Promoting first semester students' speaking skills through cooperative learning activities at the University of Pamplona.

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University of Pamplona

Faculty of Education

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Integral Practicum

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DEDICATION

This is dedicated to God above all and my family who always were by my side.

APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

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General presentation

As the main purpose of the foreign languages program is to educate qualified, integral and reflective students, who can act on issues in the field of education and who are integrally skilled in the teaching of a foreign language. Practitioners must design a pedagogical project as part of their teaching experience. In this way, this proposal consists of four components that will be thoroughly explained: Pedagogical component, research component, outreach component and administrative component.

First of all, what concerns the pedagogical component, taking into account the students' needs encountered during the observational process with first semester students, at the University of Pamplona. A pedagogical research project is proposed in order to improve students learning processes. It comprises: the statement of the problem, the theoretical framework, the literature review and the adequate methodology to acquire such expected results.

Thereafter, in the research component, practitioners participate of a major project focused on the formation of the reflective spirit in foreign language program practitioners, as an attempt to encourage pre-service teachers towards the development of their reflective and critical skills. Besides, the outreach component, centers on assisting the demands and necessities of first semester students as well as the foreign language program as being part of the University community contribution.

Finally, regarding the administrative component, practitioners participate in extracurricular activities proposed by the institution to which she/he belongs, in this case, the University of Pamplona. In this way, students are able to get involved in real-life teaching contexts and to own the role as foreign language teacher.

Introduction

Nowadays, as English is spoken in a vast majority of countries worldwide, language is no more a barrier for people to communicate with other regions, cultures and nations. English skills are becoming increasingly required for business and international communication since it provides opportunities for economic competitiveness and development in the global economy (Nishanthi, 2018, p.872)**.** By default, interest in improving English language learning policies and programs continues growing in all educational contexts.

In Colombia, for instance, The Ministry of National Education (MEN) [1] has implemented the National Bilingual Program (PNB)[2], to mainly enhance human capital and economic development by increasing participation in the English-speaking global economy (British Council, 2015, p.14). Therefore, the Colombian English language policy requires high standards of proficiency for high school students and university graduates so as to accomplish a B.1 and B.2 English levels. However, the educational system is simply not generating students with the required levels of proficiency due to weak teaching practices and schooling deficiencies that may hinder the students learning processes.

Thus, as an attempt to overcoming the identified barriers, the University of Pamplona, specifically, the foreign languages program promotes future professionals able of tackling educational issues and teaching foreign languages in a local and globalized context. An integral professional who transcends knowledge and brings pedagogical,

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[1] Short form for The Ministry of National Education.

[2] Short form for National Bilingual Program

didactic, linguistic, communicative and research qualifications in line with the needs of Colombians within the actual context is needed.

Justification

In Colombia, one of the biggest challenges is the development of communicative competence in one or more foreign languages, to be able to interact on equal footing with the rest of the world (MEN, 2006, p. 3). In this sense, Gomez (2017) concluded that more emphasis should be put on improving the language skills of Colombian pre- and in-service teachers and on finding the most suitable methods of teaching English in order to foster significant learning and communicative competences (p.152).

In most cases, other competences are even taught separately. The four skills should be worked and developed integrally, in this way, a remarkable proficiency is guaranteed when communicating in any context and situation. Keith Johnson (1998) affirms that this is a crucial aspect and highlights that a student who is communicatively incompetent is in fact a language ignorant user. In this way, it can be asserted that even if the grammar structures and memorization are prioritized in this educational field, the communication skills will not result as a good consequence for the learners. Therefore, the aim for this project will be focused on the promotion of first semester students' speaking skills through the implementation of cooperative learning (CL) as an endeavor to help students nurture their speaking skills, to the point of well- exchanging their ideas orally while interacting with others.

General Objective

- To promote first semester students' speaking skills through the use of cooperative learning activities.

Specific Objectives

- To implement a series of different cooperative learning strategies to foster students' oral production

- To make use of reflection as a transforming tool of the pedagogical processes characteristic of the integral practicum.

- To provide first semester students with language level qualification exam training to achieve functional proficiency in listening, speaking, reading, and writing.

- To actively participate of all the academic and administrative events managed by the FL program during the semester.

General conclusions

Firstly, in terms of the pedagogical component, it was concluded that Cooperative learning activities can effectively promote students' speaking skills and develop social skills as group processing and leadership. In fact, CL activities led students to participate and use English orally through the implementation of varied activities as jigsaw, numbered heads, think-pair-share, circle the sage and round table/round robin. These activities not only promoted students' oral production but allowed them to gain new vocabulary, reinforce their grammar basis and improve their pronunciation and fluency.

Secondly, in what concerns to the research component, data collected through narrative, self-observation checklists and reflection workshops allowed the pre-service teacher ask herself continuously about her own practice and behaviors towards any changing surrounding circumstances. For this, meditating on the adopted methodological processes through reflection is enriched and transformed the pedagogical practicum.

Thirdly, regarding the outreach project, first semester students were provided with material for KET exams' training to achieve functional proficiency in listening, speaking, reading, and writing. That is why, a virtual space in Google Classroom was created as an attempt to facilitate informative and creative material that are necessary for acquiring an A2 Cambridge certificate.

Finally, taking into account the administrative component, the practitioner became engaged with all the processes involved during the first weeks of the academic semester; the role as a teacher in university contexts and with the different institution's policies, rules, and procedures.

Institutional Observation

Topographical location of the institution

The University of Pamplona is a public university chartered as a special scheme entity with administrative, academic and financial autonomy. Its principal campus is centrally located in the city of Pamplona, in the department of Norte de Santander, precisely, in the first kilometer via Bucaramanga. Besides, it counts on two more regional campuses that are located in the cities of Villa del Rosario and Cúcuta. Additionally, the University of Pamplona comprises seven faculties such as the faculty of education; agricultural sciences; basic sciences; Economics and Business; Education; Engineering and Architecture and Health; offers 56 undergraduate programs, 15 specializations and 11 masters' degrees and has three vice-rectories (academic, research, administrative and financial) and two administrative departments (Social Interaction and University Welfare).

Figure 1. University of Pamplona.

General institutional authorities

The University of Pamplona's council of authorities is composed of:

Table 1

NAME	CHARGE
Ivaldo Torres Chávez	University Rector
Yanet Carime Rodríguez	General secretary
Laura Patricia Villamizar	Academic Vice-rector
René Vargas Ortegón	Administrative and financial vice-rector
Oscar Eduardo Gualdrón	Research Vice-rector
Oscar Orlando Ortiz	Social Interaction director
Blanca Judith Cristancho	Self-assessment and institutional certification director
Merlin Mildred Jaimes	Human Talent management office manager
Nancy Stella Corredor	Admissions, registration and control office director

Avilio Villamizar Estrada	Applied research and information technology development center director
Diana Carolina Villamizar	Internal Management director
Javier Mauricio García	Planning Office director
Nelson Adolfo Mariño	University Welfare director
Mariela Villamizar Vera	Account/Budget director
Yorcley Angarita Rivero	Pay's office and treasury director
Juan Carlos Peláez	Physical resource management and logistical support unit coordinator
Freddy Solano Ortega	Laboratories coordinator
Olga Belén Castillo	Dean of Faculty Education

Table 1 Institutional authorities' chart

Authorities of the Foreign Languages English-French Program

The Foreign Languages Program's council of authorities is composed of:

Table 2

NAME	CHARGE
Iván Dario Vargas	Program Director
Claudia Judith Mosquera	Department Director
Olga Belén Castillos	Dean of Faculty Education

Table 2 Program Authorities chart

Principal aspects of the Institutional Educational Project (PEI)

This academic document illustrates the actualization of the institutional educational project of the University of Pamplona, evidencing its identity and academic tradition from the last decades. Its principal goal aims at encouraging and developing a new institutional environment that alters the scope of the University's identity and image, giving real, flexible and democratic spaces to their training scenarios. That way, will engender principles of coexistence and tolerance that lead individuals committed to their country in pursuit of the well-being of society.

Mission

In its public and autonomous form, the University of Pamplona subscribes and assumes the fundamental and creative training of its students, derived from research as the core activity, expressed to knowledge creation, with social and environmental responsibility in the fields of science, technology, arts and humanities.

According to the aforementioned, the University of Pamplona must act permanently to improve the living conditions of Colombians through a wide range of educational, flexible and innovative opportunities in higher education, which enhances the quality of comprehensive education, stimulates economic dynamics, (particularly at the local level), and constantly fosters citizens' awareness, peace and security.

Vision

To be a University of Excellence, with a culture of internationalization, education, science, and technological leadership with impact in binational, regional, and international management, through consistent, reliable, and effective management.

Principles of the educational institution

The University of Pamplona is recognized as a space governed by respect for freedom of conscience, opinion, knowledge, teaching, learning, study and professorship, driven by the requirements of ethical standards that nurtures a true coexistence of the university. The following are the general principles:

- Autonomy

- Academic and learning freedom

- Research scientific academic integration

- Academic and administrative excellence

- Practice of traditional values

- Universality

- Integrity

- Equity

- Suitability

- Responsibility

- Coherence

- Transparency

- Appropriateness

- Efficacy

- Efficiency

Main aspects of the student Academic Regulation by the educational institution.

The University of Pamplona's Student Academic Regulation attempts to control and guarantee the conduct of the student community, and between this and the university, as well as the security and defense of their property and rights as an institution, subject to administration and students ' observance.

Furthermore, this regulation document is issued by the AGREEMENT N° 186 in December 02, 2005, by the Higher University Council. It unfolds six main chapters as follows:

Chapter 1: Generalities

Chapter 2: Admission

Chapter 3: Registration

Chapter 4: Academic administration

Chapter 5: Evaluation

Chapter 6: Bachelor of Arts final project

Physical plan distribution

Regarding the infrastructure organization of the University of Pamplona. It comprises a number of three modern campuses located in three different cities across the country, which are responsible for supporting academic deployment. As mentioned before, the principal campus is located in the city of Pamplona as well as other suitable buildings destined to academic and research development, among other educational purposes. Buildings such as: La Casona, Casa Águeda, Nuestra Señora del Rosario, Luis Carlos Galán, San Francisco and Club del Comercio. Moreover, the University offers forty-six academic programs divided in seven faculties, including: the Faculty of Arts and Humanities, the Faculty of Agricultural Sciences, the Faculty of Chemistry, the Faculty of Economics and Commerce, the Faculty of Engineering and Architecture, the Faculty of Health and the Faculty of Education.

The faculty of Education is subdivided into three departments and five on-site academic programs: the Department of Pedagogy and Social Sciences (Bachelor of Child Education, Bachelor of Social Sciences and Rural Development); the Department of Physics Education (Licensed in Sports) and, lastly, the Department of Languages and Communication (Licensed in Humanities and Spanish and Bachelor in Foreign Languages English, French).

Thus, the latter (the bachelor's degree program of Foreign Languages French-English) consists of ten academic semesters and six components: the pedagogical component, the mother tongue component, the Foreign Languages and Cultures Component, the deepening component, the research component and the humanistic socio-social component.
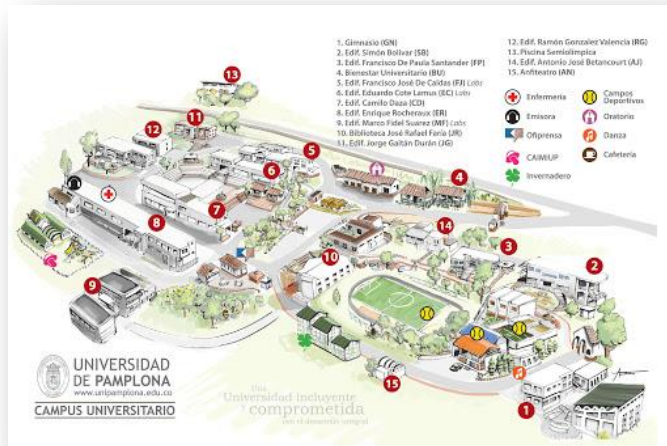
Figure 2. Infrastructure of the principal campus

Organizational chart of the educational institution

In the following structural chart, it is possible to locate the order of each one of the authorities concerning the educational institution.

Figure 3.Organizational chart

Institutional academic schedule

Table 3

CLASSES BEGIN	FEBRUARY 24TH 2020
FIRST TERM (six weeks + holy week)	February 24th- April 4th
Exams week	March 30th- April 4th
Online grading register	April 6th- April 14th
MID-TERM (five weeks)	April 13th- May 16th
Exams week	May 11th- May 16th
Online grading register	May 18th- May 23rd
THIRD TERM (five weeks)	May 18th- June 20th
Exams week	June 16th-June 20th
Online grading register	June 16th- June 20th

Due date for submission of the final degree project grade	June 20th
Classes end	June 20th

Table 3 Institutional calendar

Supervisor's academic schedule

Table 4

CODE	COURSE	GROUP	DAY	TIME	ROOM
162260	INGLÉS BÁSICO A1	A	Monday	10:00-11:59	SVR310
162260	INGLÉS BÁSICO A1	A	Wednesday	15:00-17:59	SVR210
162260	INGLÉS BÁSICO A1	A	Friday	09:00-11:59	RG206
162260	INGLÉS BÁSICO A1	B	Thursday	14.00-17:00	SVR311
162260	INGLÉS BÁSICO A1	B	Monday	6:00-9:00	RG206
162260	INGLÉS BÁSICO A1	B	Friday	12:00-13:59	SVR209
162228	LINGÜÍSTICA APLICADA A LA	A	Wednesday	18:00-20:59	RG206

	ENSEÑANZA DE LENGUAS EXTRANJERAS				
162237	PROCESOS INVESTIGATIVOS EN LENGUAS EXTRANJERAS	C	Tuesday	06:00-07:59	SVR216
162237	PROCESOS INVESTIGATIVOS EN LENGUAS EXTRANJERAS	C	Friday	14:00-16:59	CS207

Table 4 Supervisor's academic schedule

Pedagogical aspects

Generally speaking, concerning the pedagogical aspects identified during the institutional observation destined to contextualize pre-service teachers with the educational context, it can be asseverated that the majority of the lessons were held under a Task based language teaching approach (TBL) coupled with some communicative views. In fact, the teacher in charge of the Basic English course, centered her classes on the use of authentic and meaningful tasks by doing some micro-activities related to the production abilities (speaking and writing) through the target language. Besides, most of the time, teacher played the role of a facilitator and a guide inside the classroom in the way that her students participated actively during the activities and worked autonomously.

Additionally, that the "CUTTING EDGE ELEMENTARY STUDENT'S BOOK" guided teacher's methodological practices by developing each topic of its units weekly and assigning the students to work on the different exercises and tasks provided by the workbook. Likewise, that the reading book to be worked during the semester would be "Pocahontas" by Tim Vicary, which proposes a series of group and individual activities to be developed weekly.

Finally, for the development of the classes, teacher always planned her lessons aligned with units provided by the course book. Most of the time classes were developed in the following order: first teacher greets the students, after gives the class agenda, then works on the course book activities, and finally gives feedback and homework.

Chapter I: Pedagogical Component

Promoting first semester students' speaking skills through cooperative learning activities at the University of Pamplona.

Introduction

Currently, the modern world demands the development of communicative skills in one or more foreign languages, to facilitate interaction among speakers from all over the world. As English is the worlds' global language, used to communicate in almost every aspect of wide-ranging interactions, "the modern job market requires good command of English, specifically, spoken English, to get the benefits of modern education, research, science, trade, and technology" (Namaziandost, Neisi, Kheryadi and Nasri, 2019, p.2).

According to these new demands, speaking skills in foreign languages become the most significant competences to communicate successfully during these modern times. In fact, Leong & Ahmadi (2017) affirmed that:

Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation (…) even humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form (p. 35).

In the light of this idea, there is a need for learners and future professionals to acquire oral production skills to get success in the respective fields. One of the challenges of todays' education is to find the most appropriate teaching strategies, unlike the traditional ones, to provide learners opportunities to develop their speaking abilities at the highest level. Thus, it is necessary to articulate in the classroom contemporary approaches that emphasize on equal participation, positive human relationships and collaboration between peers with which learners will encourage and support each other to produce greater intrinsic motivation and attitudes towards learning. Faryadi (2007) argued that among the enlightening advantages of the cooperative learning approach, learners are encouraged to dominate the classroom by learning in a socially built environment. As a result, Learner's accomplishments increase, problem solving skills evolve and learners benefit each other.

Bearing in mind what is stated before, as it is noticeable in the educational project of the foreign languages program at the University of Pamplona, the goal of producing integral teachers capable of scrutinizing, identifying and innovating the set of pedagogical strategies when teaching a foreign language to guarantee that our students are able to

develop communicative skills, the aim of this proposal is to promote first semester

students' speaking skills through the implementation of cooperative learning (CL) as an

endeavor to help students nurture their speaking skills, to the point of well- exchanging

their ideas orally while interacting with others.

Statement of the problem.

As foreign languages students, when entering college, we certainly look forward to

learning a foreign language to be able to speak it. Indeed, native people are always referred

to as "speakers" of their language and thereupon EFL learners are primarily interested in

developing their speaking abilities instead of focusing on the other skills. Affording a

reason why speaking is of vital importance for students, Leong & Ahmadi (2017) affirmed

that "Speaking helps learners develop their vocabulary and grammar skills and then better

their writing skill. Students can express their emotions, ideas; say stories; request; talk,

discuss, and show the various functions of language" (p.35).

However, freshmen students when taking the first language course at the University

level, in this case, Basic English A1, may face a lot of learning difficulties towards the

integrated language teaching classes and therefore the development of speaking skills.

Alrayah (2018) states that, at this stage, learners are exposed to rich courses of English

language throughout the academic sessions in the university. These well-designed courses

are targeted to contribute positively in promoting EFL learners' communicative

competence. Notwithstanding, there are students who still have trouble communicating

their thoughts or expressing themselves fluently due to their limited English language basis

they brought from primary and secondary education. The British Council, for instance, in

2015 highlighted that "the effectiveness of English teaching in public education is limited

by a lack of teacher training, resources and funding, large class sizes and unenforced standards". As a consequence, students graduate from their high schools with poor English bases to achieve such required abilities at this level.

Taking into consideration the context under study, according to the observation phase that was carried out at the University of Pamplona, aimed at knowing students´ principal features and urgent needs, it was evidenced that there is a diverse range of students with varied proficiency levels in the classroom. For instance, five out of 25 students within each group, were able to express themselves fluently and with any mistakes when pronunciation and giving their view points. Nevertheless, majority of first year students in both courses, struggled when producing orally in English. Some of the most noticeable influencing factors were: anxiety, nervousness, low risk-taking, fear to public speaking and weak basis of vocabulary, pronunciation and word order.

In consequence, as Robert Slavin (1991) proposes in his theory of Cooperative learning techniques, the use of learning strategies, in which students cooperates with each other, give rise to improvements both in achievements of students –speaking skills- and in the quality of their interpersonal relationships. Therefore, the present proposal will permit first semester students to work jointly and developing in an ideal, optimistic and adequate way –by using cooperative learning activities- their speaking skills, which will go hand in hand with the development of the other three language skills in order to ensure integrated language teaching. Moreover, three questions are proposed in order to guide this study:

Grand-tour question:
- How do cooperative learning activities promote first semester students' oral production skills?

Sub-questions:

- How does the implementation of diverse cooperative learning strategies improve students' speaking skills?

- How do freshmen students face speaking difficulties through the reinforcement of interpersonal relationships as well as group work?

- What is the impact of cooperative learning activities on first semester students to foster their oral production?

Justification

Generally, communicating is a critical part of learning and teaching foreign languages. Given its significance, language teaching has been internationally undervalued for many years and English language teachers have tended to manage speaking skills under teacher-centered approaches as argued by Wang (2009). Over the years, students have played the role of "passive listeners" and fated to do series of drilling exercises and memorizing dialogues (Tomlinson, 2016, p.238). For that reason, today's world requires crucial shifts in English language pedagogy giving room to learner-centered models.

In Colombia, the panorama is similar. Traditional methods as the Grammar translation method and pre-communicative techniques have been still used in public schooling during decades (Chaves and Hernandez, 2013, p.6). In the light of this situation, majority of freshmen students are initiating their bachelors' degrees with poor language basis resulting in classes with learners of different proficiency levels. Thus, pre-service teachers when implementing their pedagogical project in this kind of panoramas, seldom use interactive techniques and updated strategies considering as the heterogeneous population as well as low-level students' needs.

To that end, the most appropriate strategies were provided by cooperative learning, in view of this approach has certain advantages from social interaction between students. Majid (2013) points out that Cooperative understanding is a learning model that focuses learning on heterogeneous groups that allow students help each other, work together to solve problems and form opinions to further achieve optimal performances. Certainly, a wide range of studies indicates that the use of cooperative learning techniques can result in positive attitudes towards teaching and enhance speaking skills inside the classroom (Alrayah, 2018; Prieto, 2007; Gomez & Martinez, 2014).

Moreover, as stated by Namaziandost, Esfahani, Nasri, & Mirshekaran (2018), activities through which students interact and speak, allow active students' participation and make their learning processes more meaningful and enjoyable for them. Therefore, this study aims at implementing cooperative language learning strategies, grounded on the social constructivism theory to develop EFL students' speaking skills. Keeping this in mind, the following study attempts to promote first semester students' speaking skills through the use different cooperative learning activities such as: jigsaw, round robin, numbered heads together, among others.

Objectives

General

- To promote first semester students' speaking skills through the use of cooperative learning activities.

Specific

- To implement a series of different cooperative learning strategies to foster students' oral production

- To reinforce interpersonal relationships among freshmen students at the University of Pamplona

- To analyze the impact of the implementation of cooperative learning techniques in first semester students to promote oral skills.

Theoretical framework

As an attempt to better understand the influence of cooperative learning activities over the English learning processes, a number of different theories that support this research need to be thoroughly defined. The following are the theoretical foundations, this study hinge on:

1. Social constructivism (Vygosky,1978)

2. Cooperative learning (Kagan 1994; Jhonson,2001)

3. Cooperative learning activities. (Prieto,2007).

4. E-learning (Bhandari, 2014).

Social constructivism

The utmost theory in this research study is social constructivism, developed by the soviet psychologist Vygotsky in 1978. This theory has been expanded upon various later researchers and theorists who generally concluded that "social constructivism" is the contrast of sociological issues and knowledge theories that occur in social settings. It permits people create interpersonal relationships to construct knowledge jointly, learning from each other; and develop learning spaces in which they share a culture of common purposes and meanings. In simple words, Vygotsky (1978) defined it as "a sociological

theory of knowledge that applies the general philosophical constructivism into social settings, where in groups construct knowledge for one other".

Martinez (2010) asserted that Lev Vygotsky's theory of constructivism primarily challenged the views of Jean Piaget who principally emphasized on intellectual development as an individual cognitive process, rather than a cooperative effort. By contrast, Constructivism discusses the value of developing concepts and acquiring skills in a social context that provides the learner with sufficient assistance at the right time in what is best-known as the scaffolding process. This process is supposed to help the learner acquire knowledge and skills from the teacher and the classmates rather than relying on himself without suggestions.
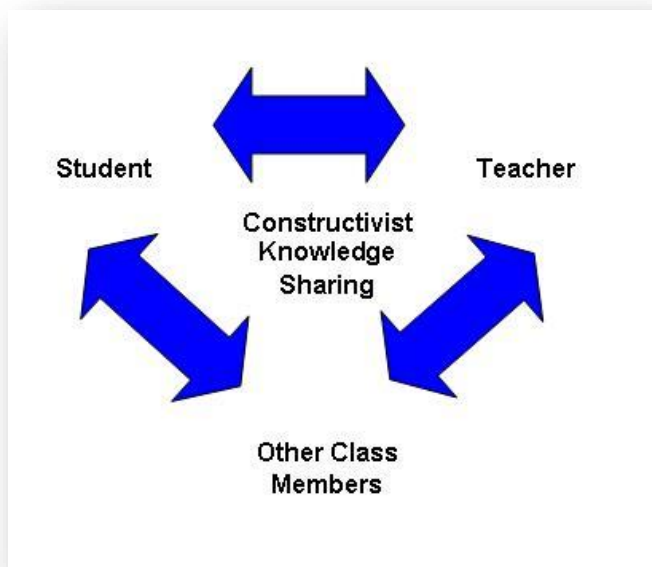
Figure 4. Social constructivism representation

The social constructivism theory asserts three major themes: social interaction, the more knowledgeable other, and the zone of proximal development.

Social interactio*n*. Conceived as the essential role in the process of cognitive development. As stated by Vygotsky who argued that "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)".

The more knowledgeable other (MKO). Designates anyone with a deeper understanding or a better skill level than the learner, in relation to a specific task, method or idea. The MKO is usually referred to a teacher, coach, or older adult.

The zone of proximal development (ZPD). Conceived as the closest and psychological development zone of children. It corresponds a wide array of their emotional, cognitive, and psychological processes. However, it is often interpreted in contemporary education as the difference between what a learner can do without help and what they can do with the assistance of a knowledgeable person, in this case, a teacher or classmate.

Cooperative learning

The cooperative learning approach has been differently defined by several authors. For instance, Kagan (1994) defines cooperative learning as a teaching structure that encourages students to work together in pairs or small groups to accomplish a clear and shared goal set by a teamwork or mediator. Hence, through this cooperative setting, the learners are thus engaged in certain social situations in which they work in groups resulting in students' thinking skills' improvement and social sense introduction. Moreover, Johnson (2001) defines cooperative learning as an efficacious teaching strategy in which learners implement a series of learning activities in small teams or groups with diversified students' abilities. That way, students improve their understanding of a subject.

Cooperative learning is meant to be applied in the teaching and learning processes of English including speaking. In this way, in the field of foreign languages education the concept of cooperative learning can benefit students learning processes. Sari (2014) affirms that Cooperative learning (CL):

> Can give priority to students' involvement and cooperation during the teaching and learning process gives benefits for them to improve their learning motivation, independence, and social skills. In a group, the students work together and have discussion in order to solve the problem. Therefore, through cooperative learning, the interaction between the teacher and the students and among the students can be improved too and therefore language speaking skills (p.35).
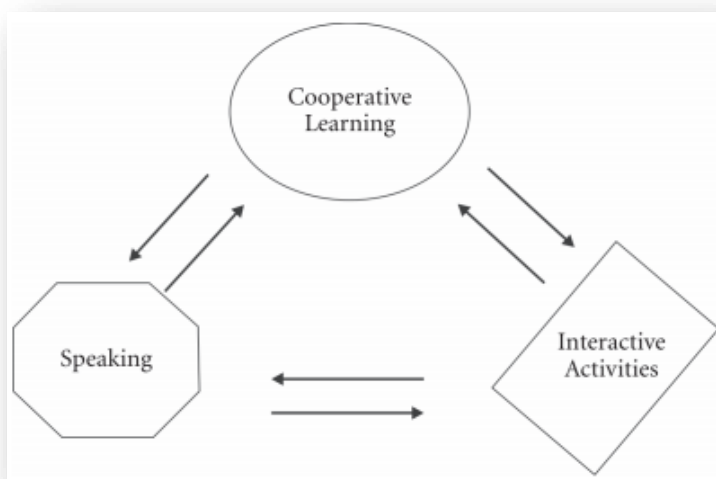
Figure 5. Cooperative learning structure for development of speaking skills

Coupled with the aforementioned definitions, Alayah (2018) points out some of the advantages that this innovative approach suggests based on investigation about the enhancement of students' oral fluency through the use of CL activities inside the classroom.

This author highlights that "Cooperative learning has social benefits as well as academic. One of the essential elements of cooperative learning is the development of social skills such as communicating, building confidence, providing leadership, and managing conflicts, such skills contribute to the general contentment of learning" (p.25).

During one plenary report session in Zaragoza about Cooperative learning, Jhonson & Jhonson (2017) proposed a lesson structure under these approach parameters that should be implemented in every classroom, no matter what the subject area is:

1. Work cooperatively in small groups, ensuring that all members master the assigned material.

2. Engage in a win-lose struggle to see who is best.

3. Work independently on their own learning goals at their own pace and in their own space to achieve a preset criterion of excellence.

Moreover, these authors suggested five basic elements that must be carefully structured in Cooperative language lessons. The following elements are based on (Johnson, Johnson, & Holubec, 2013).

- *Positive interdependence.* "Students must believe that they are linked with others in a way that one cannot succeed unless the other members of the group succeed (and vice versa), that is, they "sink or swim together".
- *Face to face.* It refers to "promotive interaction where students help, assist, encourage, and support each other's efforts to learn. Students promote each other's learning by orally explaining to each other how to solve problems, discussing with each other the nature of the concepts and strategies being learned, teaching their

knowledge to each other, and explaining to each other the connections between present and past learning".

- *Individual accountability.* *"*The performance of each individual student is assessed and the results given back to the group and the individual".

- *Social skills.* *"*Groups cannot function effectively if students do not have and use the needed leadership, decision-making, trust-building, communication, and conflict-management skills. These skills have to be taught just as purposefully and precisely as academic skills".

- *Group processing.* "Enables learning groups to focus on group maintenance, facilitates the learning of social skills, ensures that members receive feedback on their participation, and reminds students to practice the small group skills required to work cooperatively".

Cooperative learning activities

There are various types of cooperative learning activities which are used in general teaching to enhance learners' skills and abilities. These activities can foster peer interaction, which goes hand in hand with the development of communicative language and oral production skills. Although there is a larger number of cooperative learning activities, this study has chosen the following: such as, Jigsaw, Think/ Pair/ Share, Round Table/ Round Robin, numbered heads and circle the sage.

- *Jigsaw***:** In this activity students are asked to form groups of five. Then "each group member is assigned some unique material to learn and then to teach to his group members. To help the learning, students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice

in these "expert" groups, the original groups reform and students teach each other"
(Prieto, 2007, p.77-78).

- ***Think pair share*:** It involves a three-step cooperative structure. First, students think silently after the teacher poses a question. Then, they pair up in order to exchange thoughts and finally the pairs share their responses with other pairs, other groups, or the entire class.

- ***Round table/ Round robin*:** Based on Tony (1996), "Round Table and Round Robin are extremely important cooperative learning structures. In essence, students take turns contributing to the group in an oral form for Round Robin and a written form for Round Table." They explicate that both activities are significant: in Round Table, for instance, students take turns articulating (oral production) and writing down ideas on a sheet of paper (Written production).

- ***Numbered heads:*** During this activity a group of four students is established. Each class member is provided a number between one and four. Then the teacher asks questions per group and they may work together to answer their question so that all can verbally answer the question. The teacher calls out a number (for example, two) and each two is asked to give the answer.
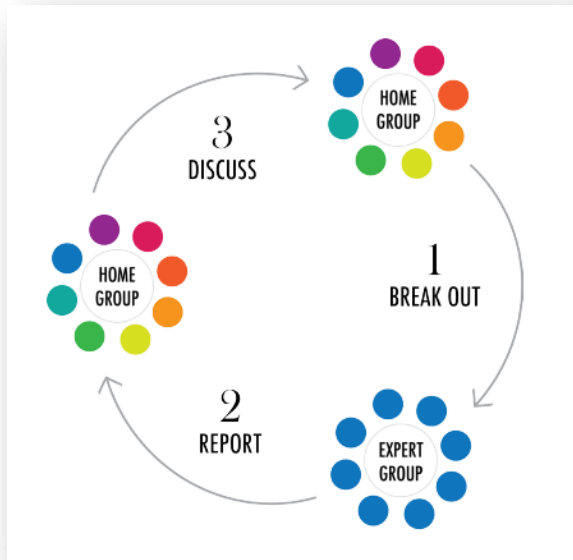
Figure 6. Example of Jigsaw activity

- *Circle the sage:* For this activity, teacher or students pose a question and then three or four volunteers named "sages" who feel they can answer the question are asked to move to different locations in the classroom. Then an equal number of learner "circle" around each sage and they answer the original question. Finally, learners thank the sages for sharing the information and return home teams. Group members share what they learned with others.

E-learning

As the pandemic COVID-19 has affected not only the lives of many people, families and communities but the education itself, it was necessary to take into account online learning tools in order to continue with this practicum no matter what this devastating situation caused. Therefore, as an attempt to substitute the present education, this project took into account the concept of e-learning.

E-learning or virtual education is a new way of learning and has gained popularity in distance education during the last decades. Rajan Bhandari (2014) defines it as:

Learning by electronic means. This means learning not directly from lecture notes, books or face-to-face from teacher but through electronic means. Common forms are computer-based training and web-based lessons or on-line lessons. With the advent of advanced technology, lessons may be taken anytime anywhere. These lessons can be made more interesting using multimedia i.e. combination of text, graphics, sound and animation. Lessons can be delivered to the learner via various means e.g. PC, PDA, mobile phone and TV (p.1).

Moreover, electronic learning is often abbreviated to e-learning and it can be associated to any learning activity promoted by communication technologies (ICTs). Uys, Kiravu, and Mothibi (2004), defines it as the appropriate ICT organization to foster student-oriented, active, open, collaborative and lifelong learning processes. This concept includes information systems that promote mixed learning to allow students to benefit from the correct combination of teaching and learning strategies.

Literature Review

Two categories, High school students' oral enhancement through Cooperative learning; and Cooperative learning in fostering students' speaking skills at higher education, introduce a general review of some studies that have been primarily conducted in Colombia as well as in some other countries such as Iran, Indonesia and Saudi Arabia in relation to cooperative learning and speaking skills area.

High school students' oral enhancement through Cooperative learning

This category attempts to provide some studies on the enhancement of oral production skills through the implementation of Cooperative learning (CL), only at a high school level.

Sari (2014) for instance, conducted an action research study aimed at improving seventh graders' speaking skills through cooperative learning, at public school in Indonesia. Participating students experienced difficulties when learning English, especially, related to the acquisition of the speaking skill. The author found that the implementation of cooperative learning techniques actually improved students' speaking skills and also gave rise to other changes in teaching-learning processes. In fact, CL activities created a nice relaxed atmosphere that allowed students to speak up; increased students' voluntary participation; created more enjoyable learning environments which permitted students feel more comfortable and confident during class development and allowed the teacher in charge improve her knowledge in doing more interesting and meaningful activities.

Likewise, In Colombia contexts, the Cooperative learning approach positively impacted on students' speaking skills. In Bogota, for example, Prieto's (2007) action research with eleventh graders, attempted to establish Cooperative strategies so as to help students to improve their oral production skills in English. Findings revealed that cooperative learning strategies (such as: jigsaw, round robin, think-pair-share, etc...) helped students to gradually improve oral production and interaction. Coupled with that, taking into account the gathered results, the author concluded that:

There are five factors necessary to work with cooperative learning in the classroom: first, small groups are required; second, different levels of ability had to be

considered; third, it was good practice to establish the group's rules according to each activity; fourth it was important to work on one skill for each stage; and finally, it was important to evaluate students' performance (Prieto, 2007, p. 85).

Additionally, another action research conducted in Medellin, Colombia, indicated that CL activities generated both advantages and difficulties. As a matter of fact, Agudelo (2016) in her investigation entitled "How can Cooperative learning lead EFL sixth graders to use English orally?" concluded that on one hand CL lead students to participate and use English orally confidently through the implementation of diverse activities as think-pair-share, numbered heads and jigsaw. Moreover, the "jigsaw" activity positively contributed to students' oral production improvement since they gained more confidence when speaking; acquired new vocabulary; and stimulated leadership. On the other hand, difficulties such as the increased noise and irregular distribution of material in larger groups were argued by this author.

By contrast, in a public school in Pereira, the use of Cooperative work influenced students' learning process negatively. Indeed, Martinez & Gomez (2014) analyzed the impact of cooperative work through the implementation of two methods such as: circle the sage and problem-solving tasks in first graders Public School, as an attempt to develop their oral English skills. The results showed that first graders struggled when working in groups and needed the presence of the teacher to maintain discipline, since students where too young to manage group work adequately. Moreover, in order to encourage students' engagement in classroom activities, the material needed to be creative and meaningful.

Cooperative learning in fostering students' speaking skills at higher education

As an attempt to gain an overall understanding of the influence of Cooperative learning in higher education contexts, this section introduces a few studies associated to the level of effectiveness and development of CL on EFL learners.

In Saudi Arabia, studies on the effectiveness of Cooperative learning in enhancing students' oral production is of great importance. Alrayah (2018), for example, examined the effectiveness of Cooperative Learning Activities along with its improvement on EFL learners' oral fluency in the University level. In interviews were done with Forty-eight first year-students in the Faculty of Education at Omdurman Islamic University, Asia. Findings proved that the Cooperative Learning Activities have nurtured the oral fluency of speaking to the first-year students, including the development of: vocabulary and expressions; grammatical structures; smooth speaking; effective communication; and accurate pronunciation and intonation.

Furthermore, similar results were found by Tamimi (2014) who carried out an experimental study aimed at investigating the effectiveness of cooperative learning in English language classrooms to enhance EFL students' speaking skills and attitudes. Sixty undergraduates were involved during the data gathering process from the EFL program at Hadhramout University, Yemen. Results in this study revealed positive outcomes both in terms of students' oral production development and attitudes towards the use of CL as a new teaching method. Students who were exposed to CL activities showed a significant progress while students being taught under teacher-centered views showed low levels of speaking skills. Likewise, significant difference scores between the pre- and post- tests were noticed and favored the effectiveness of CL activities.

Continuing within the Asian context, in Iran, results also favored CL techniques when fostering students' speaking skills. In fact, Namaziandost, Leila, Kheryadi and Nasri (2019) studied the impact of cooperative learning (CL) on improving Iranian intermediate EFL learners' oral proficiency motivations toward learning English. Authors similarly found a remarkable improvement in the learners' speaking skills and intrinsic motivation towards English after using cooperative learning techniques as Student Team Achievement-Division (STAD) and Numbered-Heads-Together (NHT).

In the same vein, a case study was carried out with third-year students at a Public university in Algeria, North of Africa. Boudjemaa (2016) discovered in his/her study entitled "Developing students' speaking skill through cooperative learning" that:

> Students in oral tasks showed acceptance concerning the work cooperatively, they discussed topics in groups and in pairs. Students interacted more with each other and attempted to practice aspects of language including grammar, vocabulary and pronunciation. Students also practiced oral language with less hesitations and with speed. Since students were able to practice their oral accuracy and fluency, one can understand that they were engaged in meaningful interactions that helped them sustaining their speaking skill. Therefore, our hypotheses are confirmed. However, for future research, this study will be more significant and accurate, if it is experimental (p.3).

Methodology of the proposal implementation

Regarding the way in which lessons will be planned and developed, this pedagogical proposal will follow the guidelines proposed by Prieto (2007) and Gomez & Matinez (2014) for the articulation of Cooperative learning activities to promote EFL

learners' oral production. It is important to point out that each one of the stages proposed

for this proposal implementation integrates the CL activities above defined in the

Theoretical framework; immediate feedback; and authentic material. This with the end of

combining Cooperative learning techniques and speaking strategies during the entire

lesson, to obtain better results. Thus, combining these two authors' parameters, the

development of lessons will be:

1. Warm up activity.

2. Pre-teach vocabulary.

3. Presentation of implicit grammar topics.

4. Speaking activity.

Firstly, learners will be prepared for the activities with an interesting warm-up such

as games, drawing, role plays, etc. Then, during the pre-teach vocabulary stage, the teacher

will clarify vocabulary to learners allowing them to make predictions and discussions on

the topic. After that, in the presentation stage, implicit grammar is presented through

authentic material students explore by themselves and confirm their predictions. Finally,

learners practice the new material and input into real context, through CL and speaking

activities.

Table 5

PLANNING WORKSHOP			
Date:	Subject:	General Objective:	Cooperative Activity:
Timing:	Group:	Specific Objectives:	Teacher:

STAGE/TIMING	PROCEDURES	AIM	COOPERATIVE WORK	MATERIAL
Warm-up Activity				
Pre-teach vocabulary				
Presentation of implicit grammar				
Speaking activity practicum				

Table 5 Lesson plan format

The aforementioned stages are supported by Castrillon´s (2010) research study, who explains that the integration of cooperative activities within the language lessons help learners to improve their oral skills since learners have equal opportunities to participate and practice.

Moreover, this study took into account some pedagogical principles:

"**Meaningful context:** games, interactions, role plays, and exercises. **Authentic**

material: to expose learners to real life. **No grammar terminology:** grammar was

implicit. **Immediate feedback and reward:** the facilitator was around giving

feedback to the learners. Language via **Social Interaction and Participation:**

learners learn the language by using it with other people (Martinez & Gomez, 2014,

p.18).

Methodology of the research

Approach.

Taking into account that the purpose of this study is to promote first semester

students' speaking skills through the use of cooperative learning activities, this research

will be rooted under a qualitative approach due to it allows researchers to explore and

deeply understand the meaning of individuals or groups assigned to a social or human

problem (Creswell, 2014, p.32). Indeed, according to Creswell (2014) "the process of

research involves emerging questions and procedures, data typically collected in the

participant's setting, data analysis inductively building from particulars to general themes,

and the researcher making interpretations of the meaning of the data" (p.32). Thus, it refers

to a research approach concerned with social phenomenon' meaning and observation within

the natural real-life environment in which participants are involved, in this case, freshman

students at the University level.

Design.

This investigation adopted an action research design since it corresponds a

transformative social change through the application of both processes; action making and

doing research which are linked together by critical reflection. Moreover, as defined by the

Sage Encyclopedia (2008) this research design "is a flexible research methodology uniquely suited to researching and supporting change. It integrates social research with exploratory action to promote development" (p.33). Bearing this in mind, this methodology is the most appropriated for this study because it allows the researcher to develop critical reflection and increase consciousness of the impact of classroom interventions.

Furthermore, according to the Encyclopedia Sage (2008), Lewin proposes a model for implementing action research designs:

1. Investigating the current situation.

2. Introducing changes: trying out new practices with the aim of improvement.

3. Monitoring the impact of changes: collecting a wide range of data.

4. Analyzing and interpreting data to generate actionable knowledge.

5. Reporting (final cycle).

Setting

This action research will be carried out at the University of Pamplona, located in the Norte de Santander department in Colombia. Additionally, it is noteworthy to mention that this institution has forty-six academic programs divided between seven faculties, which are the following: the Faculty of Arts and Humanity, the Faculty of Agrarian Sciences, the Faculty of Sciences, the Faculty of Economics and Business Sciences, the Faculty of Engineering and Architecture, the Faculty of Health and finally we distinguish the Faculty of Education, which is divided into three departments that in fact, are subdivided into five academic programs.

Population.

The participants that will be engaged in this study will be first semester students belonging to the Bachelor degree of Foreign Languages English-French at the University of Pamplona, currently composed of 534 students approximately. In addition, it is necessary to mention that there are two groups in first semester; the group "A" is composed of 26 students and the group "B" is composed of 30 students.

Sample.

The sample in this study will be composed of two learners per group to obtain a total of four students. As a result, random sampling criteria will be considered in the light of Creswell's (2012) simple random sampling, defined as the process of selecting participants with equivalent probability to represent the population under study. Therefore, sample of this research will be distinguished through volunteering allowing students to choose openly without any pressure.

Methods of data collection.

Instruments.

Data will be gathered through four instruments: participant's observations, students' diary weekly and video and audio recordings.

Participant observation.

Hutch (2002) describes participant observation as "the kind of observation used in most qualitative work usually called participant observation because the researcher acts as a participant at some level in the settings he or she is studying" (p.173). Hence, the principal goal of observation is to comprehend the culture, context, or social phenomenon under study from the perspectives of the participants. In this way, observers attempt to see the

world through the eyes of those they are studying. **(Annex 1. Participant observation journals)**
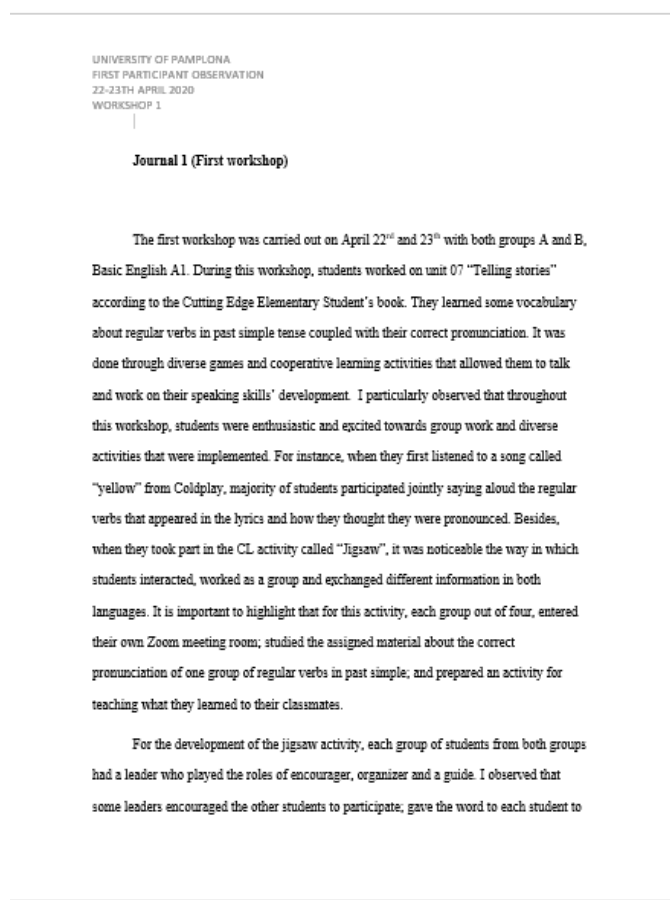
Figure 7. First participant observation journal

Students' diary.

It is a regularly kept journal or written record of a learner's language development, often kept as part of a longitudinal study of language learning (Richards & Schmidt, 2002, p.169). In this sense, after each session in which Cooperative learning was implemented, students answered some questions about their opinions of and attitudes towards the activities done in class. That way, students reported which learning activities they worked

on during a week and students' viewpoints focused on students' performance, cooperative learning and speaking strategies.

During the five workshops implemented, those thoughts were kept on file in a diary. For that reason, this study adopted Prieto's 2007 form of English class survey. **(Annex 2. Students' diary collected)**

Figure 8.Students' diary participant-2

Audio and video recordings

As a complementary instrument to collect data, audios and video recordings from each workshop will be taken. Visual and audio material are useful to analyze detail information that can be left out during the participant observations done during each

workshop. Moreover, taking into account today's world situation, the zoom meetings will be recorded. **(Annex 3. Example of Audio and video recordings)**
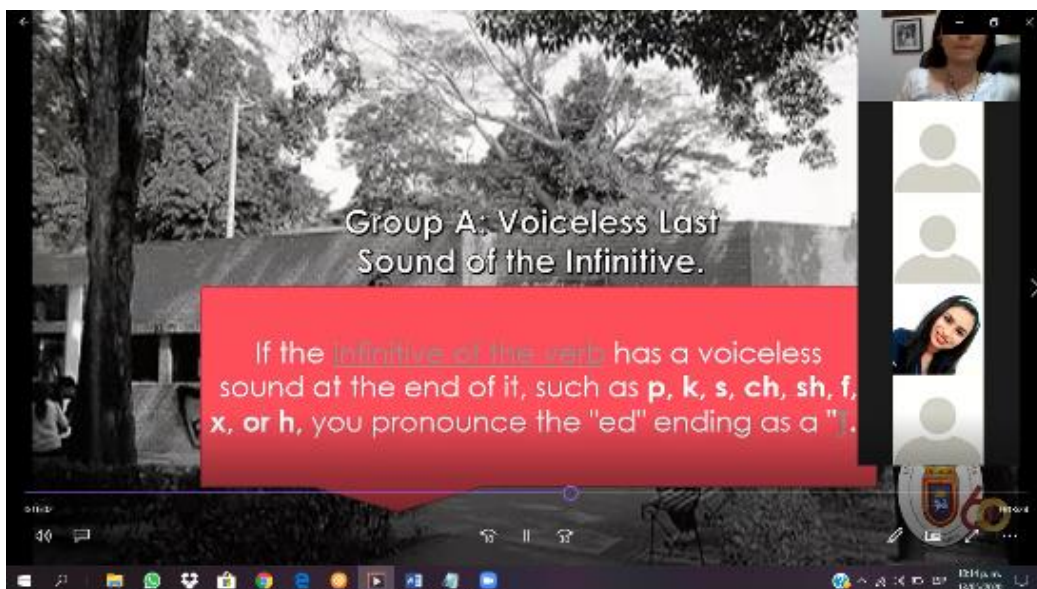
Figure 9. Video recording 1st workshop

Chronogram Activities.

Table 6

Week	Date	Activity
1	March 9th – 13th	**Introduction of the project and implementation of the first workshop**
2	March 16th –20th	**Implementation of the second workshop**
3	March 23rd – 27th	**First semi-structured interview**
4	March 30th – 3rd April	**Implementation of the third workshop**
5	April 13th- 17th	**Implementation of the fourth workshop**
6	April 20th-24th	**Implementation of the fifth workshop**

7	April 27ᵗʰ- 1ˢᵗ May	Implementation of the sixth workshop
8	May 4ᵗʰ- 8ᵗʰ	Second semi-structured interview
9	May 16ᵗʰ-21ˢᵗ	Feedback and evaluation

Table 6 Pedagogical component chronogram of activities

Methodology of the pedagogical component

Taking into account the chronogram proposed in the methodology section of the pedagogical project "Promoting first semester students' speaking skills through cooperative learning activities at the University of Pamplona", six workshops had to be implemented as an attempt to fulfill such goal. However, due to the sanitary emergency COVID-19 impacted on education and therefore the face-to-face classes, the whole practicum process was paralyzed and the shift from in-personal education to a virtual one was complex and time-consuming. For the aforementioned reasons, only five workshops were planned and implemented within both groups of Basic English A1.

Planning.

Each workshop was planned taking into account the syllabus of the course and following the aspects set in the methodology section for planning: warm-up, pre-teach vocabulary, presentation of implicit grammar, speaking activity practicum. Moreover, within each lesson, I combined different cooperative learning and speaking activities in order to fulfill the general objective which is promoting first semester students' speaking skills through the use of cooperative learning activities. For this, bearing in mind the actual situation, each workshop addressed a different CL activity through the use of the virtual platform: Zoom. Students were constantly asked to work in groups separately creating their

own Zoom meetings and sharing the pertaining links in the WhatsApp's group. **.(Annex 4. Planning forms)**

Each workshop addressed the following CL activities:

1. *First workshop*: Jigsaw.

2. *Second workshop:* Think/pair/share.

3. *Third workshop:* Round table/ round robin.

4. *Fourth workshop:* Numbered heads.

5. *Fifth workshop:* Circle the sage.

Students' diary and class recordings

It is necessary to mention that during each workshop students were asked to record their Zoom meetings in order to keep track on their speaking skill's advancement and after each session, students answered some questions about their opinions and attitudes towards the CL activities done in class. It was done through students' diary administered weekly.

1st Implementation

For the first workshop whose principal aim was to notice the importance of learning the past simple form of regular and irregular verbs in order to talk about our past experiences. In order to introduce this session, the teacher first asked the students to write on their notebooks or screens what they did the last day, using different sequencers in English: First, next, then. After that, and, finally. For this, students shared their oral productions with the rest of the class and tried to use the vocabular taught by the teacher. Some of them made some mistakes as the pronunciation of past regular and irregular verbs,

but the teacher then gave a feedback and introduced the next activity. Then, moving on to the second part (pre-teach vocabulary), the teacher played a song to demonstrate the use of past simple, regular and irregular verbs, and students wrote down the verbs they thought were in past simple form. As most of them seemed to really enjoy this song, majority of students participating giving a bunch of past-simple verbs as: came, called, were, wrote, etc.…

The teacher then moved on to the cooperative activity "Jigsaw" to allow students work in groups while learning the unit grammar focus and developing speaking skills. For this, students were organized in four different groups of the same size and each group was given a different material about regular verbs with its respective explanation, examples and objectives:**1 group:** How to structure regular verbs and rules;**2 group:** How to pronounce first regular verbs' group;**3 group:** How to pronounce second regular verbs' group;**4**

group: How to pronounce third regular verbs' group.

Figure 10. Example material group 1

During 20 minutes each group in different Zoom meetings, each group became experts on their topics, and were sufficiently prepared to teach their peers. Therefore, one expert leader from each group moved on to another group in order to teach the others what they knew and so on. They even took time to create some power point slides with essential information to make clearer their explanations. Finally, they finished by drawing together what they have learned.
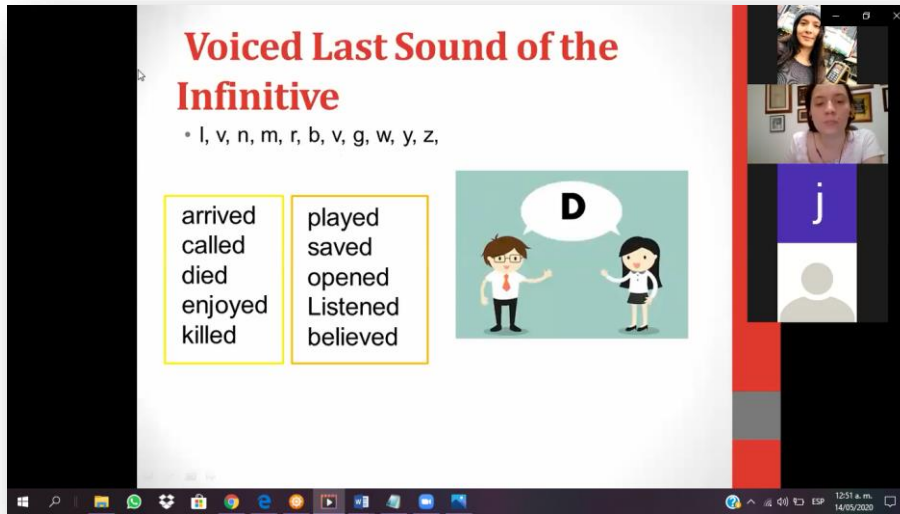
Figure 11. Example of Jigsaw activity

2nd Implementation

Regarding the second workshop, the students had the opportunity to create their own creative life stories while doing cooperative learning. Since the beginning of the second session, students started interacting each other in English while writing down on the shared screen, some advantages and disadvantages they shared of going to watch a film at the cinema. They included advantages as: A night out, comfortable, popcorn, good sound, big screen. And disadvantages as: expensive, people talking, can't stop the film, boring. Thanks to this initial activity, the teacher could identify the knowledge students have about descriptive adjectives.
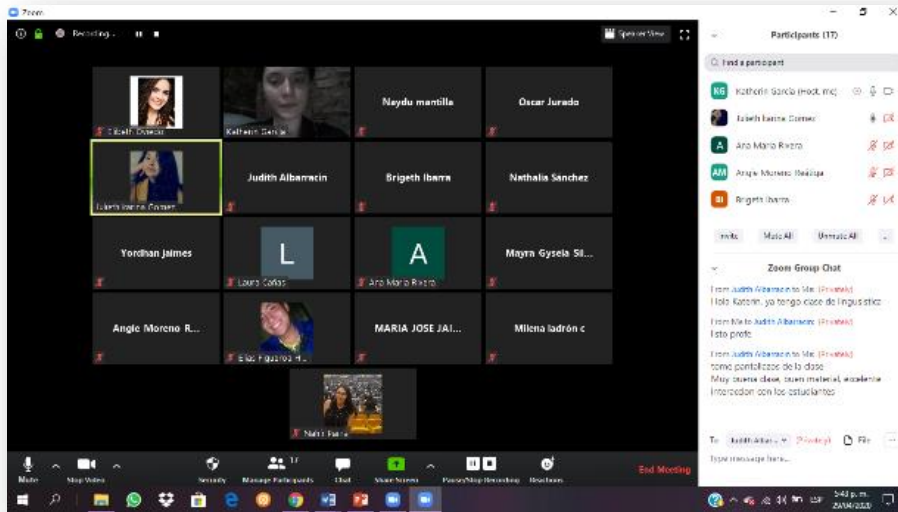
Figure 12. Evidence of the second workshop implementation

Thereafter, in order for the students to get in contact with the adjectives to describe stories in past simple tense, the teacher played "Pictionary" with the students. Some students individually draw something that represented one adjective to describe stories (e.g. sad, serious, romantic, exciting) and the rest of the students guessed as a group what the student was drawing. The teacher then shared screen via Zoom and showed a power point presentation   containing some crazy and amazing stories of native people holidays, vacations, experiences, etc. It allowed the students to notice what expressions, adjectives and past simple structures they were using to tell a story.

Finally, the teacher divided the students in pairs in order to carry out the CL activity called "Think/pair/share" which consisted in students working on their own in order to write a crazy story using the prompts given by the teacher as for example: "and that's why I ended up fight with Justin Bieber. Students first were asked to think about ideas

individually and then share them by means of the target language with their pairs. After finishing their stories, the shared it with the rest of the class.
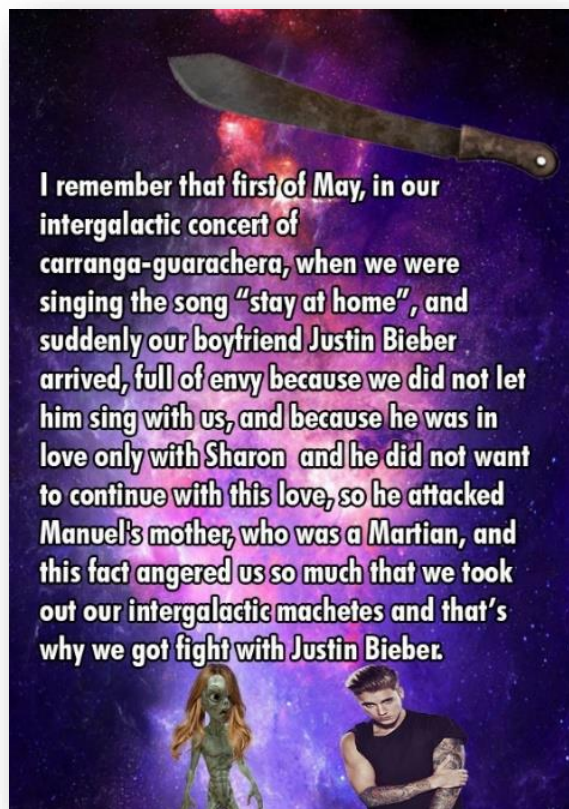
Figure 13. Written production example

3rd Implementation

Considering the third workshop implementation, students were capable to learn comparative and superlative adjectives and use the vocabulary for describing objects in English while work cooperatively. As a starter point, the teacher told the students that she had a problem deciding what the most appropriate birthday present was for her relatives and friends. She showed a list with the personal information and students took turns to choose the best items they thought were for them. They tried to use the target language and

give little descriptions of the objects. One of them said: "The jewelry is the best gift for Helen because is expensive and cool".

In order for the students to learn the vocabulary and implicit grammar, the teacher played a game named (sheep out) in order to teach the different adjectives, we can use to describe objects, shops, and services. For this activity, only a few students participated due to insufficient time, but they had a lot of fun playing this interactive and colorful game.
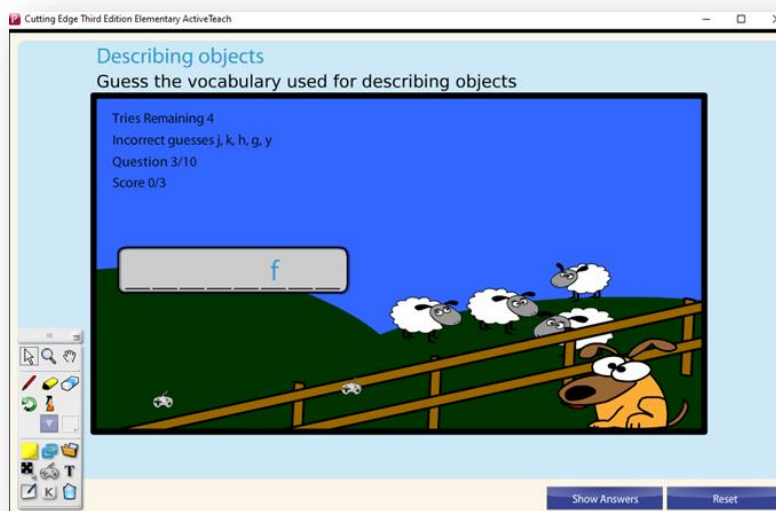
Figure 14. Sheep out game for describing objects

For the development of the CL activity called "round table/ round robin" the teacher organized the students into two groups in order to learn the grammar focus which is comparative adjectives and superlative adjectives. Each group was given a specific material that the students read as a group. It contained the explanation of the central topic, rules, structures and a video that they watched in order to explain the topic to the rest of the class.

In this activity they worked as a group and shared their knowledge in order to understand the different rules and information. Then, they created a mental map together in order to explain it before the entire class.
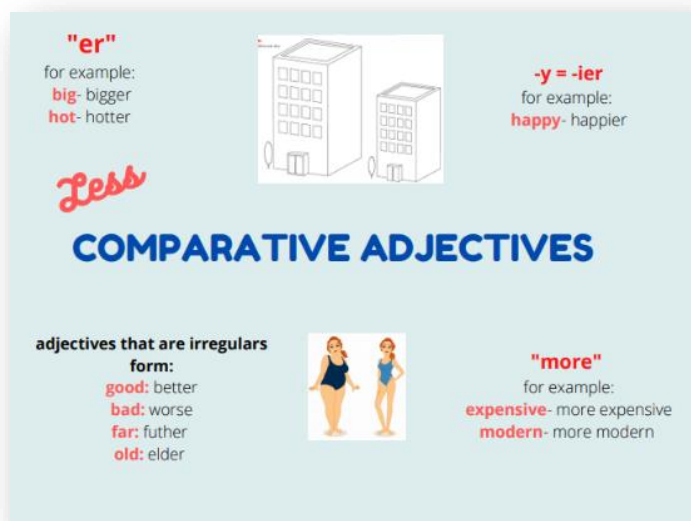
Figure 15. Students' production of a mental map

4th Implementation

In terms of the fourth workshop implementation, students were given the opportunity to talk about people's clothes, appearance and personality while working cooperatively and therefore increasing their speaking' skills levels. For the first activity, the students started by reading about what colors say about personality and they were asked some questions as: What colors are you wearing now? And Do you think you are (reliable, cheerful, shy) according to that color? In order to practice on present continuous tense verbally.

After that, as an attempt to pre-teach and practice the vocabulary according to Unit 10 (describing personality), the teacher played a memory game designed in the platform "Educaplay" where the students took turns and matched the words with the images like for example: shy (image of a shy person) etc.. Then, as some of them mispronounced some words, the teacher corrected them and drilled some words as: shy, cheerful, hard-working, easy-going and friendly.
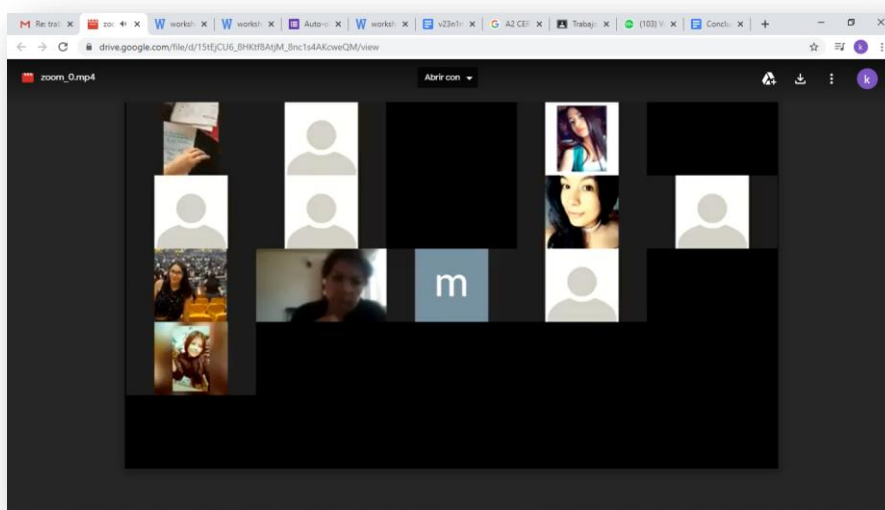
Figure 16. Fourth workshop evidence

In addition, for presenting grammar implicitly, the teacher developed an activity about describing people in English. For this, she showed four photos about different people and asked the students to answer some questions for them to identify the different ways for describing people while using present continuous tense.

Finally, for the development of the CL activity named "numbered heads", the teacher organized students in five groups of four people. Each student within each group was numbered from 1 to 4. Each group of students entered their own Zoom meeting room

and worked as a group and write four different descriptions of people with a specific time of five minutes per each one. For this, the teacher sent the photo of a famous person via WhatsApp each five minutes and once they all finished their written productions, they returned to the master meeting to play "the wheel of fortune" that indicated the number of a group member (e.g. student 1) who shared with everybody his/her groups' descriptions.

Figure 17. Students' written production

5th Implementation

In regards to the final workshop implementation, the students talked about future plans and intention; celebrations and parties carried out around the world and worked cooperatively. In order to introduce the grammar focus for unit 12, the teacher started by

playing a roulette game with the students. For this activity, as this unit's vocabulary is about celebrations and parties, the roulette illustrated a different celebration in its section for the students to participate voluntarily and answer a question in respect to the celebration she or he had. For example: birthday party, graduation party, wedding party, coming-of-age party, religious holiday etc. Thereafter, as an attempt to pre-teach and practice vocabulary, students participated in a matching exercise where they formed verb phrases about celebrations, parties and festivals, as for example: decorate a cake, take part in a parade and dress up in party clothes.

Figure 18. Matching exercise

Moreover, in order to present the grammar part implicitly, the teacher showed a short 4 minutes video of a chapter of the American series called "friends". After watching this video, students answered some listening comprehension questions about future plans the characters had in the video scene. Finally, for the development of the CL activity called "circle the sage", the teacher organized students into three groups and asked in advance three students named "sages" who could talk clear and fluent about a national or

international celebration. They created their own power point presentations and chose

different worldwide events as it is in the USA Coachella's musical event, the Independence

Day in Chile and the Barranquilla's carnival in Colombia. The "sages" were asked to move

to a different group to explain the general characteristics of the celebration as the important

dates, food, activities, accommodations, etc. Then, in each group the group members asked

different questions about the celebrations and made a little discussion about it.

Figure 19.Fifth workshop evidence

Ethical considerations

This pedagogical project addressed some ethical conditions related to participants'

anonymity and permissions. Participants' identity was protected under anonymity by means

of nicknames as participant 1,2,3 and 4; and participants' permissions were requested by a

letter of consent through which they were fully informed about the essential aspects they

had to consider before getting involved in this study: no economic rewards, no risks while

participating in the project; and free withdrawal from the inquiry without any punishment.

(***Annex 5. Participants' permission***)

Data Analysis

Data gathered was analyzed qualitatively following Hatch's (2002) interpretative analysis which "details a way to transform data that emphasizes interpretation". Therefore, in order to make sense of and generate insights for understanding of data, findings will be shown in the light of the research questions and the five cooperative learning activities implemented.

Results

Impact of Cooperative Learning activities

At the end of the implementation of this project, majority of students within each course demonstrated positive attitudes towards cooperative learning and favored diverse CL activities carried out throughout the five workshops. Generally, since the first workshop carried out with first semester students belonging to both courses, all of them seemed to be enthusiastic and excited towards the idea of working in groups. From this atmosphere promoted during most of the activities, students developed cooperative learning skills such as communicating, building confidence, providing leadership, and managing conflicts as a group. Such skills contributed to the general contentment of language learning. However, not all the CL activities implemented were equally favored by the students.

Jigsaw activity

It was particularly observed that throughout the first workshop, students were eager to work as a group through the varied group promoting activities. For instance, for the first CL activity named "Jigsaw", 90% of students participated jointly answering teacher's questions and giving their view points about authentic material as: songs, audios, readings,

etc... Besides, it was noticeable the way in which students interacted, worked as a group and exchanged different information in both languages. Participant-4 highlighted:

"Fue una clase muy provechosa ya que se pudo practicar gramatica, "speaking" y el "Listening" interactuando con los compañeros, estos son aspectos fundamentales en el aprendizaje de un idioma, los cuales hay que practicar constantemente".

Extract of 1st Students' diary. Participant-4

It is important to highlight that for this activity, each group out of four, entered their own Zoom meeting room; studied the assigned material about the correct pronunciation of one group of regular verbs in past simple; and prepared an activity for teaching what they learned to their classmates.

Face-to face interaction

For the development of the jigsaw activity, cooperative learnings basic elements were identified within each group of students from both courses when they developed face-to-face interaction. Johnson & Holubec (2013) refers to the face-to-face interaction as group problem solving, class discussions, shared knowledge, and group processing activities made by the students.

Although, workshops were done in a virtual platform, during the first workshop, for example, each group had a leader who played the roles of encourager, organizer and a guide. The researcher observed that some leaders encouraged the other students to participate; supported each other; gave the word to each student to talk and also tried to explain or correct any mistake that they heard from their co-workers. It is important to highlight that they played the role of teachers too since they felt secure; open to dispel

doubts and interacted with the other students, asking them questions and congratulating them for their good answers during the activities.

Think-pair-share

Pair work

For the development of the second activity called think-pair-share, students were able to express their ideas and create funny stories while working in pairs. Once the warm up and pre-teach vocabulary activities were executed, the teacher asked the students to enter their own zoom meetings in order to think and create an incredible holyday experience in pairs. The first impression of pair work was negative perceived by the majority of students since they seemed to be detached from the idea of working in pairs and even some of them proposed to work in groups of three or four students. Some of them stated that in this way, they could work easier.

Nevertheless, during the second participant observation, it was noticed that students showed a positive attitude towards pair work and followed the three-step structure for this activity successfully. Students first thought about an idea, then paired and built one idea together, and finally shared it with the rest of the class. It was corroborated each time the teacher entered the different zoom meetings to check their progress and ways of interacting with each other. Participant-2 perceived her attitude as positive during this activity since the activity was interesting and she liked to work with her classmates. She affirmed: "two heads think better than one".

It was perceived that in this case, different from the first workshop, all students interacted more and had an equal participation since there were only two of them creating

this extraordinary story. In this sense, this workshop effectively provided to the students' interaction and group work. One participant affirmed:

"La actividad estuvo creativa. Trabajo en parejas y podemos usar inglés sin preocupación. Crear historias es divertido porque podemos dejar volar la imaginación y la actividad como tal me gustó mucho"

Extract of 2ˢᵗ Students' diary. Participant-3

Round robin/ round table

For this opportunity, students created a mental map in order to teach their given topic (superlatives/comparatives) to their classmates. In this opportunity they worked on a different cooperative learning activity called "round robin/ round table" in which they took turns contributing to the group in an oral form for Round Robin and a written form for Round Table. In addition to this, during this third workshop students had the opportunity to work in groups of 10 and 11 students, for that reason, each group had a leader that was in charge of guiding the rest of the students in exploring and learning the topic that was explained in each group's material.

Social skills development

It was particularly observed that this time, different from the other workshops, other ways of interacting were reflected. For instance, some of them were afraid of mispronouncing some words and past simple verbs that were immersed in the document of study, and they encouraged each other not to worry about it and even helped each other correcting their mistakes. Some of them, searched on internet the correct pronunciation of some words like "*clever*", "*diameter*" and "*Jupite*r" and shared their knowledge with the

others. These types of interaction influenced on students' attitude towards the CL activity positively. Participant-4 referred to his own attitude as participative. He answered to how he could describe himself during the group work activities by saying:

"Participativo, es muy importante la participación de uno como estudiante en clase, aunque muchas veces las respuestas no sean acertadas, eso nos permite afianzar nuestro conocimiento y darnos cuentas si estamos bien o estamos equivocados frente algún tema, y así despejamos dudas"

Extract of 3ʳᵈ student diary. Participant-3

Allowing students to work in groups, can give rise to different social skills among students as: leadership, decision-making, trust-building, communication, and conflict-management. Therefore, they feel more confident and less anxious when speaking because they can express themselves freely and without the teachers' supervision. It was corroborated since in different occasions when the teacher entered the Zoom meetings, she could observe that students were working by themselves; tried to help each other while speaking between them. It was evident not only a teacher-student interaction but students-students.

Numbered heads

For this CL activity, students were organized in five groups of four people. Each student within each group was assigned a specific number. For instance: student #1, student #2, student #3 and so on. Then, students joined their own Zoom meeting room in order to work as a group and write jointly four different descriptions of some photos sent via WhatsApp, they had five minutes for each one. It was observed during this workshop that

students interacted similarly but holding stronger attitudes towards cooperative learning. In this sense, this time, students were able to focus on group processing in which they had to help each other by providing diverse vocabulary, phrases, and ideas to write about the photo proposed. As this activity was done as a competition, students were encouraged to work together towards a reward. Therefore, students were motivated to work cooperatively in small groups to accomplish a clear and shared goal set by a mediator. Hence, through this cooperative setting, the learners worked in groups resulting in students 'thinking skills' improvement and social sense introduction.

Moreover, according to participants' opinions, thanks to the pedagogical principles implemented during this activity as authentic material, meaningful context and classroom participation and interaction, students highly favored this activity. Participant-2 perceived it as an interactive and entertaining activity where they learned how to describe people through team work while sharing their knowledge.

Circle the sage

For the last cooperative speaking activity implemented, class was divided into three groups and three students named "sages" were asked to talk about an important festival or celebration characteristic of the countries they have visited. For example, The USA, Chile and Colombia. Then, sages explained it to the rest each team the principal features of these celebrations while the others listened and asked questions. Students were able to interact openly with their classmates and gain enriching knowledge about multiple cultures.

At this point of the pedagogical project, students seemed to be more confident and attached to the cooperative learning work and procedures. When giving feedback and comments after this final workshop, most of the students recognized the importance and

effectiveness of working on cooperative learning to boost language proficiency. Not only provided students with new abilities as social skills and basic abilities to work in groups but gave students the opportunity to feel less anxious and nervous when using the English language. One participant highlighted the importance of CL activities for fostering social skills that can influence positively students' learning process. He pointed out in Spanish:

> "Es muy importante el trabajo en equipo, donde cada persona aporte un grano de arena para lograr un objetivo. En donde si una persona no sabe o no entiende, otro compañero le puede colaborar y explicar si es necesario, y así avanzar juntos, ya que cada persona tiene distintas experiencias".

Extract of 4st Students' diary. Participant-1

Speaking skills improvement

After revising the students' diaries, also observing the class recordings session by session, a high percent of students showed having improved their speaking skills. In fact, a 100% of answers kept in the student's diary collected weekly after each workshop indicated that students perceived CL activities helped them improve not only participants' speaking skills but the four language abilities including reading, listening and writing.

Although during majority of workshops a high percent of students spoke in the mother tongue, the use of the target language increased gradually throughout each session. They used the target language within a variety of cases that helped them improve, as for example, when reading the material; giving examples to better understand the topic; providing ideas; and carrying out their presentations.

During the first workshop, for example, students tried to study the corresponding material in groups and then each one started to organize how they were going to teach what they learned to the rest of the class, but using the mother tongue. Within each group, students helped each other by means of the mother tongue to create the rehearsal activity and created some slides to explain their assigned grammar focus material. Although, most of them participated giving their ideas and providing information and examples to put on the slides, a few students were quiet and remained silent. Finally, each group performed before the class and explained in English their topic assigned. Within group B different from group A, every student took turns to explain and give examples by means of the target language during their presentations. However, in group A, majority of students preferred to speak in Spanish to explain the topic and carry out the different activities. They said that they felt more comfortable explaining in their mother tongue.

After analyzing the different zoom meetings' recordings taken during the second and third workshop, it was observed a gradual change in students' speaking skills. In the second workshop, for example, different from the first workshop, all students interacted more and had an equal participation since there were only two of them creating this extraordinary story. In this sense, this workshop effectively provided to the students' interaction and group work and also for their speaking development since it was evidenced that although they used a lot the mother tongue, they tried to use more the target language to give their ideas. Some of them, for instance, said between them *"do you know how to say this?"* or *"what do you think about it"?* Students performed before the class and shared their screens in order to present their written short-stories. Because of insufficient time, students only read them and were not able to receive a feedback. However, It was reflected

during this stage that majority of students had fun and even laughed at others short-stories. They were very creative, imaginative and original while speaking in English where few grammar and pronunciation mistakes were evident.

Finally, after the implementation of the four and fifth workshop, although students did not end by speaking the language with high fluency and remarked verbal skills, they slightly improved within different areas of the foreign language: higher students' interaction, wide vocabulary and stronger grammar basis. This as a result of students' interaction and group work already mentioned in the impact that had every CL activity on students' learning processes. Participant-3, for instance, at the beginning of the project did not participate a lot during interventions and each time she did, she made mistakes of pronunciation and asked for the translation of Spanish words into English. However, she expressed that after this process she felt more confident towards speaking and open to use the language freely. In fact, participant-3 improvement was corroborated during recordings when she got correction from their classmates during group work which helped her recognize and change different mistakes of pronunciation.

It was noticed during the meeting recordings that participants showed more confidence to get involved in the different activities and participated actively among their classmates. In a group, for example, they worked together and tried to have small interactions in English with teacher and students which benefited students speaking skill.

Conclusions

Cooperative learning activities can effectively promote students' speaking skills and develop their social skills in different ways. In fact, CL activities lead students to participate and use English orally confidently through the implementation of varied

activities as jigsaw, numbered head, think-pair-share, circle the sage and round table/round robin. These activities allowed students gain new vocabulary, reinforce their grammar basis and improve their pronunciation and fluency according to English level A1-A2. Besides, implementing cooperative learning gives benefits for students to improve their social skills as leadership, decision-making, trust-building, communication, and conflict-management and can develop basic elements of interaction among students as group processing and face-to-face interaction.

Students' development of positive attitudes during implementation was an essential element to encourage awareness of the importance of cooperative learning so as to achieve better results and contribute to significant learning. Students valued and respected their partners and, in some cases, discovered new skills through the work. Participants perceived teamwork and interacting between peers as fundamental in learning a foreign language. They favored group work and pair work since, in this way, they could share their ideas and different points of view so they could correct each other to move forward.

The roles assumed by students during the cooperative learning activities illustrated the positive influence the CL approach have on students learning process. When some students played the roles of leaders; encouragers; guides and even teachers during sessions, it allowed the other students to participate; support each other; learn jointly and correct any mistake that they heard from their co-workers. It is important to highlight that these roles helped students feel less nervous and gain more confidence.

Authentic material, interesting topics, interactive games and among other resources were motivating factors in this experience. These elements gave students tools and

encouragement in their work. The topics generally allowed them to discuss and think about their real life.

Recommendations

As recommendation for further studies, it is essential to take into account of the importance for teachers to find different strategies and activities through cooperative learning for helping students to improve their oral production. Workshops should be given sufficient time to carry out every activity accurately and that the material implemented should be in accordance with students' needs and preferences. This way, as students may encounter CL activities more interesting and significant, they will have a stronger impact on students' outcomes. Moreover, that language teachers should be encouraged to teach integrally the four language skills composing the acquisition of a foreign language instead of teaching them separately. In this way, meaningful learning will allow them to involve their different skills as well to put in practice all those elements into real situations.

Finally, as an attempt to facilitate data analysis, it would be convenient to implement plenty of instruments with the aim of identifying and collecting students' attitudes, conceptions, opinions and preferences that guarantee the effective improvement of any language skill. For instance, the use of interviews, placement tests, questioners, surveys, between others.

Chapter II: Research Component

Introduction

In the context of the formation in the foreign languages program, the pedagogical practicum of pre-service teachers highlights as significant aspects to study and to research, the improvement of the teaching-learning process for high-qualified education. Moreover, it exists an interest to understand and modify the pedagogical practicum, also concerning the local studies, focusing more on the learning problems than the teaching ones.

It has been considered to carry out a project with a reflective approach, in which the development attempts to objectify knowledge, behavior, and attitude towards the educational work; coupled with the internalization exercise, immersion and examination of the own subjectivity as teachers, throughout questions and looking for information, in order to give a solution to problems and self-recognition as well.

Justification

The formulation of this project in the context of foreign languages students' practicum, is part of the conception of professionalizing practicum as the first step to improve the educational processes in the institutional centers where teaching practicum (Práctica Docente – PRADO) is carried out. It is argued that giving importance to the role of reflection in the teaching process is the first step when understanding the related to this profession, one's actions and interest towards the knowledge of the different models and approaches to pay attention to any complex situation and establish an analytical look on the action.

According to the educational philosopher, John Dewey's theory, a pioneer in the field of reflective thinking, there is a reasonable need addressed to this project to provide with the pertinent tools of analysis and self-observation that allow the pre-service teachers establish a difference between the routine and reflective actions. We consider that a reflective approach foresees the agents from a traditional context of inertia and authority that prevail at school.

Statement of the problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, they are often seen as imprints, stable and invariable features that are part of the identity and culture of the school. When events are unfolded without any major alterations, there is a risk for the teacher to get stuck in a logic of action which does not permit the pedagogical evolution and the renovation of the school's culture to occur.

A practicum stage, in which there is no place for reflection, does not enable struggling situations to emerge and be solved; these realities are usually ignored, invisible. Bearing in mind this perspective, the pedagogical practice is assumed from the production of codes that place teachers in a traditional way, in which cultural production becomes an obstacle for emerging practices that tend to generate transformations of thought and knowledge, to come out and attain the social needs.

Because of this situation affecting teachers in a greater or lesser extent, it is crucial that the teacher training process promote a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices, so that this stage can have an impact and transform their work and their professional performance in the future.

In the case of the Bachelor of Arts degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental practice providing students opportunities to self-evaluate at their integral practicum stage as well as to establish a critical and constructive look at their work in their teaching role. To start developing this study, these are the questions that guide this research:

1. In what way does the implementation of reflection contribute to the transformation of the pedagogical processes that are inherent when developing the integral practicum stage?

2. How does the reflective exercise influence the development of a critical spirit in the pre-service teacher students when analyzing their pedagogical work?

Objectives

    General.

- To implement reflection as a transforming tool of the pedagogical processes characteristic of the integral practicum.

- To promote the development of critical spirit on practicum students in order to allow the analysis of their pedagogical endeavor.

    Specific.

- To strengthen a teaching-practitioners' staff with critical spirit that reflect and propose alternatives of solution facing rising problematic situations in their pedagogical practicum experiences.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum and be inserted into the institution effectively.

- To identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice.

- To implement reflective workshops and the development of didactic units that would guide the reflection of the practicum students.

- To analyze teacher's and student's beliefs about the teaching profession.

Theoretical framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

The teaching profession.

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also is the person who has the responsibility to educate students integrally.

Currently, this profession demands a series of competences, such as the conceptualization, as well as a way of operating in the planning and administration of human resources, pointed towards easing an articulation among management, work and education. In this way, every teacher has to achieve with some competences in the discipline that will allow him to have a hold of a set of skills and knowledge in the specific area, since the first intellectual requirement in a professional is the level where he puts his activity into operation. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge

and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be leant, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

Reflection.

When referring to reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as reflection as a process and reflection as a theme will be taken into account to deepen its definition (Correa Molina et al 2010).

Reflection as a process.

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting on the experience implies "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación".   The stages of reflection as a process are shown in the following schema.

Figure 20. Reflection stages

Reflection as a theme.

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, they affirmed that reflection is based on three different 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 were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. In the same way, these perspectives count on intermediaries so the aforesaid process comes to an execution. Some of them are: action, context, colleagues and even the person who reflects.

Reflective practice.

In order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields

In this way, the teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

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

This study will serve the teachers that are participating as they will reflect on their own methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999)

According to Van Manen (1997), there are various levels of reflexivity, in the first stage, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

In the second stage, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and

practices are then analyzed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

In the third stage, Van Manen, suggests an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom. There is a formula to present the most elaborated reflection as well as a questionnaire of ethical, moral and normative criteria that are in direct or indirect relation with the classroom.

Pedagogical practicum.

For the analysis and reflection on practice, it is considered adequate to turn methodologically to a conceptual operation of the classification of the practice itself; to do so, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice.

It is centered on training teachers who are able to reflect on the courses they teach so that they are transformed into understandable structures for the students.

Practice of social efficiency.

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

From development.

The teaching is based on the interests and development of students, and it takes into consideration the development of the teacher as a teacher and as a person, at the same time.

Social reconstruction.

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

Generic

The programs often refer to reflection in a generic way, without specifying the ambitions of the programs nor the contents to reflect about nor the strategies to foment reflective learning.

Reflection triggers.

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

The critical element in reflective thinking

This element of reflective thinking is associated with "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established a set of orderly-arranged categories of knowledge as follows:

1. Knowledge of the content.

2. General pedagogical knowledge.

3. Knowledge about the curriculum (materials, programs, etc.)

4. Teacher's knowledge and professional ethics.

5. Knowledge of the students and their features.

6. Knowledge of educational contexts.

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

Taking into account Georgea Spark-Langer's and Amy Colton's statements, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This element is directly related to teacher's narratives, in order to foster reports on their experiences in the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed, in which writing leads to the elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and intersubjective.

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.

For collecting the data of this research, the following instruments are proposed:

Reflective workshops.

The main purpose of the reflection workshops is to guide the reflection process of the practicum students, but simultaneously to socialize and share labor experiences, in order to enrich their process and insert new tools to allow transforming their pedagogical practicum.

Objectives.

- To consolidate a practitioners' staff with critical spirit that reflect and present alternative proposals of solution facing educative issues of their pedagogical practicum.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum.

- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation checklist.

The main objective of the self-observation checklist proposed is to guide the pre-service teacher towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

Narrative.

The reflection exercise permits the students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

Class recordings.

By following the record of student-practitioners performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

Population.

The total population of this study are thirty pre-service teachers from the Foreign Languages program English - French of the University of Pamplona.

Direct benefited population.

The direct benefited population of this proposal will be students from first semester in the foreign languages program at the University of Pamplona.

- First semester students

- Foreign languages students-practitioners.

Indirect benefited population.

- Foreign languages community program.

Institutional dependencies articulated to the project.

- Foreign Languages English – French program

- Languages and communication department

- Faculty of Education

External institutions linked to the project.

- José Antonio Galán High School

- Normal Superior Pamplona

- La Presentación High School

- José Rafael Faría High School

- Educational Institution Cristo Rey

- Águeda Gallardo High School

- Brighton School

Research component implementation

Self-observation checklist

The self-observation checklist proposed in the aforementioned methodology was implemented once during the whole practicum process due to the already known world health situation. This online checklist was taken at the beginning of the semester and allowed the pre-service teacher to reflect upon her own teaching performance and her role inside the classroom settings within the educational context, in this case, the University of Pamplona. It is important to mention that as this instrument comprised a bunch of questions of various teaching aspects, the practitioner became aware of the way in which planning, class development, content presentation, classroom activities and resources were executed, and from this, some decisions were rigorously taken in order to improve the teaching methodologies. One the conclusion made after filling this form was, for example, the need to implement diagnoses at the beginning of the course to know the initial level of the students, and thus direct the contents and objectives of my classes. In addition, deepen information about assessment criteria to assess each of the language skills in the English area. **(Annex 6. Self-observation checklist)**

Figure 21. Self-observation checklist

Narratives

In terms of the second instrument proposed in the methodology section for reflecting on our every day's life as teachers, five narratives were implemented during the practicum stages. This writing exercise permitted the practitioner not only to reflect about the teacher's role played during practicum but the occurrences and experiences lived through these weeks. Positive and negative aspects were identified and argued in order to take transcendental decisions that may had positively influenced students' learning processes.

Besides, although narratives were supposed to be written weekly, it was not possible because of the arrival of COVID-19 pandemic. However, five journals were kept once monthly and evidenced the practitioner's attitudes and behaviors towards the shift to virtual education. Due to this challenger situation, the pre-service teacher focused her attention on

the use of virtual platforms, the follow-up / control of the teaching-learning process on it, the analysis of student's needs and the search of adequate language strategies and resources to fit into the new demanding way of education. **(Annex 12. Narratives)**
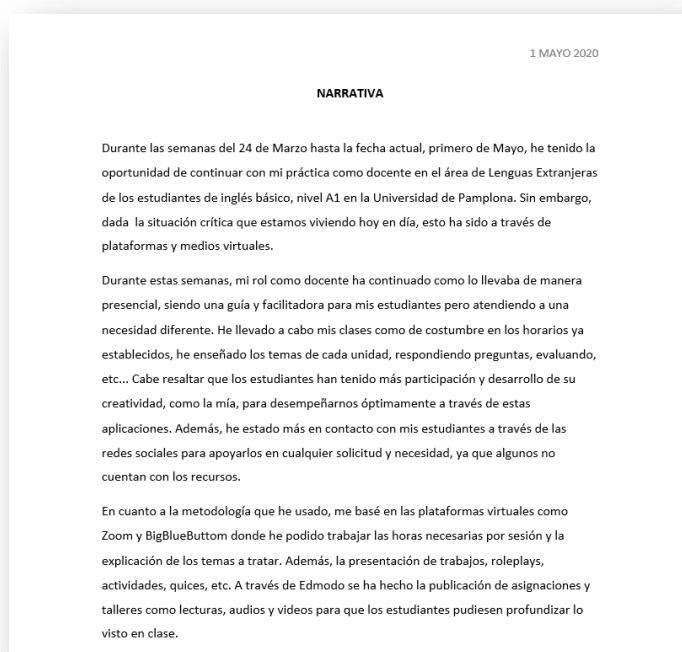
Figure 22. Example of the third narrative

Reflection workshop

Regarding the third instrument implemented within this research component, one reflective workshop was carried out on March 24th through the virtual platform called Zoom. It was useful not only to reflect upon our own teaching practicum but also to hear different viewpoints from the other practitioners that allowed teachers to get involved into diverse contexts and difficult situations. Such workshop also helped the practitioner teacher understand the social changes occurring in our actual society and what consequences these

changes brought to the educative context. Changes like the technological era we are facing

nowadays, gave rise to different concerns in which practitioners have through this

experience. Some of them were: difficult classroom management, devaluated principles as

love, respect, tolerance and so on.
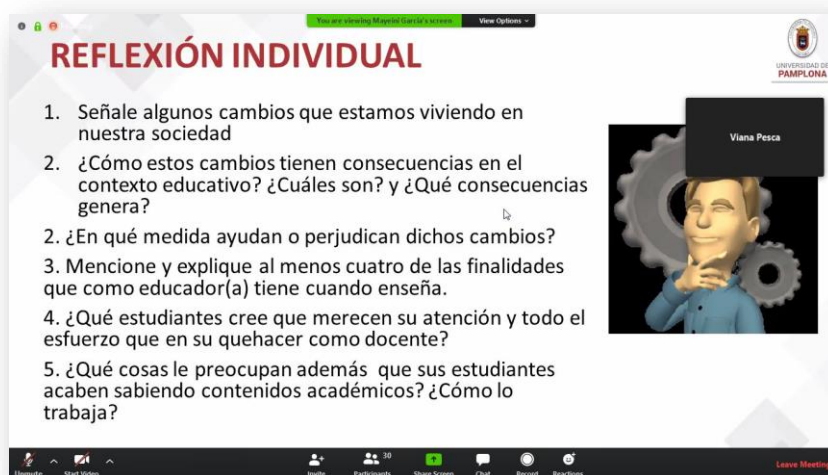
Figure 23. Reflection workshop in Zoom's platform

Class recordings

In regards to the fourth instrument, the principal aim of classroom recordings was to

facilitate the reflection on different aspects of the Foreign Languages teaching and learning

processes that were taken by the pre-service teacher during his/her reflection process.

However, classes were not possible to be recorded due to the global pandemic suffered in

the present days that hindered education and therefore in-person classes.

Data collection chronogram

Table 7

N°	Description of the activity	Date
1	Narratives-journals: weekly Five in total	March 16th April 22nd May 2nd May 22nd June 1st
2	Reflection workshops: Once during practicum stages	February 6th
3	Self-observation sheet: Once during practicum stages	March 13th

Table 7 Data collection chronogram

Conclusions

It is noteworthy to mention that playing the role of teachers requires to ask ourselves about our own practice and behaviors towards any changing circumstances surrounding us. For this, reflecting on our own methodological processes through reflection is necessary to enrich and transform our pedagogical practicum. Therefore, as reflecting is an ongoing process that cannot be paralyzed by any situation, given the world health crisis we have been through, the research component is was implemented until the end. In fact, reflective workshops, narratives and self-evaluation were carried out.

Regarding the self-observation checklist, after filling it up and answering the open-ended questions proposed in the form, it was concluded that this reflection tool allowed the practitioner to consider and take future decisions taking into account different aspects like

planning, class development and teaching resources and activities done. While answering to its questions, some statements of this checklist were taken as a yardstick for future implementing teaching measures on aspects such as different assessment techniques depending on the diversity of students; planning and modification of contents, activities, methodology, resources to adapt them to students with learning difficulties, among others.

In terms of the second instrument implemented, narratives were the means to reflect upon the first contact and process lived with the students in charge of the practitioner. In this case, first semester students at the University of Pamplona. As a new experience, these narratives exposed some pre-conceptions and fears hold as a pre-service teacher in a real-life context. Additionally, they shed some light on the experiences lived during the drastic shift from in-person classes to the virtual ones. Due to this pandemic situation, many challenges arise and immediate solutions needed to be taken in order to continue with this ongoing process that is being a teacher.

Finally, regarding the reflection workshop usefulness, the practitioner was benefited in terms of realizing the different challenges we may face during this 21st century and the variant tools to overcome these issues, as for example, the methodologies to control discipline, analysis of student needs and effective strategies that may influence significantly students' learning processes.

Chapter III

Outreach component KET exam preparation workshop for the students of Basic English A1 courses

Introduction

In today's world, English is one of the crucial aspects to get immersed in the worldwide dynamics of academic, cultural and economic fields at a global scale. When learning a foreign language there are some parameters to be taken into account in order to be highly proficient in language and therefore foster all four language skills.

In fact, New Colombian National educational policies are aimed at promoting foreign languages learning in the different educational sectors of the country, so that all citizens have the opportunity to participate in cultural exchanges that allow them to get access to more equal conditions with regards the personal and social development of the country. According to the European council (2001), there are some guidelines to be tracked from a basic user of the language (A1-A2 levels), until a proficient user (C1-C2 levels). For that reason, all foreign language formation programs should consider this road map as a tool to survey and self- asses the inherent processes involved in this area.

With regard to the University of Pamplona foreign languages program, one of the essential aspects to reach the high quality accreditation regarding pedagogical, linguistic and integral components is to demonstrate how the students' learning goals are achieved through the evidence of standardized exams as a technical source of proof and self-

assessment not only for students, but also for teachers' labor and strategies in the case of the linguistic and cultural formation.

Moreover, as the in the main goals of the B.A in foreign languages program is to provide students with different training spaces –within the English course- in order to familiarize them with the different language level qualification exams. Therefore, in the light of the fact that the certification of proficiency in the foreign language is of vital importance (the appropriate use of language to perform different actions in the world) this proposal aims at integrating foreign languages' students training, in this case, first semester students with the different language level qualification exams, in this case, the Key English Test (KET).

Justification

Some complementary workshops are offered in the foreign language program. Although some of these workshops attempts to prepare students for French-language exams as well as the compulsory ones (DELF / DALF, SABER PRO) there is no specific focus on familiarizing students with standardized exam in the English area. Moreover, even though most of the program English exams are based on the Cambridge assessment organization, a deeper instruction so as to get in contact with more complex tests is required. Applying this plan with success, will benefit significantly and reciprocally both the University of Pamplona's foreign languages students, as well as the Foreign Languages program through the positive impact on the improvement of the above-mentioned needs. It is necessary to provide first semester students with language level qualification exam training to attain functional proficiency in listening, speaking, reading and writing at the

University of Pamplona, by contributing to the accomplishment of the demanding foreign languages degree requirements.

That is why this project is being carried out in the practicum stage as part of the outr each project developed by the University of Pamplona's last semester Foreign Languages st udents as a way of contributing to the strengthening of English language teaching.

General.

- To provide first semester students with language level qualification exam training to achieve functional proficiency in listening, speaking, reading, and writing.

Specific.

To have a better comprehension of the aspects previously specified, this proposal will attempt to:

- To contextualize first semester students from the University of Pamplona with the structure of the Key English Test (KET) exam training through a series of workshops.

- To develop a series of workshops integrating the development of the four competences according to the Key English Test standards.

- To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at the University of Pamplona.

Methodology

This proposal is connected with the social projection and goes beyond the institutional scope and facilitates the articulation of the Foreign Languages program to the foreign languages students. Additionally, these complementary workshops were planned and designed to be carried out with Basic English A1 course students from the foreign

languages program. The course was designed to be developed during ten weeks during 2 hours each session. All of the information for the training process was based on free practice exercises available on internet.

The main purpose at a pedagogical and communicative level is framed within 5 main components: the first session dealing with the introduction and explanation of the competences evaluated in the exam. Second and third session: reading component. Fourth and fifth session: writing component. Sixth and seventh session: listening component. Eight and ninth session: speaking component and finally the simulation of the exam.
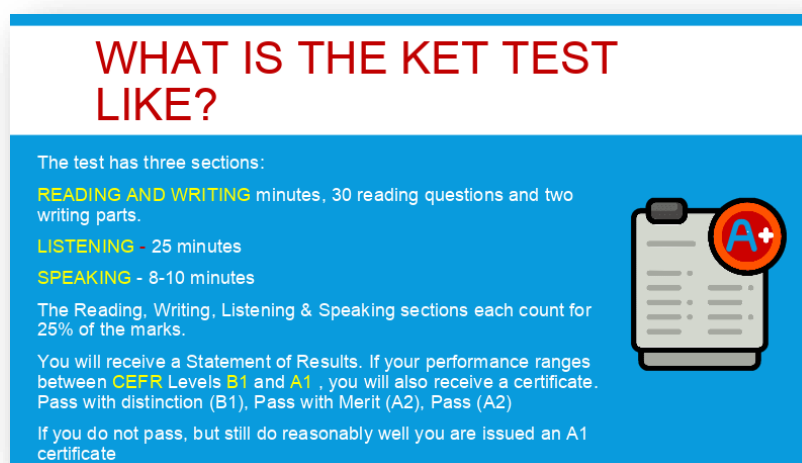
Development of the outreach project

Taking into account that the principal aim of the outreach component project is to provide first semester students with language level qualifications in order to train them for the Key English test (KET). Nevertheless, due to the sanitary emergency occurring during the ongoing semester, it was not possible to implement this proposal with freshmen students in face-to-face meetings at the different University seats. Besides, students manifested different implications like insufficient time because of their busy virtual classes' schedules and assignments.

Therefore, such implementation was replaced by the design of a virtual space in Google Classroom, where the information, instruction and material of the course was posted and delivered to the teacher in charge of first semester students. This virtual environment where the material of this project was posted is entitled "KET exam preparation" and its code of access is 7stzcmd.

Bearing this in mind, ten weeks of material and work were designed taking into account the aspects proposed in the chronogram:

- *First session:* dealing with the introduction and explanation of the competences evaluated in the exam, the material uploaded consists of: an explanatory video, one informative web page link, and a power point presentation with useful information necessary to understand the KET test .Through this material students are supposed to learn what the Key English Test (KET) is about and why it is useful for.

Figure 24. Example of material prepared for the first session

- *Second to the fifth sessions*: reading and writing components. Some useful videos and links were shared in order to start practicing and learn deeper about these skills' assessment. Also, the material uploaded comprises a power point presentation to clarify the test' requirements for these sections and some tips to follow up. It is important to mention that the reading and writing components were paired since they go hand to hand according to the KET exam format.
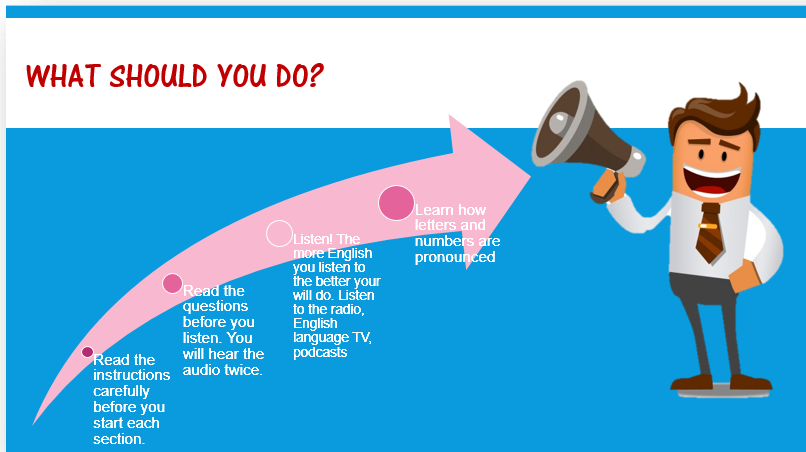
Figure 25. Example of material for the fifth session

- *Third to the tenth sessions*: listening and speaking components. Students are supposed to learn detailed information about the listening and speaking sections and be prepared to present the Key English exam successfully. The material uploaded comprises: two web page links, two power point presentations, demonstrative videos to practice Cambridge speaking style and an article entitled "How to do well on the day of your speaking exam". Finally, the simulation link for the Key English test was added.
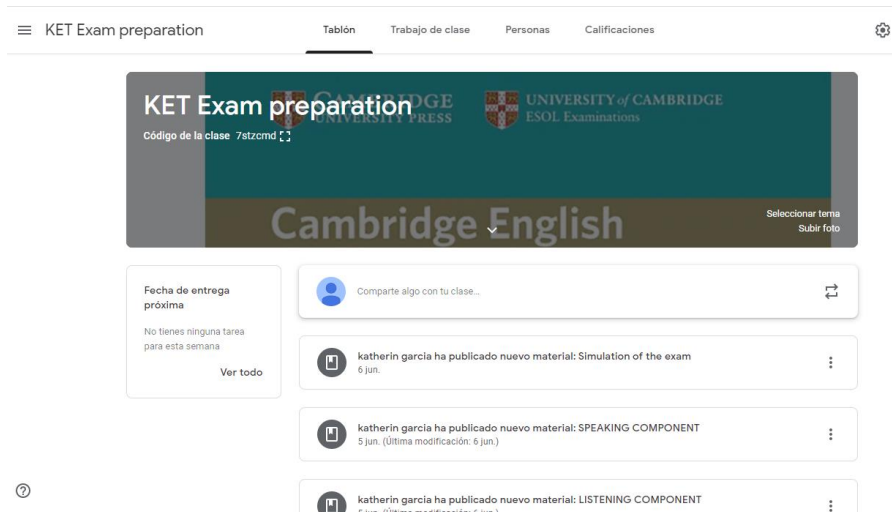
Figure 26. KET exam preparation Google Classroom

Chronogram

Table 8

WEEK	ACTIVITY
1st week	Introduction to the standardized test design and competences evaluated
2nd week	Reading component
3rd week	Reading component
4th week	Writing component
5th week	Writing component
6th week	Listening component
7th week	Listening component
8th week	Speaking component
9th week	Speaking component
10th week	Simulation of the exam

Table 8 Outreach project chronogram

Conclusions

The main purpose of the outreach project was to provide first semester students with language level qualification KET exam training to achieve functional proficiency in listening, speaking, reading, and writing. That is why, although the sanitary emergency hindered the implementation of this proposal with freshmen students in face-to-face meetings, such implementation was substituted by a virtual space in Google Classroom. This free web-based platform was created as an attempt to facilitate paperless

communication between the teachers who are in charge of first semester students with informative and creative material for training their students to get the necessary qualifications for acquiring an A2 certificate.

The execution of the material posted in the google classroom platform is intended to benefit both, foreign languages students of the University of Pamplona, as well as the Foreign Languages program. These benefits will result in the first semester students' familiarization with the different language level qualification exams and improvement of the language skills integrally. Similarly, it will contribute to the strengthening the foreign language program' objectives in which students must be provided with different training spaces to present standardized tests.

Chapter IV – Administrative component

As a teacher, being a part of a higher education program entails enormous responsibility and duties with the organization and the program itself. From this perspective, this stage involves engagement with all the processes involved during the academic semester in connection with various kinds of events such as cultural, teaching meetings and realistic orientation sessions, without getting away of all the academic obligations.

In addition, as practitioners one of the main functions will be to scrutinize and respect all the policies and rules of the University of Pamplona's foreign languages program, as well as the vision and mission of the degree.

Objectives

General

- To actively participate of all the academic and administrative events managed by the FL program during the semester.

Specific

- To be part of all administrative events of the foreign language program as an attempt to understand their organization and the ways they regularly work.
- To help teachers and students to organize cultural and academic events of the degree.

Methodology

Taking into account that the role as practitioners at the University of Pamplona includes attending and participating of all program meetings, the methodology of this component will be aligned with the decisions the EFL teachers staff make. For instance, one of them is the general meetings held every Tuesday at 14:00 at the department of languages and communication as well as the English area ones carried out once a week. These spaces allowed the launch of the processes and the decisions made by each member of the teaching community. Moreover, some of the events that practitioner will take part during the development of the semester will be: the organization of cultural events like Chante Claire, PBL projects, English and French macro events, etc.; curricular renovation process; Monitoring of teachers and practitioners' responsibilities and participation on administrative and institutional activities.

Chronogram

Table 9

DATE	ACTIVITY
Every Tuesday at 14:00	General teachers' meeting program
Suspended	English cultural event: Cosplay and sketches
To be dated	ChanteClair
To be dated	Program accreditation meetings

Table 9 FL program chronogram

Development of the administrative project

Concerning the administrative component, during the first weeks of institutional observation and the first week of work as a practitioner at the University of Pamplona, the practitioner had the opportunity to take part in different academic and administrative events managed by the FL program. However, due to some health constraints that affected today's world, the massive events from the chronogram as the ChanteClair and English cultural event were canceled.

Nevertheless, the pre-service teacher had the opportunity to take part in the welcome meeting for all the first semesters' students. For this, she could play the role as a teacher, present the salutations and even carry out interviews to some freshmen students. Moreover, during the first weeks, two meetings of the program were attended. On one hand, an English teachers' meeting to organize the cultural event for this year, from which the name, theme, date and organization of the event was decided as it is "Cosplay and Sketches". On the other hand, a meeting held in order to organize the 2020's research

congress in which some aspects like presenters, national and international speakers, design, and location were decided.

Conclusions

Although the practitioner did not actively participate of in-person academic and administrative events managed by the FL program, there was an engagement with all the processes involved during the first weeks of the academic semester and the role as teacher in charge of first semester courses. Besides, it is necessary to highlight that the experience of being part of this institution and feeling as an actual teacher belonging to the FL program not only helped the pre-service teacher to be highly engaged to its vocation but also personally and academically to surpass herself in any area.

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ANNEXES

Annex 1. Journals

Journal 1.docx   Journal 2.docx   Journal 3.docx   Journal 4.docx   Journal 5.docx

Annex 2. Students' diaries examples

Survey 1

English Class Survey

Students' name: LUIS MARIANO LIÑAN FRAGOZO   Date: 3 de mayo 2020

1. What type of activities were used by the teacher?

R/= Esta actividad se trato de hacer parejas y entre las dos persona crear una historia usando el pasado simple, ya despues de tener la historia lista habia que leerla y compartirla con todos.

2. Do you think those activities help you to improve your speaking?

Yes ___x_____   No _____

3. What aspects did you practice the most during this class?

Listening ____X_____
Reading ___X_____
Writing ____X_____
Speaking ____X_____
Grammar____X_____

4. According to the activities, for you who is/are responsible for the learning process in the class?

Students _____
Teacher _____
Students and teacher ___x_____

5. How you can describe yourself during the group work activities?

Positive (_x_)Why? _____
Negative (   ) Why? _____
Indifferent (   ) why? _____
Other (   ) why? **ATENTO.** Porque para aprender hay que estar muy interesado, tener mucha voluntad y compromiso.

6. According to the class complete this chart:

POSITIVE ASPECTS	NEGATIVE ASPECTS
Al momento de crear la historia estamos poniendo en practicar varios componentes esenciales en una lengua extranjera, al utilizar el pasado simple estamos practicando gramatica y cuando escribimos la hitoria practicamos la escritura, cuando un compañero leia su historia, los demas escuchamos, por lo tanto se practico el listening, la lectura y con ella el speaking.	Las clases son virtuales

Survey 2

English Class Survey

Students' name: LUIS MARIANO LIÑAN FRAGOZO   Date: 3 de mayo 2020

1. What type of activities were used by the teacher?

R/= Se hicieron varios grupos con un líder rotatorio, cada grupo estaba en un sala diferente en zoom y con distintos temas, en donde cada equipo preparaba el tema, el cual debian de explicarle a los demas compañeros al momento de rotar.

2. Do you think those activities help you to improve your speaking?

Yes ___x_____   No _____

3. What aspects did you practice the most during this class?

Listening ____X_____
Reading _____
Writing _____
Speaking ____X_____
Grammar____X_____

4. According to the activities, for you who is/are responsible for the learning process in the class?

Students _____
Teacher _____
Students and teacher ___x_____

5. How you can describe yourself during the group work activities?

Positive (_)Why? _____
Negative (   ) Why? _____
Indifferent (   ) why? _____
Other (_x_) why? **ATENTO.** Porque para aprender hay que estar muy interesado, tener mucha voluntad y compromiso.

6. According to the class complete this chart:

POSITIVE ASPECTS	NEGATIVE ASPECTS
fue una clase muy provechosa ya que se pudo practicar gramatica, speaking y el Listening interactuando con los compañeros, estos son aspectos fundamentals en el aprendizaje de un idioma, los cuales hay que practicar constantemente.	Las clases son virtuales

Survey 3

English Class Survey

Students' name: Manuel Galvis   Date: April 30, 2020

1. What type of activities were used by the teacher?

Creating stories and exposing them.

Do you think those activities help you to improve your speaking?

Yes ✔   No _____

2. What aspects did you practice the most during this class?

Listening ____✔____
Reading ____✔____
Writing ____✔____
Speaking ____✔____
Grammar ____✔____

3. According to the activities, for you who is/are responsible for the learning process in the class?

Students _____
Teacher _____
Students and teacher ___✔____

4. How you can describe yourself during the group work activities?

Positive (_✔_)Why? Because I this activity let my imagination fly.
Negative (_)Why? _____
Indifferent (   ) why? _____
Other (   ) why? _____

5. According to the class complete this chart:

POSITIVE ASPECTS	NEGATIVE ASPECTS
- Teamwork - Practices pronunciation - Playful activities - Text production - Unique classes - Etc.	

Annex 3. Video and audio recordings

- https://drive.google.com/open?id=1sDGqOlOfNm_VZ0Qu4WvDaOEbocmAVjMi

- https://www.dropbox.com/s/dmaeg7emvhrzouu/Comparative.mp4?dl=0

- https://drive.google.com/open?id=1H2xC4NEf-P1T4GW_At6AYDE2il6k0Znu

- https://drive.google.com/open?id=13qoR2-3Q_tlE1B-JmfNDdMVs4XSzo5w4

- https://drive.google.com/open?id=1Bw8pIxg2D1-uh_teUoEaeRbxCALJhD-c

- https://drive.google.com/open?id=1rlF2FXUuP14dtlN5MGlBLOag4WAZmDQ7

- https://drive.google.com/open?id=1DpqiseagWKf8aMkFVbAqJEUASRb2LbOo

- https://drive.google.com/open?id=1h0T6neuiNoh584WeAVD19p_s375d97Fx

Annex 4. Plannings

Workshop 1

workshop 1 (1).docx

Workshop 2

workshop 2 para aplicar mc 29 abril R

Workshop 3

workshop 3 done.docx

Workshop 4

workshop 4 (2).docx

Workshop 5

workshop 5 (1).docx

Annex 5. Participants permission

Pamplona, 16 de Marzo de 2020

Estimados,

Estudiantes primer semestre

Cordial saludo,

Yo, Katherin Yurley García Rey, identificada con C.C 1090517444 de los Patios, Norte de Santander. Estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos A y B, Inglés Básico A1, acompañado de la supervisión de la docente Judith Albarracín. Me dirijo a ustedes con el fin de solicitarles su autorización para que participen en mi proyecto de práctica titulado "Promoción de las habilidades de habla de los estudiantes del primer semestre a través de actividades de aprendizaje cooperativo en la Universidad de Pamplona" ya que para una de las etapas de mi proyecto los deberán hacer parte de entrevistas, cuestionarios y grabación de videos que hacen parte de los instrumentos de recolección de datos. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

_____ c.c.1090517444

Estudiante-Practicante

Laura Pañas

Manuel Galvis.

Lineth Sofía Sánchez.

Annex 6. Self-observation checklist

Auto-observación de clase, 2020-1

Puntos totales 0/59

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACI
DEPARTAMENTO DE LE
LICENCIATURA EN LENC
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE L

Dirección de correo e
kateriin.garciia@gmail.c

Autoevaluación

*

DD   MM   AAAA

15 / 03 / 2020

I. PLANIFICACIÓN

Sin título

✕ Realizo la program
referencia el Proye
área *

1   2

○   ○   ○

Comentarios

si tengo presente los te
aprendizaje y me guió d
planeo y realizo activida

✕ Planteo los objetiv
competencias que

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 p
de cada unic

-Presentación de los contenidos:

✕ Relaciono los contenidos y actividades con los conocimientos previos de .../3
mis estudiantes. *

Comentarios

por lo general, an
tengo en mente p

Comentarios

si esto con el fin de

✕ Planteo situa

✕ Estructuro y or
tema (indices,

III. EVALUACIÓN:

Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área. *

1	2	3	4
○	○	○	◉

Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área. *

1	2	3	4
○	○	◉	○

Realizo una evaluación inicial a principio de curso. *

1	2	3	4
○	◉	○	○

Annex 7. Narratives

16 MARZO 2020

NARRATIVA

Durante la semana del 9 al 13 de Marzo tuve la oportunidad de empezar mi práctica como

docente de inglés en el área de Lenguas Extranjeras, específicamente, a los estudiantes de

primer semestr

estudiantes de

Trabajamos la u

presente simple

la ciudad. En cu

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que a este nivel

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afanada ya que

producción. Alg

explicaciones e

comprendían.

13 abril 2020

NARRATIVA

Durante las semanas del 24 al 27 de Marzo y 30 de marzo al 3 de abril, tuve la

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durante la s

parcial escri

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donde únic

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visto en clas

Durante est

nueva meto

una clase. P

plataformas

habilidades

incluso tuve

En cuanto al

Edmodo) he tratad

habilidades

22 Mayo 2020

NARRATIVA

Durante las últimas semanas, he tenido la oportunidad de continuar el rol como docente

del área de inglés con los estudiantes de primer semestre, en el contexto Universitario.

Siguiendo los pará

programáticos de i

implementación d

hacen parte del qu

formalidad presen

saber cómo manej

aportar al aprendi

era un reto para m

partir de los errore

tiempo y no aprov

trabajo en equipo,

El rol de docente q

guía, supervisor, fa

del uso de platafor

Edmodo) he tratad

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actividades de pro

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01 de Junio del 2020

4 NARRATIVA

Para esta última narrativa, en cuanto a mi proceso de practica integral en el ámbito universitario, quiero permitirme hablar acerca de este proceso de aprendizaje a manera de conclusión. Para esto, es necesario mencionar el aprendizaje adquirido a través de las experiencias que marcaron mí que hacer como docente, como, por ejemplo, el cambio drástico al aprendizaje virtual; estrategias adoptadas para mejorar el proceso de enseñanza-aprendizaje y entre otros aspectos que emergieron a causa de la situación que estamos viviendo hoy en día.

En general, puedo decir que el aprendizaje adquirido durante este proceso como docente en el área de Ingles, fue enriquecedor y trascendental. Debo decir, que al inicio de este proceso no tenía muchas de las habilidades que tengo ahora gracias a la práctica que me permitió tener este semestre. Habilidades como: el manejo de clase a nivel disciplinario, dar instrucciones claras y precisas, administración del tiempo, uso adecuado de la lengua materna, uso adecuado de plataformas y herramientas virtuales entre muchas otras, fueron ganancia a nivel personal y profesional. En un comienzo, por ejemplo, en mi primer día como docente en un curso de primer semestre, sentí que los estudiantes no me tomaban en serio y no me veían como profesora. Ese día sentí un primer gran reto, porque me llené de nervios y ansiedad al enfrentar un grupo de 30 estudiantes contemporáneos a mí. A pesar de mis conocimientos, ese día los estudiantes no entendieron mis instrucciones, no respondieron a mis preguntas, ni mucho menos, hubo participación en clase como yo esperaba, etc. Sin embargo, hoy en día puedo decir que esta situación cambió y lo que parecía ser un obstáculo ahora es una experiencia fructífera, puesto que, esas habilidades las adquirí con el tiempo.

Ya como segundo gran reto, llegó el cambio drástico de las clases presenciales a la modalidad virtual. Si bien, me era difícil desde un principio planear e implementar lo planeado en clases presenciales, ahora que enfrentaba las clases virtuales me era aún más