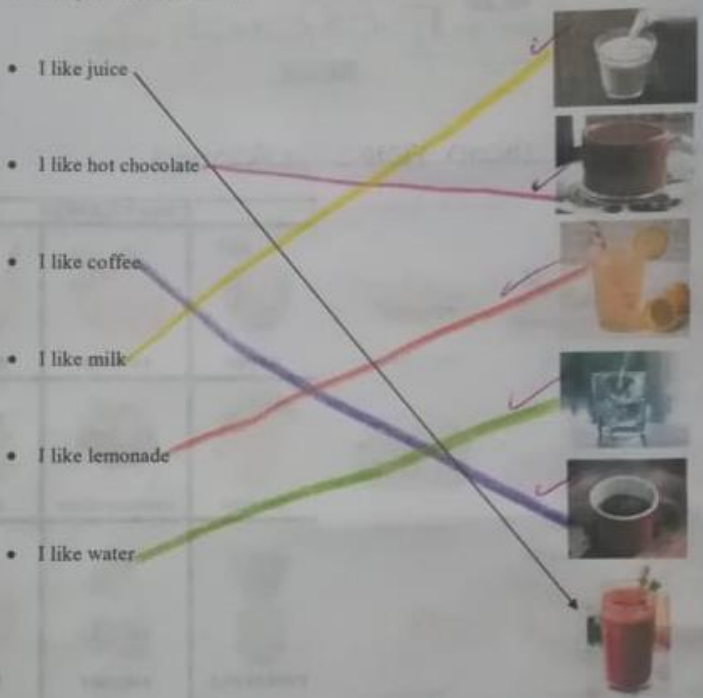
Appendix 14

ESCUELA URBANA MIXTA
TALLER DE INGLÉS
GRADO CUARTO

Exercises

1. Lee y conecta con una línea.

- I like juice
- I like hot chocolate
- I like coffee
- I like milk
- I like lemonade
- I like water



2. Escribe "True" si la afirmación es verdadera, o "false" si la afirmación es falsa.

- The tomato is red. (True)
- The bananas are blue. (false)
- The apples are black. (false)
- The carrot is orange. (True)
- The cucumber is green. (True)



- The strawberry is white. (false) ✓
- The grapes are purple. (false) ✓
- The pineapples are yellow. (True) ✓
- The peach is gray. (false) ✓

3. Responde las siguientes preguntas en inglés.

- What are your favorite fruits?

apples ✓

- What are your favorite vegetables?

carrot ✓

- What is your favorite drink?

lemonade ✓

4. Haz una lista de alimentos saludables (healthy food) y alimentos no saludables (unhealthy food) en inglés.

Healthy food

carrot —
tomato —
cucumber —
corn —
apple —
mango —
pineapple —
peach —
orange —
strawberry —
grapes —
cherry —
banana —

Unhealthy food

pizza —
hotdog —
hamburger —
sandwich —
fried potatoes —