

**Implementing Creative Writing At ‘La Presentacion’ High School Pamplona In Order  
To Improve Writing Skills**

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**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

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## **Presentation**

The following inquiry is composed of four main components: pedagogical, research, outreach and administrative component, those components are part of the integral practicum process carried out at the University of Pamplona in order to guide pre-service teachers in the teaching-practice experience as in their professional life.

Initially, the pedagogical component describes the implementation of a proposal which aims at enhancing student's written skills through creative writing. Likewise, this pedagogical proposal also works on fostering students' reading skills.

Subsequently, the Research Component allows pre-service teachers develop critical thinking about their role as future teachers through self-assessment and the reflection.

Afterwards, the Outreach Component focuses on teaching English in primary schools given the lack of knowledge and teaching English that is provided in those learning levels. Finally, The Administrative Component explains the activities in which the pre-service teacher is involved in the high school as a teacher of the institution.

## Introduction

Over the last years, we have been immersed in a globalized world that is changing the way we live, interact and communicate with others, this globalization not only has been enhanced by the use of the technologies but also English language as lingua franca has played an important role in this process, Thus, nowadays learning English is a fundamental need for the development of a society.

Likewise, in Colombia, the necessity of teaching English as foreign language at schools was recognized at 1994 when it was included as must-seen subject for high school students including it in the area of Humanities, Spanish language and foreign languages allowing students to have a different vision of the world and come into contact with other ways of thinking and expressing themselves. Bearing in mind the idea of improving the quality of English language in schools, high schools and universities, in 2004 the Ministry of National Education (MEN) designed the National Program for Bilingual Education (GNP) wherein are established the basic standards of competences in foreign languages, describing the competences and skills that students must acquire in each grade and level of proficiency required by the common European framework of references.

In this way, English teacher must promote the development of each language skill (listening, speaking, reading and writing) in their students by the use of different and innovated teaching strategies and methods. As Walsh Dolan. (1985) said the four Skills (reading, listening, speaking and writing) should be integrated effectively to help students meet the standards you set for them and develop their communicative competence gradually.

With regards writing and reading skills, teachers must foster activities that involved the development of those skills since, it allows students think critically, organize ideas and

improve their ability to express better their ideas contributing in their professional development.

Bearing in mind the importance of developing in students reading and writing skills, the following pedagogical proposal was focused on enhancing students' written skills and simultaneously promoting reading comprehension as a way of acquiring new vocabulary and expand students' creativity when writing. And was implemented at 'la presentation' high school Pamplona.

Learning a language must be an acquired skill taught from childhood since children learn faster in those ages as well as the learning is more significant and funny for them. That is why, this inquiry also contains a proposal that was carried out in a primary school which pretended teaching English to children improving their skills in L2 using songs and flash cards to do it.

Moreover, this project took into account teacher's role, placing the pre-serviced teacher in a reflection process of teaching in order to improve her skills as teacher, also it contained a chapter about the teacher's administrative role.

It is important to stay that due to the sanitary emergency presented around the world owing to the corona virus this project must change its implementation to face to face activities for virtual activities.

## Justification

Developing written skills in high school students is a challenge that every teacher must face. Everybody knows that writing in a foreign language is not an easy task for students. It is due to different aspects such as the unknown vocabulary, the lack of knowledge of text structures that students have and primarily for the apathy of some students to read.

That is why in order to motivate students to develop their written and reading skills, teacher must to look for strategies that encourage students to read and write for fun and not for obligation. The observations carried out at 'La presentation' high school helped me to identify that written production is not deeper develop in the classroom and students feel apathy about read or write because of the type of the text they work on, which motivate me to develop a pedagogical proposal based on creative writing aims at helping students at express their feelings and emotions in written way being helped with literary texts that inspire them to write.

Thus, it is fundamental that students acquire English language in early life given that in this time they are more receptive and learning new things there is not a tough task for them, in this sense, primary students must learn English in their school since kinder and teachers must ensure a fun and meaningful learning for them.

Moreover, teaching process, methodology and strategies are important to develop language skills in students, that is why teacher have to assess their own experience, reflecting about the actions that he/she carries out since improving their skills as teacher and in this way become in a better teacher. Foreign Language Program notices the importance of the reflection process in teachers and promotes in its last semester students a practicum reflection that allows them to analyze their first experience as teachers and look for strategies to

improve. The following pedagogical proposal would be with eight graders students at a public school at Colombia.

### **Objectives:**

#### **General objective**

- Improving 8<sup>th</sup> graders' written productions through creative writing at 'La Presentacion'' high school
- **Specific objectives**
- To meet the needs of the children of the primary school in the city of Pamplona.
- Integrate the foreign language pre-service teacher English-French Foreign Languages Degree Program into the educational reality of teaching English at the primary school in the city of Pamplona
- To promote the self-assessment and reflection to improve the pre-service teacher experience.
- To identify the different roles of a teacher in an institution

## Conclusions

- The pedagogical process couldn't be implemented because of the sanitary emergency but three sequences were designed and posted on a platform web
- The use of images and songs for teaching English motivate Children to learn easily
- The process of reflection followed by the pre-service in both modalities virtual and face to face pre service teaching led her to ask herself whether her actions carried out during her teaching process were effective to accomplish her objectives as teacher . Moreover, it allowed her to analyze various methodological procedures took by her and improve them
- Being teacher is not only about giving a class but to contribute to the development of the school

## **Institutional Observation**

This section describes the main features of ‘La Presentacion ‘High school such as ñ  
iTopographical location of the institution, the school calendar, the organizational chart, the  
supervisor’s schedule among others. Features that could be identified thanks to the  
observations carried out in this institution, Hatch. (2002) highlighted that observation allow  
us to understand the culture, setting, of the. Participants,

### **Topographic location of the educational center**

“La Presentation” high school is an institution located at Pamplona, North of  
Santander, Colombia specifically in street 6 N° 2-99, this school is guided under  
spiritual, catholic and educational principles and the philosophy of Marie Poussepin  
founder of the congregation Hermanas Dominicas in 1883.

### **Identification of educational authorities**

**Table 1: School authorities**

<b>Charge</b>	<b>Name</b>
<b>Principal</b>	Esp. Mireya Acevedo Mejia
<b>Principal Academic and Discipline</b>	Esp. Martha Judith Rojas Contreras
<b>Coordinator</b>	Roger Yesid Bautista Rico



## **Identification of the fundamental aspects of the institutional educational project**

### **P.E.I**

#### **Contributions of the PEI to the Municipal Development Plan**

The modality of our educational institution contributes to our municipality from the productive part, where the students carry out their business practices in the different companies applying the knowledge acquired through the different modules.

#### **Mission**

The Educational Institution Technical College La Presentation of Pamplona of an official nature integrally integrates girls and young people at the preschool, primary, secondary levels, and technical media in “Administrative Assistance”, from a bio-psycho-social conception, through the pedagogical Humanistic-cognitive model, research and the incorporation of technology. With the committed engagement of the educational community, it consolidates a life project with identity, presentation, building citizenship, social responsibility, promoters of a peaceful culture, respectful of the life and dignity of the person of the environment and its diversity.

#### **Vision**

For 2021 to be an inclusive educational institute, with a pedagogy based on a humanistic-cognitive philosophy, promoter of the formation of integral, competent and entrepreneur human beings, with a deep sense of life.

## Values of “La Presentación” high school

### **Mercy**

It is an engagement of faith in which we live faith in Jesus by praying and bearing witness of life and living in solidarity with others.

### **Simplicity**

Being humble in any given situation, living transparently, leaving appearances aside and being who we always are with the truth.

### **Work**

Being responsible in any situation, serving with joy, developing skills and talents in academic performance and other activities.

### **Symbols**

#### **The flag**

The color white means:

Loyalty that makes the person great.

Transparency made true, simplicity, sincerity.

Purity is cleansing the soul and body; Spiritual taste.

Peace that is harmony, charity, tenderness, tolerance and forgiveness.

The color blue means:

Depth, lack of superficiality.

Interiority, interior and exterior silence.



*Figure A*

*Institutional flag*

## The shield

We contemplate in the shield: the cross, the beads of the rosary and the bee that highlight the slogan: “Mercy, simplicity, work”.



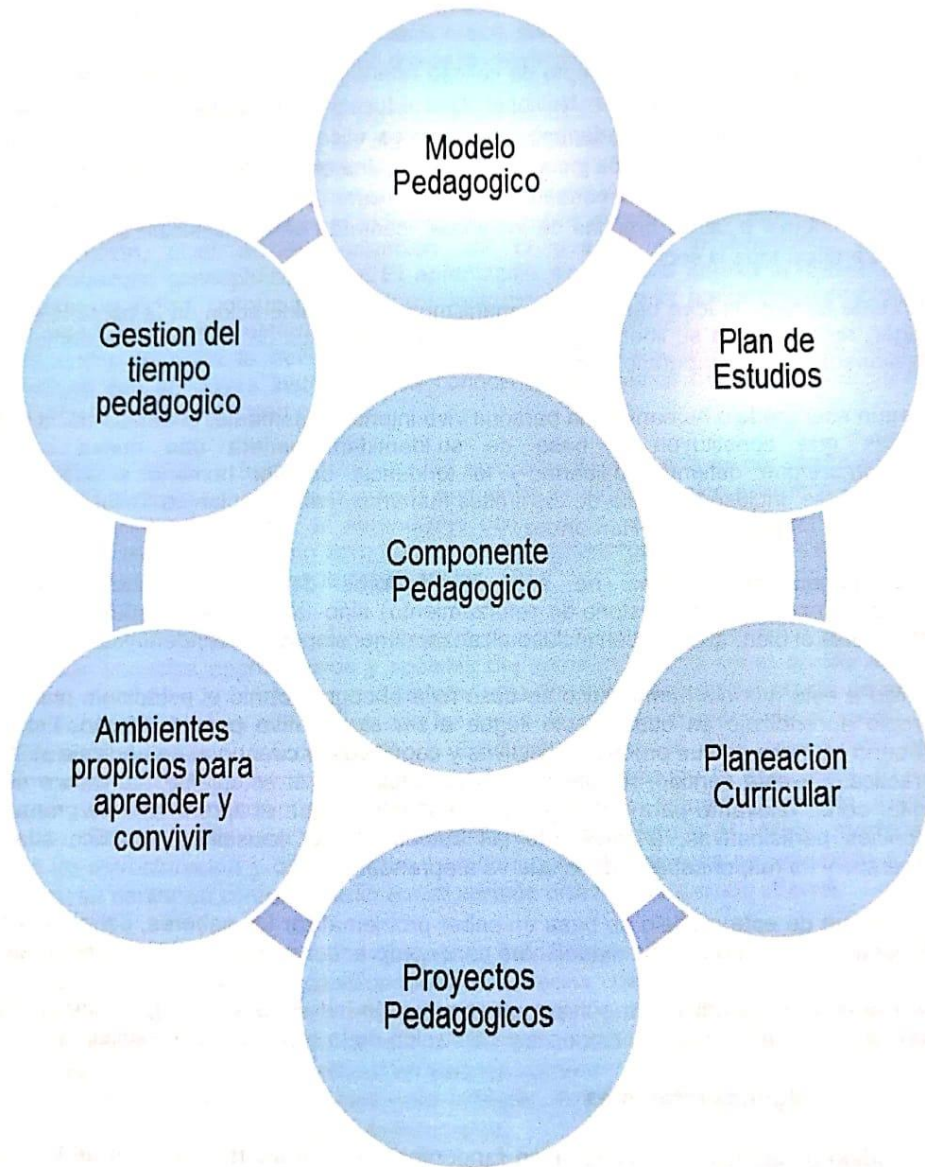
*Figure B*

### *Institutional shield*

#### **Pedagogical model or approach: Cognitivist-Humanist**

The basic idea of humanism is the consideration of the person in the first place, recognizing their freedom and dignity and the importance of their formation as an inalienable right for their personal and social progress. Together with this humanistic model, the cognitive one is developed, so the student will promote his own learning as soon as it becomes meaningful to himself. In this sense, it is very important that the student considers the topic to be treated as relevant to their personal objectives and that learning is promoted with participatory techniques, through which they make decisions, mobilize their own resources and take responsibility for what they will learn.

The objective of this model is based on know how to problematize knowledge, discuss concepts and agree with students to understand each subject in a common way.



*Figure C Pedagogical Component*

## **Summary of relevant aspects of the coexistence manual**

General Objective of the Coexistence Manual Promote and strengthen school coexistence, and training for the exercise of Human Rights, Education for Sexuality and Prevention and Mitigation of School Violence, through an inclusive policy of justice and solidarity that Allows the free development of personality and the construction of a life project with identity Presentation.

This coexistence handbook contains:

- **Chapter I:** Institutional identification, adoption, legal nature, generalities.
- **Chapter II:** Educational population and their instances of participation.
- **Chapter III:** School coexistence.
- **Chapter IV:** Rights, duties and responsibilities of the institutional levels.
- **Chapter V:** From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.
- **Chapter VI.** From the pedagogical strategies for the solution of problems
- **Chapter VII.** Agreements and modifications to the coexistence handbook.

## **Historical Review**

The school was founded in 1883, a time of precarious situation in Pamplona plagued by violence, epidemics and misery. Health and education were the first order needs. The sisters arrive in Pamplona on January 27, 1883 to take care of the hospital; A few weeks later they open a free school for 160 girls, therefore our school has its origin in the hospital.

The hospital is separated from the school on January 20, 1928, thus establishing two independent works.

In 1924 the campus passed to the status of municipal institute.

In 1927 the construction of the physical plant began, which allows him to open the doors to many students, granting them the title of sufficient education.

In 1942, the departmental secretary recognized her character and normalistic orientation by giving the regular diploma with four years of pedagogy.

In 1951, two institutions were organized with communities of independent sisters: The presentation and the normal school for young ladies.

The school always had great vitality and after a serious study of the work by the government of the congregation based on the principles of the religious community, in 1970 the physical plant of the school was closed and leased to the departmental government to transfer the normal of young ladies, with the possibility of opening a diversification of academic baccalaureate.

To the house where the normal one worked, also of property of the community, the annex is moved.

The national normal of young ladies of Pamplona, despite its long and excellent career in teacher training, ends its work in 1996. Based on the guidelines of the Ministry of National Education.

Then the horizon is widened and the new scenarios of the 21<sup>st</sup> century are opened with its scientific, technological advances oriented towards technical secondary education with a specialty in informatics and marketing in agreement with SENA. This technical modality is developed with great success and in 2005 as strengthening and prolongation of this the solidarity economy company is founded, of the technical school “the presentation”.

From the beginning, the sisters founded the school in order to educate girls and young people in the region in the Catholic Christian faith, science, and culture as responsible,

authentic and Christian women. For many years it offered internship service for those students whose families did not have residence in the city or possibilities to properly guide them in their homes.

The objective has remained in its essence, adapting to its historical needs, the changes in education and the advancement of technology.

Today, a proposal regarding a new emphasis called planning for the creation and management of companies is prospective with the SENA agreement.

Currently the school is composed of the following staff:

- 1 Rector
- 2 Coordinators
- 2 Psycho-oriented
- 125 students
- 47 teachers
- 1 financial secretary
- 1 academic secretary
- 2 auxiliary secretaries
- 4 general service employees
- 1 auxiliary maintenance employee

## **Rights**

Every student of the presentation has the right to:

- Participate in the planning, execution and evaluation of the PEI according to the mechanisms stipulated for this.
- Elect and be elected to integrate the school government or any committee established by the school.
- Freely express their opinions to any member of the educational community in a courteous manner and following the regular conduit established in the institution.
- Person directly involved in the matter.
- Group representative
- Group head
- Student representative.
- Coordination
- Rectory.
- Board of directors
- Receive timely attention from managers, teachers, administrative staff and general services of the institution.
- Know in advance the achievements and standards of each subject and the criteria for the evaluation of academic performance.
- Know the records that conduct the directives, group head, and teachers, in the student's observer and present the discharges in written annexes if deemed necessary.



- Be evaluated fairly and know the result of said evaluation before being registered in the form and delivered to coordination.
- Participate in the evaluation of behavior and behavior through an evaluation and co-evaluation with the group director and colleagues.
- Renew the registration annually following the conduit indicated in this manual.
- Receive a Christian, moral, ethical, cultural, academic and scientific education within the framework of customizing pedagogy in order to prepare for an honest, responsible and productive adult life.
- Acquire the coexistence manual.
- Receive from all the members of the educational community a respectful, fair and cordial treatment without discrimination of ethical, religious, ideological or social character.
- Demand a good academic and administrative performance to teachers and the use of an active, participatory methodology appropriate in the learning process.
- Enjoy a healthy, aesthetic and comfortable learning environment.
- Receive a quality education with clear concrete and updated guidelines.
- Request timely and with due respect the rectification of evaluations when it is considered that the assessment is wrong.
- To be exempted or postponed from any school responsibility when the applicant makes the request with just cause, timely and personally.
- Enjoy the student welfare services offered by the school: school store, library, computer room, psych orientation, nursing service and others.

- Represent the school in municipal, departmental or national competitions with the approval of the directives and in the company of the teacher responsible for the activity.
- Receive the incentives and awards granted by the school.
- Remain in the institution as long as you accept and comply with the duties established in this manual of coexistence.
- Enjoy rest, recreation and sports according to the schedules established in the institution.
- Remain in the entire duration of each class of the different subjects and participate in equal conditions in the learning processes according to the workday.
- Belong to organizations that develop the spirit of community service, youth reflection groups, choirs, musical band, sports groups, theater, dance, ecological or recycling groups, among others that are created for similar purposes.

### **Article 19 Duties**

All students that signed up is committed to:

19.1 know and implement behavior manual content inside the framework of the Presentation philosophy.

19.2 discover and cultivate to the maximum abilities; academic, scientific, artistic, cultural, trainers' skills and screening to the community.

19.3 receive means of the institution proposed with interest, spiritual and values education.

19.4 carry materials and supplies indispensable to class to carry out the school work.

19.5 be respectful and friendly with all members of the educational community.

19.6 use furniture, amenities, material, equipment and other belongings appropriately, replying for them and considering common good.

19.7 deliver and transmit opportunities to the father/mother of the family or guardian the communications that school sends.

19.8 don't use weapons, don't consume cigarettes, alcohol, drugs or any element that compromise the own mental or physical health or anybody else of the educational community.

19.9 remain positive attitude of listening to and respect for national, institutional and religious symbols, and remain silent and respect the flag-raising and other community acts.

19.10 avoid assistance to sites that are against the institution's prestige and good name.

19.11 maintain friendly relationships with all, to do this, prevent thread, tasteless jokes, nicknames, ridicule, disregard, contemptuous attitudes, and insulting words.

19.12 fulfill schedule and activities stipulated by the M.E.N. with regard to social work (10 and 11 grades).

19.13 carry the student ID or any other distinctive that the institution adopted for the purpose of identification swift and timely.

19.14 participate as a responsible and educated citizen, in democratic, civil, and cultural acts inside and outside the institution.

19.15 recognize and respect the rights of each educational community member.

19.16 met consciously the academic commitments acquired in each subject. Fulfill with homework, lessons work responsibly, and assessments without plagiarism, impersonation or fraud.

19.17 accept welcomed the guidance and provisions of classmates that legally perform inside the school government, while they don't infringe upon students' integrity.

19.18 requests appropriate form to the directives permissions exclusively necessary and entirely justified for being late, leaving the school with the guardian, no being in the establishment or another event that is developed in the institution. If the absence due to an illness, you should present the medical incapacity.

19.19 accept and value the costumes and traditions of the institution and family of each educational community members.

19.20 working with pleasure, solitary spirit, and companionship in class or school activities.

19.21 contribute to care and embellishment of the establishment to achieve a mean of healthy, esthetic, and comfortable learning

19.22 properly represent the institution in sporting, cultural, civic, scientific, academic and social events.

19.23 defend, preserve, recover, and use properly the natural resources.

19.24 arrive at the institution, the classrooms, and other sites assigned to the development of school work at the hour scheduled. In case of, absence the guardian should appear on the same day to justify and the student is obligated to look for the medium balancing knowledge seen.

19.25 actively participate in class, in implementation tasks, group dynamics, work

Preparation and lift.

19.26 submit tasks, assessment and activities effectively, clear form and ordinate on the pre-arranged day and hour.

19.27 practice the self-control that forms willingness to live a conscious and responsible discipline.

19.28 gracefully wear the uniform and enter with daily or physical exercise uniform according to the schedule. Wear it complete and in perfect order, taking into account the aesthetic and good taste orientations offered by the school, never use large ornaments, or painted nails. The uniform should be only worn at school events, never outside of school activities.

19.29 keep the school desk, the classroom, corridors, yards, bathrooms and walls, tidy and clean, as a mean of preserving health and creating a healthy, please and hygienic environment of acceptance in the community.

19.30 use recreation time for leisure and rest activities as a mean of mental health, not for academic activities.

19.31 avoid shouting and abrupt manners as during breaks, as in entrances or exits of classes or the institution, since these indicate lack of control and education.

19.32 remain the sense of modesty and morals in their assessments, writings, readings, songs, ways of dressing, shows, etc., inside and outside the school.

19.33 accept respectfully of managers and teachers' observations, recognize their mistakes and make efforts not to commit them again

19.34 take care of furniture, materials that are at your service in classrooms, the library, laboratories, computer rooms, the playroom, specialized classrooms; and when leaving lend them in perfect order and clean or repair them when it causes loss or damage.

19.35 promote in the classroom an environment of listening, silence, respect, interest, order, creative participation that encourages learning and allows individual work, group integration, mutual help, collaboration and access to knowledge.

19.36 accept with pleasure the group where it was assigned at the beginning of the year, as a mean to foster fraternity and integration inside the school.

19.37 act with righteousness, truthfulness and honesty avoiding lies, deceit, gossip and aggressiveness in words and attitudes.

19.38 Respect the assets of the schoolmates, the school and the social environment, taking as their own things that do not belong to them and delivering the lost objects to coordination or rectory.

19.39 collaborate with the parent to cancel on the date stipulated by the institution, the educational costs and to be exempt from harm to avoid inconvenience in the proper functioning of the school.

19.40 take study as a vital necessity to achieve personal fulfilment and become useful to society.

19.41 Value time taking advantage of responsibility in the presence or absence of the teacher or parent.

19.42 Follow the established channels to solve academic and disciplinary problems.

19.43 Respect the name of the school and its facilities, not using them for personal or group activities without proper authorization.

19.44 Abstain from bringing to the institution games, cell phones, sound equipment or other elements that impede the normal development of classes and activities.

19.45 In no case chew gum inside the school or eat food during the development of classes or other events.

19.46 Stay the entire school day within the school or in the place where the academic, sports, religious, civic or cultural activity takes place and in case of urgent request the due permission to retire to the person presiding over the activity.

19.47 Respect the word and free and spontaneous participation of their partners.

19.48 timely inform owners or managers about faults that are committed on or off campus.

19.49 Fulfil verbal or written commitments acquired.

19.50 for no reason negotiate with supplies, appliances, groceries or other materials within the institution.

19.51 Go to school, daily, on the stipulated day and, at the end of vacation periods or cessation of activities, arrive on time on the appointed day.

**Paragraph:** The school day for students will be stipulated according to the legal norms, of five effective academic hours, for the Primary Basic, six for the Secondary Basic and seven for the Technical Average.

19.52 In case of collecting money with authorization of the directives, do not change the initial purpose.

19.53 Do not encourage quarrels, confrontations, divisions between classmates and teachers, inside or outside the institution.

19.54 timely return the books or materials that you have requested as a loan to any agency of the institution.

19.55 maintain an attitude of silence and respect in the chapel actively participating in the events held there.

19.56 Responsibly assume the consequences of forgetting, since the entry of any material or document that you have left at home, after school activities have begun, is not allowed.

19.57 Meet the minimum requirements for attending classes regulated by the MEN to be promoted to the next grade or to be proclaimed Technical Bachelor.

19.58 Prepare a degree project, according to specialization as a requirement to obtain the title of Technical Bachelor, in the modality offered by the school.

19.59 Assume the commitment not to become pregnant while enrolled as a student of the institution, as this goes against their life project and the training in values on which the institution guides.

19.60 Commit to respecting your body, properly managing your sex life, defending life and, therefore, not aborting since this is a fundamental part of the Christian philosophy of the school.

**Paragraph:** If a student becomes pregnant, while enrolled in the institution, this procedure will be followed, based on the commitment she made at the time of enrolment with **the institutional philosophy:**

- Dialogue with the student



- Meeting and analysis of the situation with the parents of the girl involved
- Decision making between the family, the student, the school, seeking not to affect any of the parties

### **Article 20 Faults and Corrections**

In the integral formation of the students of the school the most important thing is the ability to recognize the error when a fault is committed that hurts or injures the rights of other people and of the institution, either inside or outside it and having the will required to avoid them later.

When a student commits a fault, sincere dialogue is advisable in order of conciliation, and a corrective is applied in the line of her training within the respective process, seeking that this contributes to the transformation of those who have violated one or several norms of social coexistence listed in this Manual. The following criteria must be taken into account:

20.1 effects on people

20.2 school insistence on the matter

20.3 environment where the student comes from or develops

20.4 family situation

20.5 student's age and grade level

20.6 disciplinary history accumulated in the coordination register

20.7 student observer, follow-up notebook

20.8 ethical and moral principles, according to the philosophy of the school

20.9 concept of the owner, coordination and psycho-orientation if it has been submitted.

## **Article 21 Classification of offenses**

Faults are the actions that by omission or in fact contravene the ideals, principles, duties and norms that govern the institution set forth in this coexistence agreement.

Faults for corrective purposes are classified as minor, serious and very serious offenses, according to the aforementioned criteria

## **Article 22 Minor offenses**

MINOR FAULTS are considered any unjustified act that slightly disrupts the normal development of the activities of the CLASSROOM or of the School in general, the breach of the duties of Academic, Disciplinary and Social type contemplated in this Manual of Social Coexistence and the faults that do not are considered as serious or very serious in this manual.

Those faults that are an external manifestation of the hyperactivity or immaturity of the students and that do not destabilize the activities of the group, the training process or the methodological process at the moment they occur and are temporary, not permanent, or repetitive. Three minor offenses deserve an assessment of Insufficient Behaviour in school and will be noted in the observer.

They are minor faults and deserve a MEMORY:

22.1 Arriving late and unreasonably interrupting classes, religious activities, sports and / or meetings, after three times a year; In this case, the parent will be summoned for possible corrections.

22.2 wear the uniform incomplete without justification or with unauthorized accessories, makeup and nails painted in a colour other than transparent or white. Any student who presents with the uniform in conditions of: desertion, deterioration or incomplete and, in

addition, the one not indicated for the corresponding activity, will be referred to Coordination for verbal observation; If the fault persists, the head will be called to take the necessary corrections.

22.3 impolite treatment with any member of the educational community.

22.4 Evade the cleaning of the classroom or the school when required for it.

22.5 Enter unauthorized access to the restricted access units: Rectory, coordination, staff room, secretariat, payroll, nursing, sacristy, etc.

### **25.1 Informal conversation.**

It will be done between the student and the person to whom the offense was committed, or witnessed it. The student has the right to defense, that is, to express the reasons that she wishes to present. The fault will be recorded in the observer of the student and the result of the interview taking into account not to reduce behavior if the offense is mild and the student accepts it, seeks conciliation and changes his attitude, otherwise, a Memorandum will be made and sent to the holder or coordinator.

### **25.2 Formal Dialogue.**

The holder coordinator, upon informing the student's behavior, will summon to the parent and, in the presence of her, will listen to the parties in conflict, analyze the facts and will orient towards the search for solutions. If necessary, it will refer to the rector. This merits a Memorandum of Behavior

### **25.3 Suspension of School Activities by Motivated Resolution.**

It will be carried out when a student commits a serious offense or persists in minor failures, in this case, the coordinator and the rector will analyze the student's behavior, and

the person who will be entitled to present the relevant discharges will meet with his or her assistant. At this stage, the whole process is taken as a basis for the student without having presented a change in behavior. With the approval of the Board of Directors, the suspension will be determined for one, two or three business days depending on the seriousness of the offense. The student loses the right to present the tasks, works or evaluations of the days elapsed in suspension.

#### 25.4 Enrollment in Observation through Motivated Resolution.

For students who relapse in their misbehavior It is the decision of the Board of Directors after analyzing the academic or disciplinary data of the process, after exceeding the causes that motivated her. In a special case, a student can be sanctioned with this enrollment even if it has not been temporarily suspended

### **25.5 Non-renewal of Registration**

Taking this decision is the responsibility of the Board of Directors prior to analyzing the behaviors of the student and the process of guidance guided by the School. A resolution will be issued supporting the causes and procedures offered to the student. Once the corresponding diligence is done, a copy of the administrative act will be delivered to the interested parties.

The behavior reduction will be assigned according to the severity of the assessment scale.

### **Article 26 Circumstances that mitigate or aggravate faults.**

#### 26.1 Mitigating circumstances:

The following are considered as circumstances that attenuate the responsibility of the student in the absence of the following offense:

##### 26.1.1 Age, psycho-affective development, family circumstances

26.1.2 Having observed Excellent Conduct until the moment of committing the offense.

26.1.3 Confess with complete truthfulness and “commitment to change” the fault attributed to it and the desire for change and to repair the fault.

26.1.4 Having acted to defend personal or community rights.

### **26.2 Aggravating circumstances:**

The following are considered as aggravating circumstances of the student’s responsibility for the offense committed:

26. 2.1 being a repeat offender in the same offense.

26.2.2 Committing the fault to hide or execute another.

26.2, 3 the lie and the lack of recognition of the fault

26.2.4 Having prepared the fault (premeditation).

26.2.5 Influence others to commit the offense

26.2.6 Commit the offense having been prevented.

### **A. Distribution of the physical plant**

Figure D



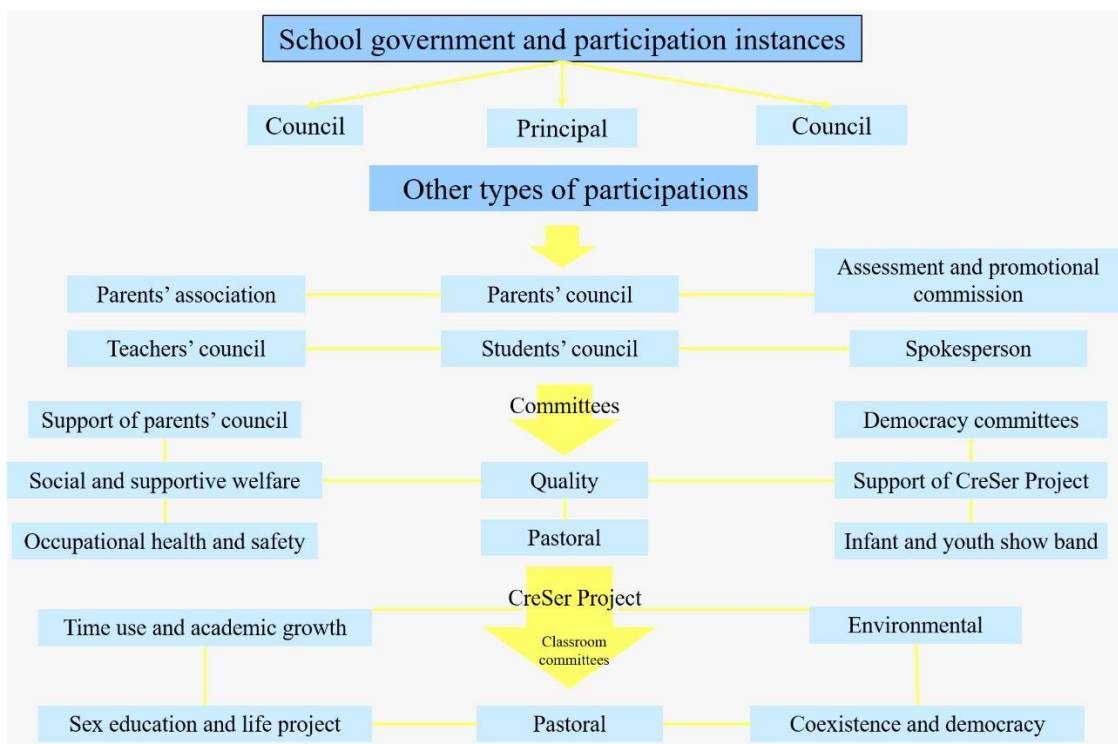
## Central yard School Tecnico la Presentacion

The primary school section counts with two outdoor recreation areas, meanwhile the high school counts with four, and an Auditorium.

The institution counts with common spaces such as:

- Classrooms for each grade: 40 classrooms
- Corridors
- Playgrounds: Primary and high school count with one playground each one.
- Cafeteria: Primary and high school count with one cafeteria each one.

### B. Institutional Organization Chart



### *School calendar of the institution*

The scholar schedule conforms to the provisions of the Departmental Secretary of Education that generally contemplates 40 school weeks, which are worked in four academic terms, 5 weeks of institutional development, 12 weeks of students recess, and 7 weeks of holidays for teachers and managers.

#### **Chart 2**

##### **Semesters**

<b>Semesters</b>	
<b>First</b>	From January to June
<b>Second</b>	From July to November

#### **Chart 3**

##### **Academic terms in the institution**

<b>Academic terms</b>	
<b>First term</b>	From January to March (10 weeks)
<b>Second term</b>	From April to June (10 weeks)
<b>Third term</b>	From July to September (10 weeks)
<b>Fourth term</b>	From September to November (10 weeks)

Four academic terms, which is worked in the 40 school weeks. In each term would work 10 weeks.

### H. Supervisor's English class schedules

**Chart 4**

**Supervisor's English class schedules**

Hrs	Monday	Tuesday	Wednesday	Thursday	Friday
1	4°C	4°B	4°C	8°A	
2	4°C			8°A	
3		8°B	8°B	9°C	8°C
4	9°B	8°B			8°C
5	9°B	9°B	8°C	9°A	9°C
6	9°C	8°A	8°B	9°A	

**Pedagogical aspects observed: planning, observation sheets, course support material, etc.**

- One of the environments of school coexistence in which the teacher redirects his educational work in order to direct the integral formation of its students
- Practical theoretical character conformed by diverse pedagogical activities that have as reference the basic standards and rights in each one of the areas of knowledge.



- A means to facilitate the growth of the Student Presentation from the freedom and autonomy to formulate, adopt and implement their own life project.

In this school English is taught using two methods one called English Way to go and the other English please, English way to go is used in six to eight grade and English Please in nine, ten and eleventh grade

Whit regards English way to go, it is a book provided by The Colombian Ministry of Education, through its Programa Nacional de Bilingüismo, it is series of textbooks Created to support English learning process for sixth (6th), seventh (7th), and eighth (8th) grades. With this textbook, students can learn English in a fun and dynamic way. This material will guide students through innovative topics related to the Colombian culture and that in other countries by means of varied tasks and projects which integrate 21st century skills created to prepare students for a globalized world.

The institution uses a specific planning to guide each one of the classes. This planning involves: the topic, performance indicator, methodological activities, transversally and evaluation. Teacher uses a communicative methodology to develop her classes, moreover, in order to manage control class discipline, the teacher normally writes the names of the students who promote indiscipline in a control portfolio that each group has.

## **Chapter I: Pedagogical Component**

### **Implementing creative written at ‘La Presentacion’ High School Pamplona in order to improve writing skill.**

#### **Introduction**

Nowadays, English has become in the most commonly used language among foreign language speakers. Thus, the educational centers around the world most ensure all their students get a good level of proficiency in language as is demanded by our globalized world. Crystal (2003) argues that “to achieve a global status, a language has to be taken up by other countries around the world either as an official language or as a priority in a country’s foreign language teaching”. (P. 15)

In this way, Language Teachers hold the responsibility to foster in their students the language skills: listening, speaking reading, and writing as is required by The Common European Framework of Reference for Languages (CEFR) which proposes six different levels as a guide to learn a new language by fostering these four language skills those levels range from basic user to advanced user (A1, A2, B1, B2, C1, C2).

Along with learning a new language, this globalized world require that their citizens develop critical thinking, expanding their knowledge and creativity a skill that is developed through reading and writing, also those skills are essential for developing students communication skills. The more a student and write, the more broaden his vocabulary is .

Although it is well known the importance of developing writing skills in students, Colombian education and teachers do not motivate students to express their ideas and communicate with other in written form. That is why the purpose of this purpose inquiry is motivating students to write different types of text getting inspired by the reading of texts.

This semester the entire world suffered a pandemic that blocked the implementation of the project as it was conceived, that is why the projected consisted in the creation of pedagogical sequences posted on a web site which will allow the interaction of the teacher and students using technological methods.

### **Research Questions**

- How does creative writing improve students' written skills?
- How does creative writing help students to develop their language skills?

### **Problem**

After observations carried out at 'La Presentacion ' I realized that eight grader students had a low level in English, owing to the most of them weren't able to structure a sentence in English in a correct way or without being helped for the teacher or partner, this problem not only was evidenced when they wrote but also when they spoke. Furthermore, I noticed that students had a great lack of vocabulary. That is why, I decided to improve their language skills with writing activities, since, and Writing is considered the most difficult skill among language skills for the learners because of the complexity of producing in English language due to its grammar and rules of the language. Snirvas Rao, (2019) stated that "There are several reasons why students have lack of written communication skills and some among

them are the use of old-fashioned methods by the teachers, lack of proper motivation, large crowded classrooms, lack of facilities and learners' attitude towards learning.” (P. 6)

## Justification

This inquiry implemented creative writing to foster writing production and reading comprehension since the pre-service teacher could identify in eight grader students at ‘La Presentacion’ a lack of vocabulary and knowledge about how to write a text. The low level was evidenced when students wrote or spoke in EL as student weren’t able to write or speak using simple structures.

This pedagogical project pretended to enhance student’s creativity when writing developing in them the ability of expressing their feelings, emotions and thoughts in English. As Manaj. (2015) stated “Writing is a gem to pick. A person with good writing skills is always victorious at expressing oneself. The writing skill is the ‘Hard copy’ of your intellectual level or the level of your expression”. (p.3)

The development of this proposal it is important to the pre-service teacher since, she could figure out reading and writing strategies for her students helping them to improve their language skills. Moreover, she would like to raise the level of the language in the school developing in her students a good manage of the language and love for learning English.

Through the development of this project, the reading and writing skills would be prioritized because they are the skills under investigation during the research process

## **Objetives**

### **General objective**

- To foster eight graders students writing skills through creative writing

### **Specific objectives**

- To enhance students reading comprehension
- To improve students' vocabulary
- To develop in students the ability to express their emotions and feelings in English

## **Theoretical Framework**

Learning a language requires developing writing and reading skills given that they allow us communicate and create a critical thinking about the world that round us, they play an essential part in foreign language process where different learning strategies are used to develop these strategies

This section generally describes the concepts of writing, creative writing and reading, in order to have better understanding of them,

### **Written skill**

Writing is a recursive process involving both cognitive and metacognitive skills Larkin, (2009). It can be defined as the skills which organizes our thoughts and feeling to traduce it in letters. Affirming this quote Nunan, (2003) defined writing as the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Thus, foreign language students must master this skill in order to express their ideas.

### **Reading Skill**

Reading has been defined by several authors as a mental process, for example, Mikulecky (2011) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior.

Similarly, Richard. (1998) defined it as the construction of meaning from a printed or written message. Khoiriyah (2010) complemented this idea by defining Reading comprehension as Reading comprehension is the act of combining information in a passage

with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and feelings.

### **Creative Writing**

Creative writing is often defined as the production of fictional narratives (non-documentary, non-academic) or written representations (Nettle, 2009)

Creative writing is an open-ended design process that builds on creativity and is relevant to children's thinking skill development which can help children explore and understand the functions and value of writing, contribute to improving their reading and writing skills (Chen & Zhou. (2010)

### **Communicative competence**

Chomsky (1965), deviations from the ideal in actual performance do not reflect Competence: "A grammar of a language purports to be a description of the ideal speaker-hearer's intrinsic competence" (p. 4).

According to Hymes (1972) communicative relates the level of language with which a student is able to communicate with other as well as he is able to understand other people messages based on the context. Besides, he involves what he learned in class to use it to communicate.

Tarvin (2014) said that "communicative competence can be defined as the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions." (P. 3)



## Literature Review

This section summarizes some papers about the research topic in order to better understand the main topic of the project.

Randolph (2012) wrote a paper aimed at demonstrating how important and necessary creative writing is in order to help language learners in higher education become more effective writers, write in a style that they are not necessarily comfortable with; second, many topics on, he found that with the help of creative writing, these three difficulties are addressed and students seem to overcome their former issues with writing stylistics, critical thinking and the development of ideas. Moreover, he highlighted that creative writing helps students to use a number of ways to communicate their thoughts, and, at the same time, express their own originality in different forms of writing: poetry, short stories, creative letters, essays, peer reviews, and formal critiques.

Barbot et al (2012) found in their research about the Essential skills for creative writing that in order to develop the creative writing it is necessary observation, has intrinsic motivation, imagination, description for the development of creative writing. Following principles of componential approaches of creativity, it is possible that individuals do not necessarily rely on all of these skills, and that they may draw on different skills depending on their developmental stage or writing purposes. Nonetheless, the different perspectives gathered here provide a more global view of creative writing that both teachers and writers could well use to enhance their own skills and practice.

Following this idea, sükran TOKa \*, Anıl KANDEMİ (2013). carried out an experimental study aimed at investigating the effects of using creative writing activities on 7<sup>th</sup> grade students' achievement in writing skill, writing dispositions and their attitude to English, the study had a duration of four weeks and was conducted at Denizli, Turkey with 31 seventh

grade students, the results showed that that students' improved their writing skills and their level of proficiency of the language before the experiment. Moreover, results indicate that using creative writing exercises has a positive effect on writing achievement and writing disposition in 7<sup>th</sup> grade English language classes in elementary schools.

L.Krom at all (2011) creative writing in introductory courses to enhance and assess student learning, the found in their research that he storytelling exercises gave them good insight as whether students genuinely understand course content. Students indicated that storytelling helped them to understand accounting concepts and made the course more fun. Assignment outcomes have been used at conferences and campus events and have generated conversations about accounting beyond business faculty.

Finally, Langdell at all (2008) conducted an action research aimed to understand young children's creativity, and describe ways in which peer collaboration can enhance classroom-based creative writing activities. The research identified discourse patterns and collaborative strategies which facilitate 'shrewdness' and thus support joint creative writing activities. Moreover, they found that children's reliance on collaborative floor was indicative of joint focus and intense sharing, thus facilitating mutual inspiration in the content generation phases of the children's writing activities.

## **Research methodology**

The following part of the research couldn't be carried out because of the sanitary emergency that was presented this year around the world due to the coronavirus. The institution in which this proposal would be implemented obeying the government's orders suspended its classroom activities to develop virtual activities that hamper the development of the project.

This study adopted a qualitative research, because, the study would be developed in a natural setting exploring students low level of English proficiency and it pretended developing a detailed understanding of the causes that provoked this problem in students, Moreover, the data would be collected using a minor part of the participants. Denzin and Lincoln (1994) defined Qualitative research as a 'multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (P.4)

This study would be conducted under the parameters of an Action Research. The Action Research is a systematic inquiry done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, how they teach, and how well their students learn (Mills, 2000).

### **Population and sample:**

Interested in working with eight grader students since I consider that they are starting to develop their language and communicative skills. Moreover, in this grade students are more exposed to work in different writing activities that allow them improve their language skills. The group is composed of 36 students with a sample group of five students.

### **Instruments to collect data**

Data would be gathered through one non-participant observation, participant and one interview with open-ended questions and journals According to Creswell (2007) "...observations, interviews, audiovisual material, documents and reports), and reports a case description and case-based themes. For example, several programs (a multi-site study) or a single program (a within-side study) may be selected for study..." (p.73).

#### **Non-participant observation:**

Non-participant observations helped to investigate our problem without interfering in the participant's context and their development as Mills, Drupes and Wiebe (2010) stated "Non-participant observation is a data collection method...in which the researcher enters a social system to observe events, activities, and interactions with the aim of gaining a direct understanding of a phenomenon".(P.9?. It would be implemented two non-participants with the objective of studying the students' behaviors and attitudes when they are learning a language, to know their real perceptions about learning English and to study the language management that students have. Implemented two non-participant observation in which pre-serviced analyzed students behaviors in English class, and some of their productions, in those observation I realized That student's level of proficiency wasn't good and some students didn't love learning English

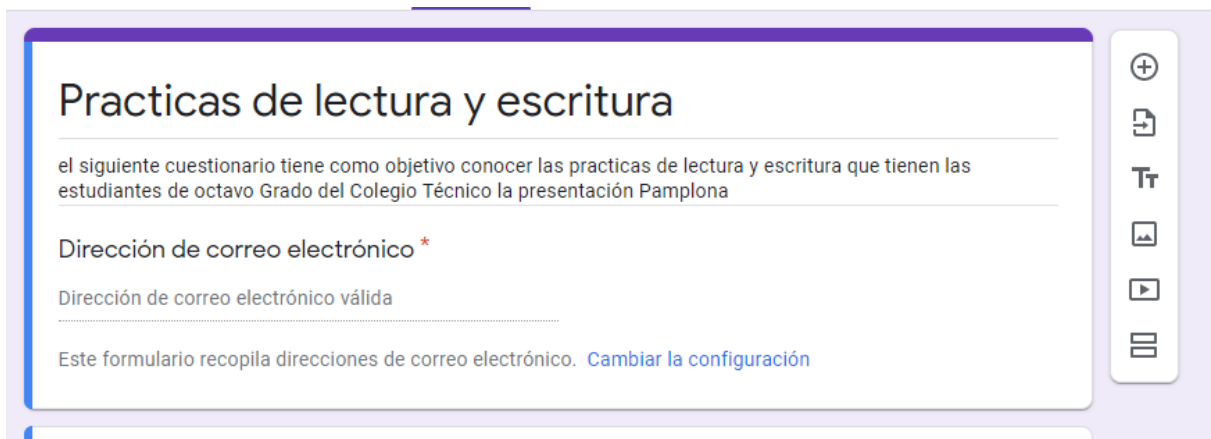
#### **Participant observations:**

On the other hand, *participant classroom* observation allows researchers to check definitions of terms that participants use in interviews, observe events that informants may be unable or unwilling to share when doing so would be impolitic, impolite, or insensitive, and observe situations informants have described in interviews (Kawulich, 2005). The participant's observations would be three as the number of workshops realized during the research process, this

instrument would allow me be participant in the development of writing’s skills, going deeper in the student’s process and improvement.

### Questionnaire

It would be implemented a questionnaire composed of ten open-ended and closed questions in order to know students perceptions and likes when writing and reading as Creswell ( 2002) stated that A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information. (p.385).[Appendix 1](#)



### Data collection

In order to reach the objectives of the project it is necessary to gather the data. The following chart show how the data would be implemented

**Chart 5: Data schedule**

Week	Date	Activity
1	From 2 March to 7 March	<ul style="list-style-type: none"> <li>• Report of experiences : Journal</li> </ul>
2	From 9 March to 13 March	<ul style="list-style-type: none"> <li>○ Implementation questionnaire about Likes in writing</li> <li>○ Report of experiences : Journal</li> </ul>

3	From 16 March to 20 March	<ul style="list-style-type: none"> <li>○ Analysis of results</li> <li>○ Report of experiences :  Journal</li> <li>○ Participant observation n</li> </ul>
4	From 23 March to 27 March	<ul style="list-style-type: none"> <li>○ Report of experiences : Journal</li> <li>○ Participant observation n</li> </ul>
5	From 30 March to 3 April	<ul style="list-style-type: none"> <li>○ Report of experiences : Journal</li> <li>○ questionnaire about feelings when writing</li> </ul>
6	From 13 April to 17 April	<ul style="list-style-type: none"> <li>○ Report of experiences : Journal</li> <li>○ Participant observation n</li> </ul>
7	From 13 April to 17 April	<ul style="list-style-type: none"> <li>○ Report of experiences : Journal</li> <li>○ Participant observation n</li> </ul>
8	From 20 April to 24 April	<ul style="list-style-type: none"> <li>○ Report of experiences : Journal</li> <li>○ Participant observation n</li> </ul>
9	From 27 April to 1 May	<ul style="list-style-type: none"> <li>○ Report of experiences : Journal</li> <li>○ Questionnaires about creative writing process</li> </ul>
10	From 4 May to 8 May	<ul style="list-style-type: none"> <li>○ Report of experiences : Journal</li> <li>○ Participant observation</li> </ul>
11	From 11 May to 15 May	<ul style="list-style-type: none"> <li>○ Report of experiences : Journal</li> </ul>
12	From 11 May to 15 May	<ul style="list-style-type: none"> <li>○ Report of experiences : journal</li> </ul>
13	From 18 May to 22 May	<ul style="list-style-type: none"> <li>○ Analysis of information</li> </ul>
14	From 25 May to 29 May	Project done

### **Pedagogical methodology**

This pedagogical proposal was be guided under a Tasked Based Learning approach, this approach aims at providing opportunities for students to experiment and explore whereby learning activities designed to engage learners in the authentic, practical and functional use of language for meaningful purposes (Nunan, 2004).

Due to write and read requires some important steps as pre- cycle and post, those activities in the both of the development of the skills would allow students to have a better process of learning.

In order to develop an optimal process concerning this approach, it is necessary to follow the methodology proposed on the book Task based learning from Lifelong Learning Programmed

### **Pre Task**

Raise consciousness Introduction to subject and task. Thorough introduction to topic by teacher Use of pictures, posters and demonstrations Post Task Selecting, identifying and classifying common words and phrases. Practice of language and phrases in classroom. Building personal dictionary.

### **Task Cycle**

Working with and using the target language: Activities like pair work, group work Exercises like information gap activities Gradual increase in the importance of Planning, Report, Presentations

### **Post Task**

Selecting, identifying and classifying common words and phrases. Practice of language and phrases in classroom. Building personal dictionary

### **Reading process**

Following Medina (2008) study about reading process, he considered three mains stages in this process such as pre-reading, while-reading and post-reading

### **Pre-reading**

“These tasks are intended to construct background knowledge. The teacher becomes a bridge builder between what students already know about a concept and what they need to know in order to understand a particular text, this task prepare the learners for a reading selection, or to give them the first steps in order to develop skills in anticipation and prediction for the reading, activating background knowledge so they could later interact with the text.” (Medina, 2008, p.1)

### **While-reading**

“The aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text. With these tasks teachers take the learners through the reading and they interact in the text” (Medina, 2008, p.1).

### **Post-reading**

“Post-reading tasks are intended to verify and expand the knowledge acquired in the reading. These last tasks also lead the learners to discuss and analyze issues presented in the reading , they are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view ” (Medina, 2008, p.1)

### **Writing Process**

Writing process requires following five steps in order to get a good production, It starts with prewriting and ends with publishing.

### **Prewriting**

“ Prewriting is important as it is the first stage, where a writer choose the topic and narrow down the points as well as he determines the purpose of his writing. Additionally, the writer should consider his audience whom he needs to address.” Education Help. (2016, April) (p.1)

### **Drafting**

“Drafting is nothing but putting your points and ideas on paper and arrange these points in a readable manner. Writers usually research about their topics at the prewriting stage and then they accumulate the entire information at this stage. First, the writers do a rough draft and then they try to arrange their points in a best possible way and gradually prepares a final draft”. Education Help. (2016, April) (p. 1)



## Revising

“ Revising is another imperative stage. At this stage, new points are added and some points are replaced and removed as per the requirements. “ Education Help. (2016, April) (p.1)

## Editing:

“This stage is aimed at checking spelling, grammar, punctuation, sentence structure, document format and other things. Check the entire content as mistakes should not leave behind. “ Education Help. (2016, April) (p.1)

## Publishing

“ Publishing is the last stage where writers submit their work to the publisher. Make sure your written document should be completed before giving to the publisher. However, each writer’s goal is to publish his work and reach to the readers.” Education Help. (2016, April) (p.1)

**Chart 6 Productions’ calendar proposed**

Written production	Type of text	Date
1	Fable	27 april– 1 may
2	Fairy-tale	4 may - 15 may
3	Biography	11 may – 22 may

Given the pandemic suspended the face to face activities the previous calendar couldn’t be carried out. That is why the following calendar was conducted

### Chart 7 Productions' calendar conducted

Written production	Type of text	Date
1	Fable	8 may-12may
2	Fairy-tale	15may - 19may
3	Biography	22 may – 26 may

The development of this project had two face to face weeks in which I could only carried out the contact activity because of the emergency sanitary, that is why the sequences were only published on the blog but it couldn't be implemented,

So far this project has developed three activities:

1. A contact activity
2. The creation of a blog
3. The first workshop (fables)
4. The second workshop (fairytale)
5. The third workshop (biography)

#### **AContact activity**

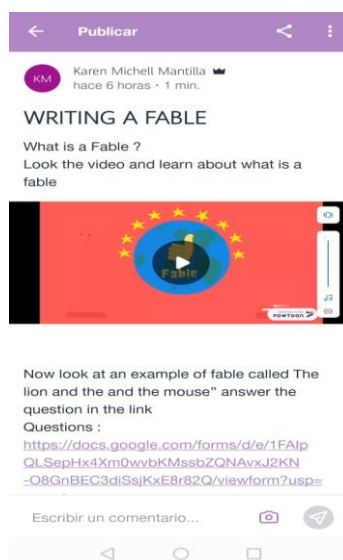
The contact activity was developed under task-based learning methodology with 36 students, it had a duration of three hours divided into three moments, pre, while and post task. In the first teacher explained the topic, past simple and past tense makers to do it she used flash cards and motivated students to participate in class with an activity on the board, students understood topic and they did activities to work the grammar topic, in the next day teacher did the while and post task so she started the class reading a comic that she created,

she asked students to repeat after she and then students must identify the past tense maker that the dialogue contained, after doing teacher wrote the expressions on the board and asked students to do their own comic, teacher gave them a comic pre-designed in which students had to create a dialogue using past simple makers and some expressions that teacher put in the worksheet. In this activity teacher realized that students didn't manage basic structures of English, although some of them did a good job the most of them make big mistakes when writing, the evaluation was carried out with an evaluation grille. [Appendix 2](#)

### The creation of a blog

#### [appendix 3](#)

Due to the transition in-person to virtual class, 'this project will be developed in a blog called 'A soul writes' in which will be posted all the workshops of this project.



*Figure e Bog space*

### **Fable's workshop**

The first sequence of the project it is about writing a fable, due to it follows a task based learning methodology, in the pre-task step teacher will use a video to explain the main features of a fable, then in order to assess teacher understanding about the topic teacher will show an example of a fable and will ask students to identify the elements of the fable that they noticed in the fable. Following the while task that corresponds to the reading part of the task, teacher will ask three questions related to the topic of the fable that students are going to read, then students will read the fable 'the ants and the grasshopper' and they will answer the questions proposed by the teacher in order to assess students' comprehension of the text, to finish this stage teacher will make some personal questions to students in order they feel closer with the fable. In the last stage of it, teacher will propose a vocabulary activity, then students will start its first writing production with a brainstorming of ideas in which students must write some aspects asked by the teacher (animals, situation, setting and value) then students will choose their favorite one and will start to write their fable following teacher's instructions, finally student will revise with teacher's help their production and will edit it. Teacher will evaluate the work using a writing grille.

#### [Appendix 4](#)

### **Writing a fairytale**

To write a fairytale it is a task that the most of the students had done at least once in their life, that is why to start with this sequence teacher will start by asking students what they know about fairy tales so she will show a short video about snow white fairy tale. Then she

will ask some question related to the fairy tale and knowledge that students had about it, then, teacher will give a worksheet about the information related with fairy tale and will show them a video that explains the main features of the fairy tale, to finish pre- task stage, teacher will ask students to think about their favorite fairytale and name three elements of it. In the pre-task teacher will use a well-known text as ‘Hansel and Gretel’, in the reading task she will ask three questions that give students clues about the text, then, student will read the text twice in order to they identify the keep aspects of the fairytale and then they will answers the questions that asses their comprehension. Finally, Teacher will propose a discussion about the text in order that all students participate of it.in the last stage, teacher will propose a vocabulary game in which students will choose the vocabulary for writing fairytale from a bubble, Then, students will do a brainstorming writing some elements of the fairytale, teacher will ask students to write the fairytale thinking about the main features of it, they have to imagine a story between the Character they chose, and think how the story can be develop in the setting and what is the theme of the story, then they will write what they are imaging, describing the places and characters, teacher and students will revise the productions and finally teacher will assess the production.

## Appendix 5

### **Writing my own story**

The type of text of the last sequence is writing a biography. As the last sequences it follows a TBL methodology, so the sequence will star with a short video about Thomas Edison’s life, then she will ask students about Thomas Edison and his life. Then, teacher will give an explanation about what a biography is and the types of biography. Then, Teacher will ask students to mention 2 elements about biography and what explain one of the types of biography, in the reading process teacher will talk about Marie curie’s Life, students will read

about her story and will answer the question, then students and teacher will discuss about her life, finally students will follow teacher's instructions to write their auto-biography.

### Appendix 6

#### **Face to face work :**

The face to face work was implemented in two weeks in which pre-serviced teacher conducted two planning class in whereas were explained past simple, past tense makers and the uses of would like to. in those weeks pre-serviced teacher proposed and devolved activities such as : explanation of the topic, reviewing of the last topics, oral writing and reading activities and an evaluation about past tense. Appendix18

#### **Virtual Modality for the development of the pedagogical practice:**

The entire world was surprised with a pandemic that has stopped the world for three months. Due to this biggest problem the Colombian Government adopted school-based in order to protect the students and teachers' life adopting virtual learning in which the education is given by the media web 3.0. Given this situation and contributing with the learning process of my students I have done the following activities:

- A. Creation of teaching material:** during the virtual activities, the pre-service teacher, five workshops about the grammar topic that students from kinder, second and eight grades should learn this academic year. Moreover, the pre-service teacher designed terms evaluation of the grades she was in charged.

LET'S PRACTICE

4. Put the adjectives with the letters in the box and translate them: *forma adjetivos con las letras en la caja y tradúcelos*

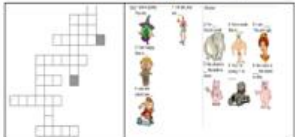
**A I N F D G H O M Y T R S E U C**

My \_\_\_\_\_

My \_\_\_\_\_

My \_\_\_\_\_

5. Look the image and find the right adjective. *Dirige* *Asigna*



6. EVALUACION

A. Find the mistake, underline it and write it correctly / Encuentra el error, subrayalo y escríbelo correctamente

a. I've got some red, new shoes. \_\_\_\_\_

b. Where's my old and blue T-shirt? \_\_\_\_\_

c. I have some bigg toddlers. \_\_\_\_\_

d. She's got a car red. \_\_\_\_\_

e. I want the purple, small crayon please. \_\_\_\_\_

B. Describe yourself completing the sentences. Use adjectives

**I'M A WONDERFUL GIRL**

I am very \_\_\_\_\_ (adj.)

I am not very \_\_\_\_\_ (adj.)


I have \_\_\_\_\_ Mother (adj.)

And some \_\_\_\_\_ Friends (adj.)

I like to \_\_\_\_\_ (verb)

My favorite food is \_\_\_\_\_ (noun)

It's very \_\_\_\_\_ (adj.)



C. Read the sentences and underline the correct one.

1. \_\_\_\_\_

a. Look at that red, big ball!

b. Look at that big, red ball!

c. Look at that red and big ball!

**B. Explainer Videos:** the pre-service teacher did six explainer videos, explaining the grammar topics that students were studying. They was posted on YouTube

**C. Corrections of the workshops:** pre-service teacher must correct and grade the students 'work, they were sent it via email or WhatsApp. [Appendix 7](#)

**D. Virtual assistance:** pre- service teacher also solve student's doubts about the topics or workshops via WhatsApp. [Appendix 8](#)

In the following chart you will find the teaching activities that the pre-service teacher did

**Chart 7**

**Virtual activities**

Type of material	Description	Grammar topic	Grade	Super visor approval	Was it delivered and developed by the students?
Workshe et	Term evaluation <a href="#">term evaluation</a>	Adjectives, professions. Would like to, past simple, giving explanations, and making suggestions	8grade	yes	no

Worksheet	Term evaluation <a href="#">term evaluation 2nd grade</a>	Fruits, vegetables, toys	2grade	Yes	no
Worksheet	1st workshop <a href="#">1st workshop 8th</a>	Infinitives and gerunds Wh questions	8grade	Yes	Yes
Worksheet	1st workshop <a href="#">1st workshop 2nd</a>	Toys	2grade	Yes	yes
Worksheet	1st workshop <a href="#">1st workshop kinder</a>	Shapes	Kinder	Yes	Yes
Worksheet	2nd workshop <a href="#">2nd workshop</a>	Making suggestion Giving explanation	8grade	Yes	No
Worksheet	Evaluation term NEE <a href="#">evaluation term NEE</a>	Adjectives, professions. Would like to, past simple, giving explanations, and making suggestions	8grade NEE	Yes	no
Worksheet	2nd workshop nee <a href="#">2nd workshop nee</a>	Making suggestion Giving explanation	8grade	Yes	Yes
Video	Explanation Making suggestions  <a href="#">Explanation Making suggestions</a>	Making suggestion	8grade	yes	Yes
Worksheet	3 <sup>rd</sup> workshop <a href="#">Adjectives</a>	Adjectives	Eight	Yes	No
Worksheet	3 <sup>rd</sup> workshop NEE <a href="#">adejectives NEE</a>	Adjectives	Eight	Yes	No

## Chart 8

### Other Activities

Type of material	Description	Grammar topic	Grade	Supervisor approval	Students
Grading	Grade students' 1 <sup>st</sup> and 2nd workshop <a href="#">Grades</a>	Infinitives And gerunds	8grade	yes	no



Virtu al guidance	Virtual guidance to students	Workshops	8grade	no	Yes
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### **Expected results**

The implementation of this project expects improving students' language skills learning about how structuring a text as Kandemi (2013) stated in his project that the use of creating writing exercises has a positive effect on writing and in the improvement of level of proficiency of the language.

Moreover, it pretends that students improve their creativity when writing being able to express their feeling and emotions bearing in mind, Randolph (2012) findings which said that creative writing helps students to communicate their thoughts, and, at the same time, express their own originality in different forms of writing.

Furthermore, with the helping of reading activities this project wants to develop in students Critical thinking as well as the like of reading in English developing reading skills in students.

### **Recommendations**

Although this project was designed to be implemented in real context classroom the situation presented with the coronavirus made change this process in a way that the sequences of this project was posted on a blog. The teacher who would implement this project will have access to this and make changes if she/he wants. Moreover this project contains worksheets that teacher could use in the development of her/his classes.

## **Conclusions**

1. Even though this Project couldn't be implemented, the blog will allow students to interact and learn about fables, fairytales and biography in a different way
2. These sequences will guide the teacher and the students into a reading and writing process well structured
3. The blog allows the virtual interaction between teacher and student

## **Chapter II: Research Component**

### **Introduction**

In the context of the formation in the foreign languages program, the pedagogical practicum of the pre-service teacher highlighted as important aspects to study and to research the improvement of the teaching-learning process, for the education quality.

Additionally, it exists an interest to understand and modify the pedagogical practicum, also concerning the local studies, focusing more on learning issues than teaching issues.

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

### **Justification**

The formulation of this project in the practicum context of foreign languages pre-

Service teachers is framed within a professionalizing conception of practice as a spearhead to improve educational processes in the locations where such practicum will be carried out. It is also considered that giving importance to the reflection role in the teaching process is the first step in comprehend the difficulties linked to the profession, one's own actions and to inquire about the knowledge offered by the models and approaches in order to deal with a problematic situation and establish an analytical look into the incident.

## **Theoretical framework**

It is crucial that the teacher training process promoted a critical and reflective spirit in the future teacher, 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 exercise, in order for students at their integral practicum stage, to self-evaluate, 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:

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?

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

### **Objetives**

#### **General.**

- To implement reflection as a transforming tool of the pedagogical processes inherent to the integral practicum.
- To promote a critical thinking among pre-service teachers that allow them to analyze their pedagogical work.
- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- 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 develop reflective workshops and didactic units as a guide towards pre-service teachers process of reflection.
- 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 the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. 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 learnt, 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”:

#### **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. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

### **Reflective practice.**

To update and to qualify the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation.

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 need 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, at a first level, 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.

On a second level, 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.

On a third level, Van Manen proposes 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 need to articulate the ever-changing social reality to our pedagogical work as it is evidenced by the existence of numberless attempts to explain school phenomena and the search for different ways to address these phenomena so as to make school work effective

### **Pedagogical practicum.**

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

### **Academic practice.**

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.



### Practice of social efficiency.

It aims at achieving 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.

### **Practice of social efficiency.**

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### **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. Curricular knowledge (materials, programs, among others.)
4. Teaching knowledge and professional configuration
5. Students' knowledge and their features
6. Knowledge of educational contexts
7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, 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 implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practicum. [Appendix 16](#)

During this process it was done a reflective workshop at the beginning of the practice, this workshop was aimed at reflecting about the process of actually teaching, the changes of the education and think about what reflex ion is.

## **Objectives**

To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

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.

In the practicum process, Pre-serviced did self-observation checklist that was aimed at assessing my process as teacher and the methodology used for carrying out my classes, the check list was composed of three main sections, Planification, performance of the classes the evaluation process that I was conducting. This check list made me take into account aspects that I didn't took into account in my teaching practicum as the attention to diversity and the relationship with my students. [Appendix 9](#)

## **Narrative.**

The reflection exercise allows 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.

This reflection process was done through five narratives in which I must reflect about the situations or questions proposed in each one of them, these reflections help me to express my feelings, emotions and perspectives about my teaching practice.as well as made me realize how I was conducting my process, reflecting about my strengths and weaknesses as future teacher. [Appendix 10](#) [Appendix 11](#) [appendix 12](#) [appendix 13](#) [appendix 14](#)

### **Class recordings.**

By keeping a track 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.

Unfortunately, this activity couldn't be done due to sanitary emergency that we are living, a part of this situation virtual class by video chats couldn't be carried out because some students didn't have internet connection and it was unfair that not all students get access to the class.

### **Population.**

The total population of this study is composed of thirty 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 Galan High School
- La Presentacion High School
- Rafael Faria High School

## Chart 9

### Research Calendar

Number	Instrument	Date
1	Reflection Workshop	6 <sup>th</sup> -feb-2020
2	1 <sup>st</sup> narrative	9 <sup>th</sup> march 2020
3	2 <sup>nd</sup> narrative	16 march 2020
4	Self-evaluation	12 march
5	3rd Narrative	1 May
6	4 <sup>th</sup> narrative	25 may
7	5 <sup>th</sup> narrative	1 June

#### **Face to faces classes reflection:**

My practicum as an English teacher at the Technical School La Presentation in Pamplona, was carried out with kinder, second and eighth grade. Although it was not an easy task, I can say that it was better than I expected. For the class planning, I planned a week before taking into account the book, the plan of the school and activities proposed for me. With regards with the methodology of the classes taught in primary school, I worked according to the stipulated in the study plan, working in vocabulary of fruits vegetables and toys, I used to taught them one by one their writing and pronunciation with the use of flashcards and songs

related to the topics viewed, the girls showed appropriation of the subject as well as understanding. In secondary, in the two weeks of face to face work, I conducted a methodology focused on students' participation, first I explained the topics with flashcards or using the board and then in I proposed different activities aimed to enhanced students' participation. Talking about interaction and climate of the classroom I could say that most of the students were attentive and participative in the classes. the second grade students was very affectionate girls who responded positively to the activities proposed in class, although sometimes they spoke a lot with the help of their pedagogy practitioners, this improved and also with the use of songs, they looked more lively and participatory. Eight grade students, although most of the students work well in class and complied with their work in class, certain girls were apathetic and not interested in class that is why I decided to grade the work done in class and give them a grade for their work class. Finally, with kinder it was the most difficult work during those weeks since the girls did not show interested in the language and their level of attention to class is much dispersed. During these weeks, I realize that I need to work more in the discipline of the courses as well as being a little harder with my future students.

### **Virtual classes' reflection**

In my process as a teacher in training I never imagined that my practice as a teacher would be virtual which is a shame since I hoped that from the face-to-face interaction with my students I would further shape my character and my vocation as a teacher and train me more for the profession I chose exercise. Even so, the few weeks I was able to share with them and what I could learn there. This situation only makes it clear to me that being a teacher is a profession of challenges that very few are capable of assuming properly.

Regarding virtual practice, it has been limited to the creation of workshops and tutorials with them through WhatsApp and email, although I would like to have more interaction with



my students, this is almost impossible since some of them do not have the means necessary to conduct online classes,

The worldwide pandemic has led to education developing in a virtual way where interaction in this context does not only occur between teacher-student but also with the parent. In this sense, the role of the father of the family becomes a little more active since he is the one who supports the student's process, providing him with the tools so that he continues his process, also being aware of his daily activities and guiding him in the acquisition. Of knowledge. On the other hand, the teacher is the one who provides the knowledge to the student through different tools looking for the information to reach all of his students. Finally, the student is the one who receives the support, guidance and knowledge and is the most affected in this situation. That knowledge is not acquired in its entirety due to stress and anxiety before the activities of each subject.

Finally, in the development of virtual education the creation of material was fundamental for the development of the classes, since it is not only about activities, but you also had to choose very well the theory that would be put there so that the students understood the subject and the realization of the activities would develop easily. In my case I made 5 explanatory guides with workshops, although I tried to make sure that the worksheet were well explained some of my students did not understand the topics well or they didn't do the workshops complete , which was frustrating for me. Although at the beginning my first worksheets were not the best because the presentations, I improved a lot by delivering my latest worksheets flawlessly. Also for the development of these classes I made some explanatory topics that were being addressed in the course.

With regards the evaluation part, they were evaluated in the same workshop and the term evaluation was posted on a platform which allowed me to get the grade faster. Since the qualification of workshops was one of the most arduous and time consuming activities.

### **Conclusion:**

The process of reflection followed by the pre-service in both modalities virtual and face to face pre service teaching led her to ask herself whether her actions carried out during her teaching process were effective to accomplish her objectives as teacher . Moreover, it allowed her to analyze various methodological procedures took by her and improve them.

This experience of virtual and face to face teaching is an invitation to the pre-service teacher to renew her teaching practices, figuring out new strategies and techniques to do her classes, being always prepare for conducting her classes in both contexts.

### **¿How does the implementation of reflection contribute to the transformation of your practice?**

I consider that the reflection process is an important part in this stage of the degree that we have given that this practice is getting us ready for the workface that we are going to face in a near term, The workshops and narratives that I have developed has helped to let off steam about how I feel face the practicum. Moreover, this reflection makes me be aware of my weakness as a teacher as well as to think how can improve myself.

With regards to instruments used so far, I have already written three narratives, one self-evaluation and one reflective workshop, those instruments have allowed to reflect about my practicum process.

## **Chapter III: Outreach component**

### **Learning English through Music and Flash Cards**

#### **Introduction**

Participating in the academic, cultural and economic fields at a global scale motivated the Colombian National Government to promote 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 equitable conditions regarding the personal and social development of the country

To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is “to have citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness”(p.6). To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is the creation and consolidation of the English language quality standards for basic, secondary and higher education, the definition of a solid and consistent evaluation system and the description and development of training programs.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English

teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona, in its status as a public institution, trainer of trainers and more specifically the master's degree in Foreign Languages English- French, has been closed with the reality that is facing the primary school of the city of Pamplona with regard to the National Bilingualism Policy; many of the educational institutions of this city does not have an English teacher to meet the primary school teaching needs.

Being aware about this reality and the problems associated with it, the current proposal of social influence aims at supply the needs in the English language, in "La Presentación" primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

Even though, the government policies identify the problematic, the institutions' emphasis is not supplied with the normativity, there is a need effective support, for the concrete case, trainers in the foreign language field, the exams results, tests, and students' results agree with most educated Colombian proposals.

## **Justification**

Learning and acquiring a foreign language allow us keep up with the requirements of today's world current needs. Thus, it is imperative to implement and work towards this process since the beginning of foreign languages students' path so that at the end of their professional training, they have the foundations that will allow them to become integral future teachers as well as to assess themselves their own writing,

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

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

The purpose of this project is to promote the learning of the English language in transitional children in a fun and attractive way for them, in this project it is intended to use music and images to introduce children to English vocabulary, given that at these ages children find songs as a form of entertainment and learning, likewise the use of images helps to contextualize more the children in the meanings of the words in Spanish.

For this reason, in the next months of this year, the pre-serviced Teacher off the faculty of foreign languages must accomplish 4 hours per week, in which help will be offered to the teachers in the brilliant school in their classes with teaching cards, recently to students a new teaching methodology.

### **General Objectives of the Proposal:**

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

- To meet the needs of the children need of the primary school in the city of Pamplona.
- Integrate the foreign language training of students of the English-French Foreign Languages Degree Programme into the educational reality of teaching English at the primary school in the city of Pamplona

### **Specific objectives**

For a better understanding of the previous aspects, this proposal will aim at:

Familiarizing children from primary schools in Pamplona with the essential foundations in English

Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city

Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona

.

### **General purpose**

- Encourage the learning of the English language in transition children in a fun and engaging way

### **Specific objectives**

- Analyze how this use of pedagogical tools helps the child's linguistic development.
- Start teaching the English language from an early age

## **Literature Review**

Torres (2015) (p,5) Affirms the use of visual aids developed during pedagogical practice in learning English vocabulary in the phonological, semantic and orthographic aspects. This shows that the images help to develop students' language skills, while keeping them lively and entertained in the classroom.

Since music is part of our daily life, it is possible to use it within the language classroom for the learning of the foreign language, English in this case, since it belongs to our day-to-day facilitating the development of learning properly. At the same time, students consider the presence of music during the class as a relaxing and fun element, which breaks their routine. In this way, increasing students' attention and interest.

Author Adelina Leal, in the article Play it again, published in 2010 , affirms the great importance of music as a tool in the learning process, both in the task of learning vocabulary and when studying grammatical structures or pronunciation. Through music, the language culture they are learning is brought to our students. It is a motivating and integrative resource during the educational process



## Methodology

Teaching English to kids it is a challenge that must be face it with fun and happiness, that is why, the pre-service teacher in order to teach English to students of second grade at ‘ la presentation’ high school’’ pretended to implement songs and flash cards to introduce new topics, due to children love sing and learn through music

Although, this project couldn’t be developed in its entirety because of the sanitary emergency around the world, students in the virtual work could learn English through the images and songs activities proposed by the preservice teacher.

## Materials:

- Flashcards
- Worksheets
- Songs

## Calendar activities

Workshop	Topic	Date
1	Greetings and commands	2 mach- 6 march
2	Fruits	9 march- 13 march
3	Vegetables	16 march – 20 march
4	Toys	20 April- 1 may
5	Numbers	4 may- 15 may
6	Adjectives	17 may- 29 may

### **How to supply this need in primary school has contributing to teaching practice?**

Work with primary students has contributed a lot in my practicum process, because teaching children it is a grateful work, work with kids have helped to be more didactic, motivated and dynamic when I do my classes. Furthermore, children students are more receptive when learning a new language, they love to participate and I feel that they enjoyed the class that I gave to them, they always were active in the few classes that I did.

Teaching to children also improve the teachers' strategies regarding a discipline aspect since children use to be talkative in class and manage the discipline in the classroom is primordial. Appendix17

### **Chart**

#### **Primary work**

<b>Type of material</b>	<b>Description</b>	<b>Grammar topic</b>	<b>Grade</b>	<b>Supervisor approval</b>	<b>Students</b>
Worksheet	Term evaluation <a href="#">Term evaluation</a>	Fruits, vegetables, toys	2grade	Yes	Yes
Worksheet	1st workshop <a href="#">toys</a>	Toys	2grade	Yes	yes
Worksheet	1st workshop <a href="#">shapes</a>	shapes	Kinder	Yes	Yes
worksheet	2nd workhop	Numbers	2nd grade	Yes	Yes

worksheet	3 <sup>rd</sup> workshop <a href="#">Adjectives</a> <a href="#">2nd grade</a>	Adjectives	2 <sup>nd</sup> grade	Yes	No
worksheet	4th workshop segundo grado <a href="#">School</a> <a href="#">supplies</a>	School supplies	2nd grade	yes	No
Videos	Video explicativo <a href="#">School</a> <a href="#">supplies</a>	School supplies	2nd grade	Yes	No
Videos	Video explicativo <a href="#">adjectivesfor</a> <a href="#">hildren</a>	Adjectives	2nd grade	yes	No

### Pre-service teacher schedule

In order to conduct this teaching proposal, Pre-service teacher will work with second graders students at 'La Presentation' High school

Hora	Monday	Tuesday	Wednesday	Thursday	Friday
1	2c			2a	
2	2c			2a	
3	2b				
4	2b				
5					

## S

- The use of images and songs for teaching English motivate students to learn easily
- The songs allow students to learn the correct pronunciation of the words
- Teacher must motivate students to learn
- It is important the use of images in the worksheet
- In virtual activities it is good to implement activities that enhance children and parents' relationships
- The use of videos and flash cards are important in this modality

## **Chapter IV: Administrative component**

### **Introduction**

Being pre-serviced teacher means being part of a community, in which it is essential to participate actively in all activities that the institution proposes, which means that pre-service teacher not only be involved with the academic aspects of English language but also she is going to participate in all activities that involved the name of the school.

The pre-service participated in the following activities when she was in the school as pre-serviced teacher in this activities: Democratic Day , Marian Day ,Woman's day, Accountability.

### **Objectives**

#### **General objective**

To participate in the academics and extra-curricular activities carried out at the 'La Presentation' high school.

#### **Specific Objectives**

- To take part in the organization of activities in the institution
- To help teacher and student when it is demanded
- Stay at school when it is demanded

## Methodology

Aim at accomplished the main objective of this project, pre-serviced teacher must be humble and be prepared to participate and all the actives proposed by the school members.

## Administrative Calendar

DATE	ACTIVITY
February 21th	Democratic Day
March 8	Woman's day
March 12	Accountability

**Democratic day :** this day was a big celebration for the students, they exercised their right to vote for the girl that they considered have better proposals for the school and the harmony of the classrooms, this election day last all school day



**Women's day:** This days was beautiful, teachers prepared nice activities to make feel the students loved, also some students had little gifs with us.



**Accountability:** it was meet in which the principal held to accounts about the school profits in the last year

### **Results**

- Pre-serviced teacher was part of the extra activities carried out in the school
- Pre-serviced Teacher payed attention at the students during these activities
- Pre-serviced teacher contributed with the discipline of the school in extra activities

### **Conclusions**

1. Being teacher is not only about giving a class but to contribute to the development of the school
2. Teacher is a clue part in the discipline of the school
3. A teacher must know each process that school carried out

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## **APPENDIX AP**

Appendix 2 contact activity

**Grade: Eight C**

**Communicative objective**

- Talk about past events

**Linguistic objective**

- Use past tense maker in the correct way

**Socio cultural**

- To learn Americans idioms

**Task : creating a comic**

- Pre task :
- **Conceptualization**
1. teacher will explain past tense makers and its uses
  2. In the process of creating a comic it is important students to know the meaning of comic and its main features that is why teacher will give them a worksheet explain what a comic is

**Comic Strip**

**What is comic strip?**

Comic strip, series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence. The story is usually original in this form. Words may be introduced within or near each image, or they may be dispensed with altogether. If words functionally dominate the image, it then becomes merely illustration to a text. The comic strip is essentially a mass medium, printed in a magazine, a newspaper, or a book. The definition of comic strip as essentially containing text inscribed within "balloons" inside the picture frame applies to a certain orthodoxy in the United States, but it is unworkable and would exclude most strips created before about 1900 and many since. The term graphic novel is now established for the longer and more novel-like coherent story, and the term sequential art is also in use.

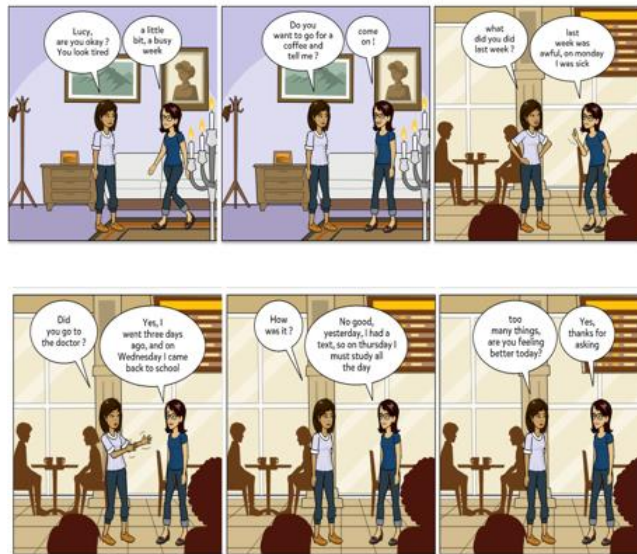
**Features of a comic strip**



- Teacher will explain the activity then she will read the comic and will ask students to repeat after her, then she will ask students to highlight the unknown vocabulary. After students highlight the vocabulary, teacher will ask students to say a loud a unknown word in order to make a list of unknown word

Students will ask students to highlight in the text Past Tense makers

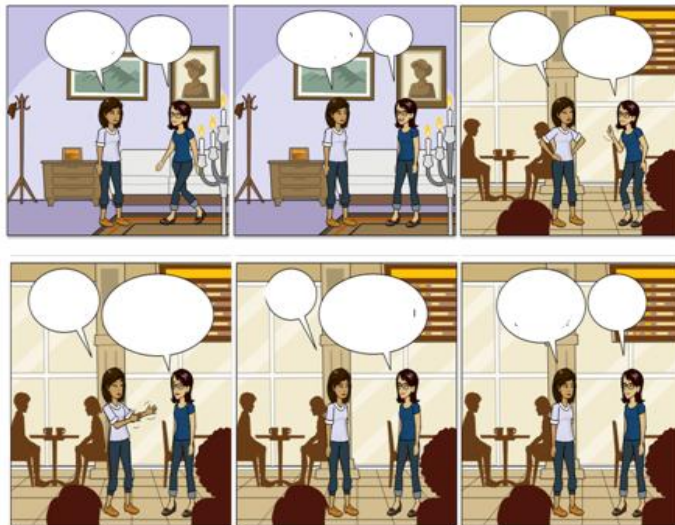
1. Read the comic and highlight past tenses markers



Cycle task

- Teacher will ask student to think about a situation to write about and to use past tense makers to write the comic
- Teacher will provide students with useful vocabulary

2. CREATE YOUR OWN COMIC ABOUT WHAT YOU DO LAST WEEK?



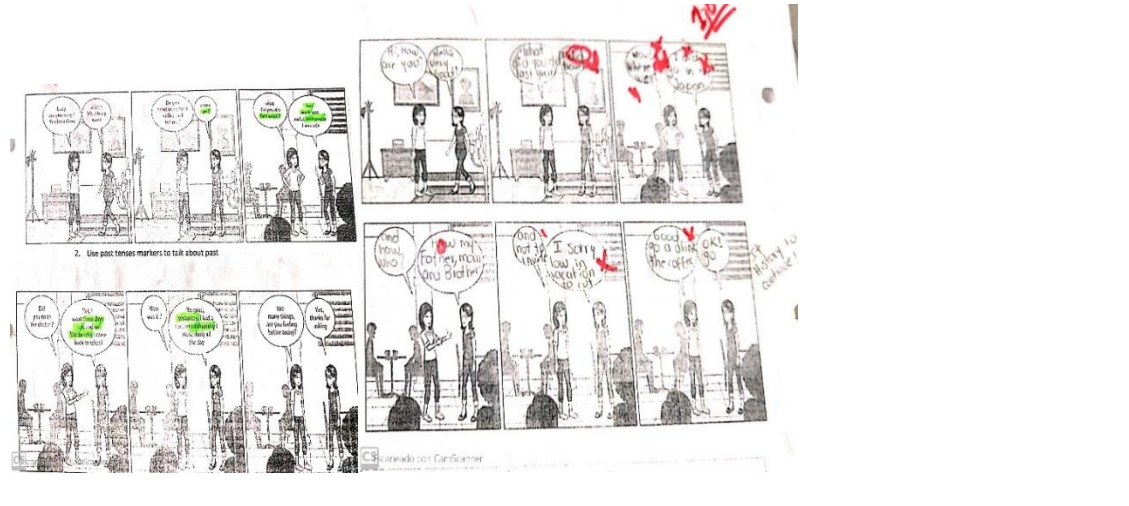
Post task

- Teacher will make a feedback about the activity giving to students the most common mistakes that students have in their productions
- Students will correct their mistakes in the productions

Evaluation

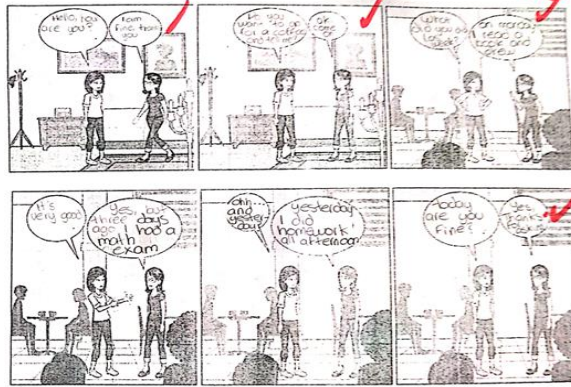
<b>NAME:</b>						
<b>Rubric to assess the written production (</b>						
<b>1. Respect instructions</b> Match its production with the proposed situation. Respect with the minimum length requirement indicated	0	0.5	1	1.5		
<b>2 Ability to relate and describe</b> Can describe everyday aspects of their environment (people, things, places) and events, past activities, personal experiences.	0	0.5	1	1.5	2	2.5
<b>3. Ability to give impressions</b> Can briefly communicate their impressions, explain why something please or dislike.	0	0.5	1	1.5		
<b>4. Morphosyntax and spelling</b> The student is able to use a limited control of structures of simple grammatical forms, taking into account verbs conjugations etc.	0	0.5	1	1.5	2	
<b>5. Lexical</b> The student uses a variety of vocabulary or uses the vocabulary presented by the teacher to use it in her comics.	0	0.5	1	1.5		
<b>6. Coherence and cohesion</b> The student is able to write sentences in order to present a logical fact.	0	0.5	1	1.5	2	
<b>TOTAL:</b>				<b>/13</b>		

Evidence



2.CREATE YOUR OWN COMIC ABOUT WHAT DID YOU DO LAST WEEK?

SO  
TWO



USEFUL VOCABULARY

- WHAT DID YOU DO LAST WEEK
- ON, LAST, YESTERDAY, TWO DAYS AGO
- I WENT SHOPPING, I STUDIED, I HANGED OUT WITH MY FRIENDS ....

Scanned with CamScanner

## Appendix 4

### *1Workshop*

#### **1st workshop**

- **Linguistic objective : Use past simple to write a fable**
- **Communicative Objective: To Write a fable about animals**
- **Socio cultural**

Task: Writing a fable

Pre task :

- **Conceptualization**

1. In the process of writing a fable it is important students to know the meaning of fable and its main features that is why teacher will post its meaning and its features on the blog.

#### **FABLE**

##### **What is a fable?**

In literature, a fable (pronounced fey-buh l) is a short fictional story that has a moral or teaches a lesson. Fables use humanized animals, objects, or parts of nature as main characters, and are therefore considered to be a sub-genre of fantasy.

##### **Features of a Fable**

- A fable is intended to provide a moral story.
- Fables often use animals as the main characters. They are presented with anthropomorphic characteristics, such as the ability to speak and to reason.
- Fables personify the animal characters.

##### **Story Elements**

**Characterization:** Characters are very few, animated, inanimate or personified.

##### **Setting:**

- Place is anywhere and everywhere.
- May be imaginary.
- Time is anytime or no time, but real times.

##### **Plot**

- Very simple, though interesting.
- Thought provoking to didactic.
- Theme

Moral or message implied or stated for societal or personal benefit.

##### **Tone**

- Reflection of human strengths, frailties, weaknesses, or imperfections.
- Readers lead to new insights and/or understandings.
- Point of View

2. Teacher will post a video about a fable called ‘The lion and the mouse’

<https://www.youtube.com/watch?v=iPybpc-xuG0>

3. Teacher will ask students to identify: the characters, the setting, the moral and the plot of the fable

## While task: Reading Process

- Pre- reading

Teacher will ask students some questions related to the text:

- What does the title tell you about the story?
- Describe the image of the fable
- Read the text and highlight the unknown words

- while- reading

Student will read the text twice in order to they identify the keep aspects of the fable and then they will answers the following questions

### The Ants & the Grasshopper

One bright day in late autumn a family of Ants were bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

"What!" cried the Ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store up any food," whined the Grasshopper; "I was so busy making music that before I knew it the summer was gone."

The Ants shrugged their shoulders in disgust.

"Making music, were you?" they cried. "Very well; now dance!" And they turned their backs on the Grasshopper and went on with their work.



*There's a time for work and a time for*

#### 1. What did the Grasshopper beg the family of Ants for?

- |                   |                           |
|-------------------|---------------------------|
| A. water to drink | C. a place to sleep       |
| B. a bite to eat  | D. help fixing his fiddle |

#### 2. What motivates the Grasshopper to talk to the Ants?

- |   |   |
|---|---|
| A. the Grasshopper is starving, and the Ants have food. | C. the Grasshopper is thirsty, and the Ants have water. |
| B. the Grasshopper has food, and the Ants are starving. | D. the Grasshopper has water, and the Ants are thirsty. |

#### 3. Read these sentences from the text.

"What!" cried the Ants in surprise? "Haven't you stored? Anything away for the winter? What in the world were you? Doing all last summer?"

"I didn't have time to store up any food," whined the Grasshopper; "I was so busy making music that before I knew it the summer was gone."

Based on the information in the text, what is the best time to store food?

- |               |               |
|---------------|---------------|
| A. the winter | B. the spring |
| C. the summer | D. the autumn |

## Post- Reading

- Teacher will make some personal question to students in order they feel closer with the fable
- **Read the moral and think, do you spend more time playing than studying?**
- **If you were a character in the fable which one you would be and why?**

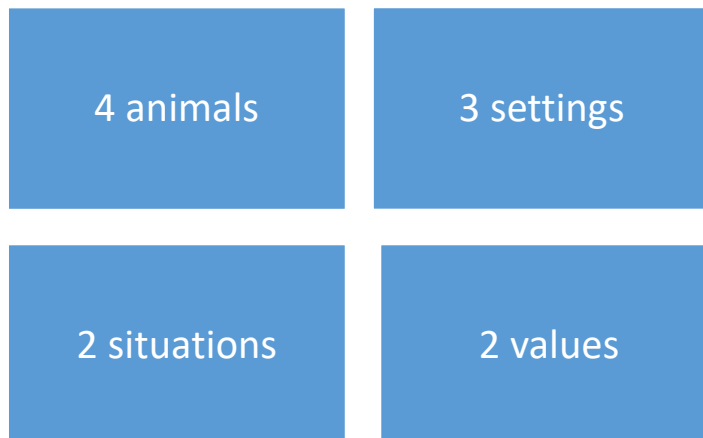
Post task

Writing process

**Pre- Writing :**

Teacher will ask students to do a brainstorming keeping in mind the following aspects

1. Write and Think about the following items



2. Now choose 2 animals, one setting, one situation and one value

**Drafting :** teacher will ask students to write a fable taking into account the main futures of the fable

1. Start imagine a story between the 2 animals you chose, and think how the story can be develop in the setting and which value you want to show in your story
2. Now write what you are imaging using past simple

**Revising**

1. Now, look what you have written
  - Do you like it?
  - Do you want to erase something?



- Do you want to add more information?

### Editing

1. Look your production and check
  - Punctuation marks
  - Grammar mistakes

### Evaluation

<b>NAME:</b>					
<b>Rubric to assess the written production (</b>					
<b>1. Respect instructions</b> Match its production with the proposed situation. Respect with the minimum length requirement indicated	0	0.5	1	1.5	
<b>2 Ability to relate and describe</b> Can describe everyday aspects of their environment (people, things, places) and events, past activities, personal experiences.	0	0.5	1	1.5	2
<b>3. Ability to give impressions</b> Can briefly communicate their impressions, explain why something please or dislike.	0	0.5	1	1.5	
<b>4. Morphosyntax and spelling</b> The student is able to use a limited control of structures of simple grammatical forms, taking into account verbs conjugations etc.	0	0.5	1	1.5	2
<b>5. Lexical</b> The student uses a variety of vocabulary or uses the vocabulary presented by the teacher to use it in her comics.	0	0.5	1	1.5	
<b>6. Coherence and cohesion</b> The student is able to write sentences in order to present a logical fact.	0	0.5	1	1.5	2
				<b>TOTAL: /13</b>	

Appendix 5 2nd workshop

**2nd workshop**

- **Linguistic objective : to use adjectives to describe people**  
To use past simple to talk about past simple
- **Communicative Objective: to write a fairytale**

**Task: Writing a fairytale**

Pre task :

- **Conceptualization**

1. Teacher will start the lesson by asking student what they know about fairy tales so she will show a short video about snow white fairy tale

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

- She will ask the following questions :  
Do you know the fairytale?

Can you describe it in 3 sentences?

Who are the main characters of this fairy tale?

2. Teacher will give a worksheet about the information related with fairy tale then she will show them a video that explain the elements of a fairy tale

## FAIRY TALES



### I. What is a Fairy Tale?

A fairy tale is a story, often intended for children, that features fanciful and wondrous characters such as elves, goblins, wizards, and even, but not necessarily, fairies. The term "fairy" tale seems to refer more to the fantastic and magical setting or magical influences within a story, rather than the presence of the character of a fairy within that story. Fairy tales are often traditional; many were passed down from story-teller to story-teller before being recorded in books.

### II. Types of Fairy Tales

There are no rules that define fairy tales. Therefore, they are categorized by their elements, types, or motifs. Here are some of those types and examples of stories that fit those types:

- **Supernatural Adversaries:** *Hansel and Gretel, Red Riding Hood*
- **Supernatural or Enchanted Relatives:** *Sleeping Beauty, Beauty and the Beast*
- **Supernatural Helpers:** *Cinderella, Puss in Boots*
- **Magic Objects:** *The Magic Ring, Aladdin*
- **Supernatural Power or Knowledge:** *The White Snake, Ali Baba*
- **Religious Tales:** *The Three Green Twigs, The Flower of Lily-Lo*
- **Realistic Tales:** *The Falsely Accused Wife, Ariadne*
- **Tales of Fate:** *The Robber-Bridegroom, Oedipus (Karna-Thompson)*

### III. Common Elements of Fairy Tales

- Do NOT need to include fairies.
- Set in the past—usually significantly long ago. May be presented as historical fact from the past.
- Include fantasy, supernatural or make-believe aspects.
- Typically incorporate clearly defined good characters and evil characters.
- Involves magic elements, which may be magical people, animals, or objects. Magic may be positive or negative.
- May include objects, people, or events in threes.
- Focus the plot on a problem or conflict that needs to be solved.
- Often have happy endings, based on the resolution of the conflict or problem.
- Usually teach a lesson or demonstrate values important to the culture.



<https://www.youtube.com/watch?v=fbyWUXD5HD8>

Then, teacher will ask students to think about their favorite fairytale and name three elements of it.

### While task: Reading Process

- **Pre- reading**

Teacher will ask students some questions related to the text:

- Have you ever read about stories in the forest?
- What would you do if you get lost in the forest?
- would you like to live in a candy house?

- **while- reading**

Student will read the text twice in order to they identify the keep aspects of the fairytale and then they will answers the following questions

---

**Hansel and Gretel**

A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father ~~remarried~~ but their stepmother was very cruel. One day, she took the children deep into the forest and left them there. Clever Hansel had some breadcrumbs in his pocket and had dropped them on the way so that they could find their way back home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home.



Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Finally, after walking for a long time, they saw a cottage made of chocolate, candies, and cake. "Look, Hansel! A chocolate brick!" shouted

Gretel in delight and both ate it hungrily.

Now, a wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. She grabbed the children and locked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then, Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. Hansel and Gretel found treasure lying around the cottage. They carried it home with them. Their stepmother had died and their father welcomed them back with tears of joy. They never went hungry again!

1. **What did Hansel use to find his way home the first time they were taken into the forest?**  
A. Pebbles b. rocks c. Charms
2. **What did the wicked witch do to children?**  
A. She killed both of them B. She let them go C. She fed them to fatten them up
3. **Who is to blame for what happened to Hansel and Gretel?**  
A. The woodcutter's wife (stepmother) B. Themselves C. The woodcutter

**Post- Reading**

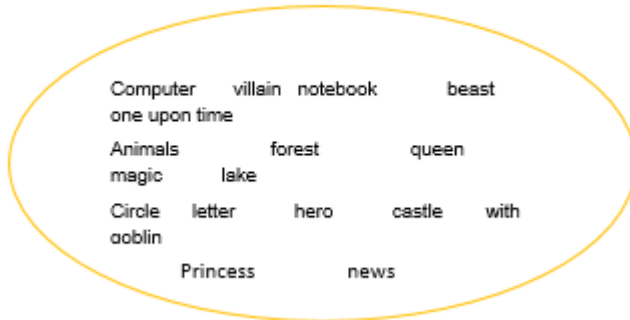
- Teacher will propose a discussion about the text, she will ask
- What do you understand about the text?
- What was the theme of the fairytale?
- Did This fairytale have a happy ending? explain it

## Post task

### Writing process

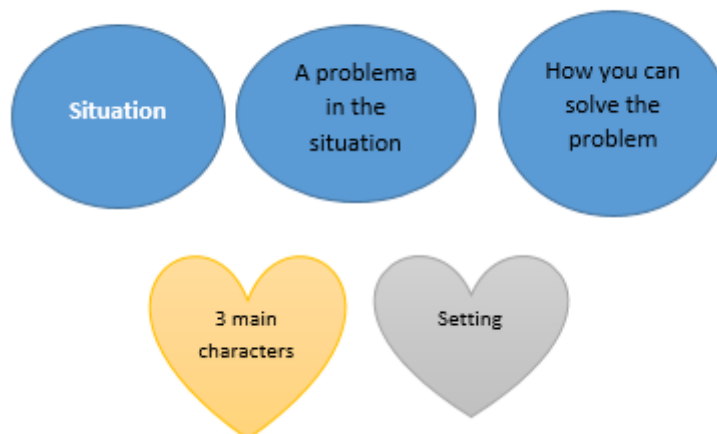
**Pre- Writing** : Teacher will Propose a vocabulary game in which students will choose the vocabulary for writing fairytale .

- Circle the terms related with fairytale



3. Write and Think about the following items

#### 2. Write and Think about the following items



**Drafting** : teacher will ask students to write the fairytale thinking about the main features of it

3. Start imagine a story between the Character you chose, and think how the story can be develop in the setting and what is the theme of the story
4. Now write what you are imaging, remember describe the places and characters using adjectives.

#### Revising

2. Now, look what you have written
  - Do you like it?
  - Do you want to erase something?
  - Do you want to add more information?

#### Editing

2. Look your production and check

- Punctuation marks
- Grammar mistakes

Evaluation

<b>NAME:</b>						
<b>Rubric to assess the written production (</b>						
<b>1. Respect instructions</b> Match its production with the proposed situation. Respect with the minimum length requirement indicated	0	0.5	1	1.5		
<b>2 Ability to relate and describe</b> Can describe everyday aspects of their environment (people, things, places) and events, past activities, personal experiences.	0	0.5	1	1.5	2	2.5
<b>3. Ability to give impressions</b> Can briefly communicate their impressions, explain why something please or dislike.	0	0.5	1	1.5		
<b>4. Morphosyntax and spelling</b> The student is able to use a limited control of structures of simple grammatical forms, taking into account verbs conjugations etc.	0	0.5	1	1.5	2	
<b>5. Lexical</b> The student uses a variety of vocabulary or uses the vocabulary presented by the teacher to use it in her comics.	0	0.5	1	1.5		
<b>6. Coherence and cohesion</b> The student is able to write sentences in order to present a logical fact.	0	0.5	1	1.5	2	
				<b>TOTAL:</b>	<b>/13</b>	

3rd workshop

- **Linguistic objective :**  
**To use past simple to talk about past events**
- **Communicative Objective: to write a biography**

**Task: Writing my own story**

Pre task :

- **Conceptualization**
  3. Teacher will start the lesson showing a video about Thomas Edison bio <https://www.youtube.com/watch?v=FB3dCGSSkQw>
  - She will ask the following questions :
    - Do you know Thomas edison ?
    - Who was he ?
    - Where is he ?
  4. Teacher will give a worksheet about the information related Biography

Elementd

Name \_\_\_\_\_ grade \_\_\_\_\_

**Biography**  
DIORLSBDAK

**I. What is a Biography?**

A biography is simply an account or detailed description about the life of a person. It entails basic facts, such as childhood, education, career, relationships, family, and death. Biography is a literary genre that portrays the experiences of all these events occurring in the life of a person, mostly in a chronological order. Unlike a resume or profile, a biography provides a life story of a subject, highlighting different aspects of his or her life. A person who writes biographies, is called as a "biographer."

• **Types of Biography**

There are three types of biography:

**1. Autobiography**

An autobiography tells the story of a person's own life. While that person writes his own account, he or she may take guidance from a ghostwriter or collaborator.

**2. Biography**

A biography narrates the life story of a person, as written by another person or writer

**3. Memoir**

This is a more focused writing than an autobiography or a biography. In a memoir, a writer narrates the details of a particular event or situation that occurred in his or her lifetime.

**EXAMPLE:**

Example #1: Arthur Miller: *Attention Must Be Paid* (By James Campbell)

This biography is written in the form of a drama, presented in just two acts. In the first act, the author shows the famous dramatist, Arthur Miller, in his early success, having the love of the most beloved woman in the world, and resisting tyranny.

However, in the second act of this biography, the author shows that the hero was badly assaulted and ridiculed by a rowdy mob called critics, who are expelled from the conventional theater. He ends his book with rhetorical details related to a revitalization in the fortunes of the play writer

5. [Biography elements:](https://www.youtube.com/watch?v=YmDAvD2y9X8)  
<https://www.youtube.com/watch?v=YmDAvD2y9X8>

Teacher will ask students to mention 2 elements about biography  
and what explain one of the types of biography

**While task: Reading Process**

- **Pre- reading**

Teacher will ask students some questions about the text

1. Name three women that make history
2. What do you know about Marie courier?
3. What is your favorite scientific advancement?

- **while- reading**

Student will read the text twice in order to they identify the keep aspects of  
the life of Marie Courier



### Marie Curie

**Date of Birth:** 7 November 1867

**Date Of Death:** 4 July 1934 leukemia

**Place of Birth:** Warsaw, Poland

**Best Known As:** Discoverer of radium and polonium

**Name at birth:**

Maria

Skłodowska



A towering figure in the history of chemistry and physics, Marie Curie is most famous for the discovery of the elements polonium and radium. Prohibited from higher education in her native Poland (then controlled by Russia), she moved to Paris in 1891 and studied at the Sorbonne. In 1895 Marie married Pierre Curie (who was by then a noted scientist), and together they began working on radiation experiments with uranium. (It was Marie who first coined the term "radioactivity" to describe the emission of uranic rays.) In 1898 the Curies discovered polonium and radium, and in 1903 they shared the Nobel Prize for physics with Henri Becquerel. When Pierre was killed suddenly in 1906, Marie took over his post as a professor at the Sorbonne, becoming the first woman to teach there. She was awarded a second Nobel in 1911 (this time for chemistry) for her work on radium and its compounds. Concerned more with humanitarian causes than financial rewards, Marie Curie was one of the most celebrated scientists of her time, at a time when the field was almost exclusively for men. It is thought her long exposure to radioactive materials precipitated her death.

#### Extra Credit

Marie Curie was the first person to win a second Nobel Prize... She had two daughters, one of whom, Irène, went on to win the Nobel Prize for chemistry in 1935... The element curium, discovered in 1944, is named after the Curie family.

- Read the text carefully and answer the following questions

#### 1) Where was Marie Curie born?

- Spain
- France
- Poland
- Germany
- Austria

#### 2) Where did Marie Curie attend university?

- Sorbonne in France
- University of Warsaw
- University of Paris
- University of Strasbourg
- Nicolaus Copernicus University

#### 3) What was Marie Curie's major at university?

- Electrical engineering
- Political science
- Economics

Chemistry

Physics

4) What was the name of Marie Curie's husband?

Matthew

Antoine

Isaac

Pierre

Michael

5) What element did Marie Curie name after her homeland?

Nihonium

Polonium

Copernicium

Moscovium

Oganesson

#### Post- Reading

- Teacher will propose a discussion about Marie curie
- What are the names of the two elements that Marie Curie discovered?
- How did Marie Curie know that she had discovered a new radioactive element?
- Write a brief story that describes what Marie Curie might have felt when she realized that she had discovered a new element.

#### Post task

##### Writing process

- **Teacher will ask students to write an autobiography, she will ask students to write Marie Curie biography in first person .**
- Teacher will ask to do a brainstorming thinking about their lifes

4. Write and Think about the following items

2. Write and Think about the following items



**Drafting** : teacher will ask students to write their autobiography ansering the last questions

5. Answer the last questions and liking them in a paragraph
6. Now write about your own life
7. The text must contain (150-200 ) words  
Finally draw yourself

**Revising**

3. Now, look what you have written
  - Do you like it?
  - Do you want to erase something?
  - Do you want to add more information?

**Editing**

3. Look your production and check
  - Punctuation marks
  - Grammar mistakes

Evaluation

<b>NAME:</b>						
<b>Rubric to assess the written production (</b>						
<b>1. Respect instructions</b> Match its production with the proposed situa- tion. Respect with the minimum length requirement indicated	0	0.5	1	1.5		
<b>2 Ability to relate and describe</b> Can describe everyday aspects of their environ- ment (people,things, places) and events, past ac- tivities, personal experiences.	0	0.5	1	1.5	2	2.5
<b>3. Ability to give impressions</b> Can briefly communicate their impressions, ex-	0	0.5	1	1.5		

plain why something please or dislike.					
<b>4. Morphosyntax and spelling</b> The student is able to use a limited control of structures of simple grammatical forms, taking into account verbs conjugations etc.	0	0.5	1	1.5	2
<b>5. Lexical</b> The student uses a variety of vocabulary or uses the vocabulary presented by the teacher to use it in her comics.	0	0.5	1	1.5	
<b>6. Coherence and cohesion</b> The student is able to write sentences in order to present a logical fact.	0	0.5	1	1.5	2
	<b>TOTAL:</b>				<b>/13</b>

## Appendix 7 grades evidences

Nombre: María Fernanda Vera Villamizar  
 Grado: 8° A Código: 35  
 Asignatura: Ciencias Naturales

### LET'S PRACTICE

25  
4,5

A. Complete the sentences with prepositions from the box.

- We are worried about the levels of contamination.
- He is interested in saving the Andean spectacled bear.
- They are concerned about erosion.
- She is good at taking photos.

B. Read and complete paragraphs 1-3 with the correct form of the verbs in brackets. Then match with photos A-C


1. Pablo is really interested in conserving (conserve) the natural habitat of the Andean Condors. He loves being (be) in nature and is really good at organizing (organize) tree planting days with his friends. C

2. Sara enjoys mediating (meditate) in the forest, but she is concerned about illegal mining in the area. She would like to start (start) an educational campaign about the negative impacts of mining. B

3. Andres and Tina like swimming (swim) in their local river, but they are worried about the water pollution from local factories. They are interested in creating (create) an online magazine about sustainability. A

C. Read the story about Silvio the Spectacled Bear. Find six mistakes and correct them. Then translate it. (Lea la historia y escribela en el cuaderno en forma correcta, luego traduzca)

**Bear ones once you talking**  
 Silvio the bear lives in the forest by the river. He enjoyed ~~vacation~~ vacation around the forest. One day Silvio went to a different part of the river to drink water and eat fruit from the trees. When he came back to his place in the forest, he saw something terrible. People had cut ~~the~~ the remaining trees. Silvio sad by the thing.

	Pámpora N. de S. Fecha de aprobación: 09/05/2020 Aprobado por Resolución No. 4452 del 28 de Octubre de 2016
	Name: Yelty Jizael Moreno cotle      Date: 09/05/2020      Grade: 8-C

### 3. ACTIVIDADES A REALIZAR TEMA LET'S PRACTICE

16 puntos  
47

1. Put these words into the right order to build a sentence. Questions  
 Organiza las palabras en el correcto orden y construye una oración

- of | cup | tea | a | Let's | have | . | Let's have a cup of tea.
- car | ? | huge | buying | about | a | What  
 RTA: what about buying a huge car?
- go | | we | cinema | Why | don't | together | ? | the |  
 RTA: why don't we go to the cinema together?
- go | | we | cinema | Why | don't | together | ? | the |  
 RTA: why don't we go to the cinema together?
- train | the | Madrid | . | could | We | take | to |  
 RTA: we could take the train to Madrid.

2. Make offers or suggestions as in the example.  
 Haz sugerencias como en el ejemplo

e.g. I'm hot (window)  
 Why don't you open the window?  
 OR Let me open the window

## INFINITIVE AND GERUNS

20 puntos  
3,6

### LET'S PRACTICE

A. Complete the sentences with prepositions from the box

- We are worried about the levels of contamination.
- He is interested in saving the Andean spectacled bear.
- They are concerned at erosion.
- She is good about taking photos.

B. Read and complete paragraphs 1-3 with the correct form of the verb in brackets. Then match with photos A-C

- Pablo is really interested in conserving (conserve) the natural habitat of the Andean condors. He loves being (be) in nature and is really good at organizing (organize) tree planting days with his friends. C
- Sara enjoys mediating (meditate) in the forest, but she is concerned about illegal mining in the area she would like to start (start) an educational campaign about the negative impacts of mining.

5.0

### LET'S PRACTICE

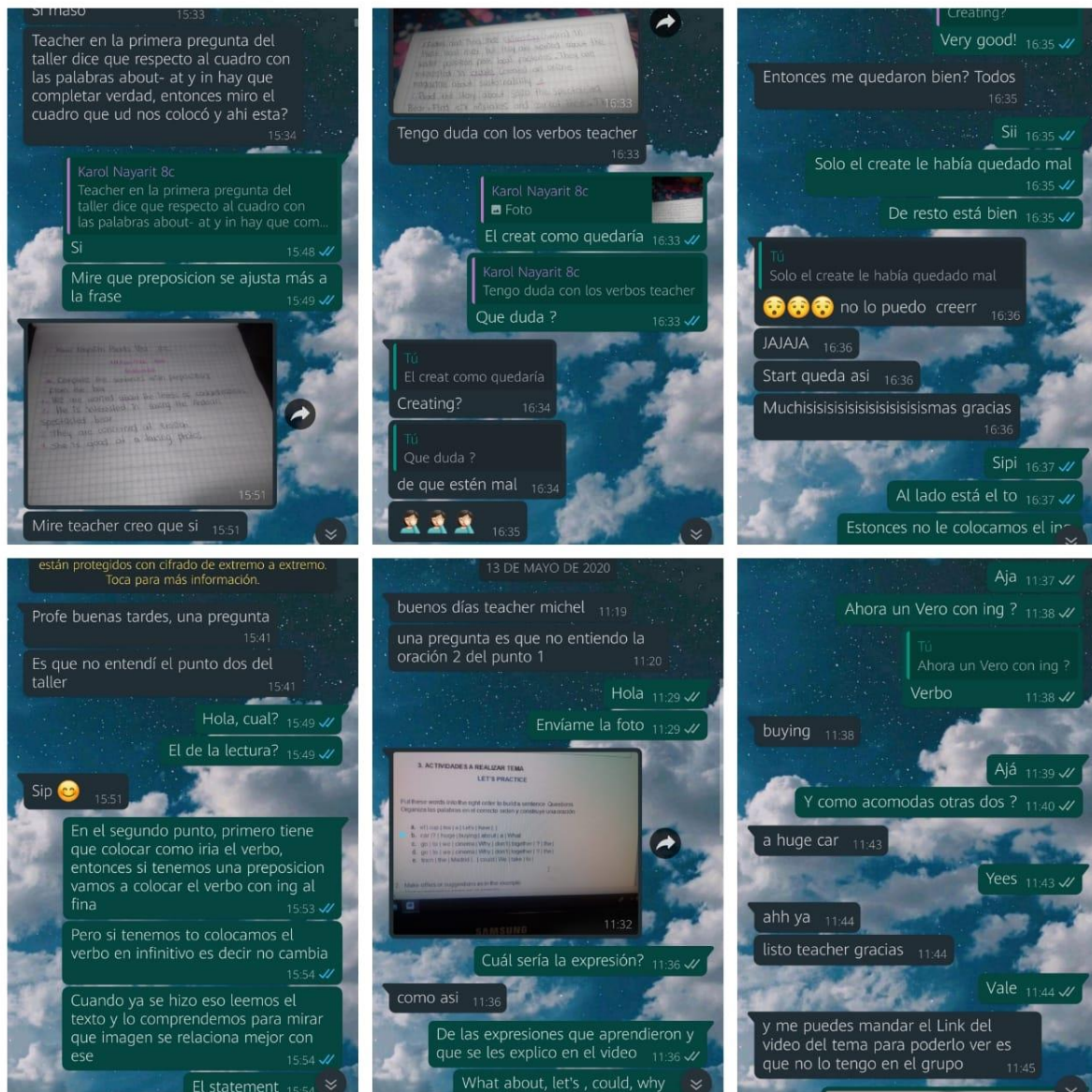
Put these words into the right order to build a sentence. Question  
 Organiza las palabras en el orden correcto y construye una oración:

- Let's have a cup of tea.
- What about buying a huge car?
- Why don't we go to the cinema together?
- Why don't we go to the cinema together?
- We could take the train to Madrid.

Make offers or suggestions as in the example  
 e.g. I'm hot (window)  
 Why don't you open the window?  
 OR Let me open the window

- I'm starving (something to eat)  
 Why don't you want something to eat?
- I've got a terrible headache (doctor)

## Appendix 8 Virtual guidance evidences



[Appendix 9 Self-observation checklist.](#)

#QuedateEnCasa

docs.google.com/forms

# Auto-observación de clase, 2020-1

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

**\*Obligatorio**

Dirección de correo electrónico \*

kmmantilla2408@gmail.com

Autoevaluación

Solicitar acceso de edición

## Appendix 10

### **Narrativa 1**

Esta semana tuve la oportunidad de empezar mis prácticas como docente de inglés en el Colegio Técnico La Presentación de Pamplona, con los grados Transición, segundo y octavo grado. Aunque no fue una tarea fácil puedo decir que fue mejor de lo que me lo esperaba. Empecé el día lunes con las estudiantes de segundo grado, niñas muy cariñosas quienes respondieron de forma positiva a las actividades propuestas en clase, aunque en algunas ocasiones hablaban mucho con la ayuda de sus practicantes de pedagogía esto mejoraba y también con el uso de canciones se veían más animadas y participativas. Los siguientes días trabajé con las estudiantes de octavo aunque la mayoría de las estudiantes trabajan bien en clase y cumplían con los que se les pedía en clase, ciertas niñas se mostraban apáticas y no interesadas en la clase, razón por la cual decidí calificar el trabajo hecho en clase y otorgarles una calificación por su trabajo realizado, a pesar de ello, se logró trabajar bien con ellas. Finalmente, con transición fue la labor más difícil de semana dado que las niñas no muestran interés en el idioma y su nivel de atención a clase es muy disperso aunque tratamos de utilizar dinámicas que las complacieran no se logró con el logro esperado.

#### **Reflexión:**

Esta semana me di cuenta que ser profesor no es una tarea fácil y que para serlo hay que ser dinámico, estratégico y lo más importante organizado. Debo buscar estrategias que me permitan tener el control y orden de la clase para mejorar mi experiencia como profesora.



## Appendix 11 narrativa 2

### **Narrativa 2**

Durante la segunda semana dar las clases fue más fácil y llevadero ya que las estudiantes ya estaban más familiarizadas conmigo y el entorno y ambiente de clase se desarrolló más normal. En cuanto a las clases dadas con primaria se trabajaron las frutas según lo estipulado en el plan de estudio, primero les enseñe una por una su escritura y pronunciación con la utilización de flashcards y una canción sobre el tema, las niñas mostraron apropiación del tema así como entendimiento. En secundario el tema fue past tense makers explique con un cuadro y después ellas debían hacer una comic utilizándolos, en este ejercicio me di cuenta que las estudiantes tienen muchas fallas en el idioma a la hora de escribir y que se les complica utilizar expresiones y estructuras simples también durante esta semana se les realizó un quiz acerca del past simple y conjugaciones de verbos. En los dos ejercicios las niñas se mostraban confundidas con la utilización del tiempo verbal por lo cual decidí reforzarles con un taller de repaso para la siguiente semana.

La mayoría de las estudiantes se han mostrado atentas y participativas en las clases a un me falta trabajar más en la disciplina de los cursos así como ser un poco más duras con ella

### Appendix 12narrativa 3

**Narrativa numero 3:** rol docentes, estudiantes y padres de familia en pandemia,  
Transición de presencial a virtual, utilización de herramientas virtuales

En mi proceso como docente en formación jamás imaginé que mi practica como docente seria virtual lo cual es una lástima ya que esperaba que de la interacción presencial con mis estudiantes forjara más mi carácter y mi vocación como docente y me formara más para la profesión que escogí ejercer . Aun así las pocas semanas que pude compartir con ellas y de lo que allí aprender. Esta situación solo me deja claro que el ser docente es una profesión de retos que muy pocos son capaces de asumir como se debe.

En lo que concierne a la práctica virtual se ha limitado a la creación de talleres y tutorías con de ellas por medio de WhatsApp y correo electrónico, aunque me gustaría tener más interacción con mis estudiantes esto es casi imposible ya que algunas de ellas no cuentan con los medios necesarios para realizar clases online,

Sobre los roles me atrevo a decir que el rol docente es admirable y muy poco valorado en esta situación, el docente es el encargado de estar pendientes de sus estudiantes y procurar que a los estudiantes les llegue una buena información utilizando diferentes medio. Por otra parte los padres de familia se convirtieron en la guía de sus estudiantes en el proceso de formación y los estudiantes los más afectados ya que no sienten que su aprendizaje este siendo significativo.

#### Appendix 13 narrariva 4

##### Narrativa 4

KAREN MICHELL VILLAMIZAR VILLAMIZAR

Rol de docentes, estudiantes y padres de familia en tiempos de pandemia, enseñanza-aprendizaje a través del uso de herramientas virtuales

La pandemia presente a nivel mundial ha llevado a que la educación se desarrolle de manera virtual en donde la interacción en este contexto no se da solamente entre profesor-estudiante sino también con el padre de familia. En este sentido, el rol del padre de familia pasa a ser un poco más activo puesto que el, es quien apoya el proceso del estudiante proporcionándole las herramientas para que este continúe su proceso, también estando pendiente de sus actividades diarias y guiándolo en la adquisición del conocimiento. Por otra parte el profesor es quien provee el conocimiento al estudiante a través de diferentes herramientas buscando que la información llegue a todos sus estudiantes, por último el estudiante es quien recibe el apoyo, la guía y el conocimiento y el más afectado en esta situación puesto que el conocimiento no es adquirido en su totalidad gracias al estrés y la ansiedad ante las actividades de cada materia.

## Appendix 1 narrativa 5

Narrativa 5: Diseño, ejecución y evaluación de material, estrategias de evaluación

KAREN MICHELL VILLAMIZAR

Desde el inicio de la práctica integral como tal y el inicio de clases la realización de material fue necesaria para el desarrollo de las clases y el aprendizaje de las estudiantes, cabe decir que en las clases presenciales fue de gran ayuda el uso del libro *Way to go*, ya que este propone actividades donde las estudiantes no solo ponen a prueba sus conocimientos si no también adquieren vocabulario útil sobre la naturaleza, actualidad y sociedad creándoles un pensamiento crítico en diferentes áreas. También en el desarrollo de mis clases presenciales utilice flashcards las cuales me permitieron que mis clases fueran más interactivas con mis estudiantes.

En la virtualidad la creación de material fue fundamental para el desarrollo de las clases, ya que éstas no solo eran sobre actividades si no también se debía elegir muy bien la teoría que se pondría allí de manera que las estudiantes entendieran el tema y la realización de las actividades se desarrollara fácilmente, dentro de las actividades, den, den. En mi caso realice 5 guías explicativas con talleres, aunque trate de que mis guías estuvieran bien explicadas algunas de mis estudiantes no entendían bien los temas o hacían los talleres incompletos, lo cual fue frustrante para mí. Aunque al principio mis guías en forma no eran las mejores porque las sangrías o cuadros se corrían, mejoré mucho entregando mis últimas guías de forma impecable. También para el desarrollo de estas clases hice algunos explicativos los temas que se estaban abordando en el curso.

En cuanto a las evaluaciones se evaluaban en el mismo taller y en la trimestral se hizo una plataforma la cual me permitió sacar la calificación más rápido. Ya que la calificación de talleres fue una de las actividades más arduas y las que más consumían tiempo.

## Appendix 16

### 1. ¿Puede señalar algunos de los cambios que estamos viendo en nuestra sociedad y tienen consecuencias educativas? Cuáles y que consecuencias

- **El uso de la tecnología y el internet:** esta herramienta provee nuevas metodologías de dar una clase así como le da la oportunidad a los estudiantes y profesores de expandir sus conocimientos  
En algunas ocasiones pueden ser distractores que impiden la atención y el aprendizaje del estudiante
- **Conflictos armados:** algunas de las poblaciones que se encuentran en zonas rojas donde se presentan este tipo de situaciones se les cohibe la educación
- **Globalización:** Permite que la educación se de manera más global permitiendo intercambios educativos y culturales en varios países.
- **LA INCLUSION:** Permite que más población acceda a la educación sin distinguir razas, edades, generales o condiciones especiales

### 2. Formular algunos de los cambios que se están dando en el mundo de la educación y en medida ayudan a perjudican

- Abandono de la educación tradicional: Es esta era de la educación la educación tradicional se ha dejado de lado permitiendo que los estudiantes sean más activos en las clases
- La inclusión: Permite que la educación llegue a más personas
- El uso de las TICS: permite un aprendizaje más profundo y rápido

### 3. Explicar al menos cuatro finalidades que como educador tiene o enseña

- Que los estudiantes tengan un aprendizaje significativo en el cual utilicen la lengua en otras situaciones fuera de la clase de ingles
- Permitir el libre desarrollo del estudiante a la hora de aprender el idioma
- Clases didácticas que le permitan a los estudiantes aprender de manera divertida sin monotonías

### 4. ¿Qué alumnos cree que merecen su atención todo el esfuerzo que pone

Todos ya que ningún estudiante debe ser excluido o tratado de diferente manera por sus comportamientos o rendimiento escolar

### 5. ¿Qué cosas le preocupan además de que sus alumnos acaben sabiendo académicos y como lo trabaja

La imagen que ellos puedan tener de mi tanto académica como personalmente

### 6. Que es la reflexión

Pensar detenidamente y con cautela las acciones hechas o por hacer analizando cada una de las situaciones presentadas buscando una mejora de ellas.

Karen Michell Villamizar Mantilla

*Planning Class*

FECHA	EJE TEMATICO	INDICADOR DE DESEMPEÑO	ACTIVIDADES METODOLOGICAS
<p><b>9-15mars</b></p>	<p><b>Frutas y vegetales</b></p>	<ul style="list-style-type: none"> <li>• Pronuncia con facilidad palabras del idioma extranjero</li> <li>• Identifica, pronuncia y escribe las frutas , números de manera precisa</li> </ul>	<p><b>Warm up</b> La profesora empezara la clase con el saludo, la oracion padre nuestro y personal <b>(5 min)</b></p> <p><b>Step 1:</b></p> <p>La profesora va explicar cómo se dicen la frutas y vegetales en ingles utilizando flashcards, después pedirá a las estudiantes que las dibujen y escriban en sus cuadernos</p> <p><b>(30 min)</b></p> <p>Después la profesora les enseñara un canción sobre las frutas y otra sobre vegetales , primero enseñara frase por frase, después ellas deberán repetirla y finalmente la cantaran con la pista</p> <p>Finalmente las estudiantes desarrollaran la guía propuesta por la profesora.</p> <p><a href="#">Appendix 1</a></p>

			La profesora se despide de sus estudiantes
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Appendix 18 planing class eighth grade

AREA: INGLES      DOCENTE: Aura Verónica Rico Varela      GRADO: OCTAVO      TRIMESTRE: PRIMERO      IHS: 3 Hours

FECHA	# HORAS			EJE TEMATICO	INDICADOR DE DESEMPEÑO	ACTIVIDADES METODOLOGICAS	TRANSVERSALIDAD
	A	B	C				
16-21 mars	3	3	3	<ul style="list-style-type: none"> <li>• USE OF ING</li> <li>• THERE WAS THERE WERE</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn the use of There was/ there were</li> <li>• Students will learn vocabulary about forests</li> </ul>	<p><b>Warm up</b> The teacher will greet her students as well as students are going to pray. (5 min)</p> <p><b>Step 1:</b> Teacher will start the class revising students' homework that was developing page number five of student book, they will exchange their notebooks with their partners and teacher will star reading and then socialize the answers ( 20 min)</p>	<ul style="list-style-type: none"> <li>• Academic</li> <li>• Care of environmental</li> </ul>

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