

The use of videoclips as an audiovisual material in the development of the students' English listening skill from ninth and tenth courses in a public high school in Los Patios: an action research.

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## Table of contents

<b>Presentation</b> .....	<b>6</b>
<b>Introduction</b> .....	<b>7</b>
<b>Justification</b> .....	<b>9</b>
General objective .....	10
<b>Specific objectives</b> .....	<b>10</b>
<b>Institutional observation</b> .....	<b>11</b>
1. Administrative.....	11
Institutional Education Project (P.E.I) .....	11
1. Pedagogical .....	20
English area Planning (established by Ministry of National Education) .....	20
Syllabus .....	21
Methodology of working by English teachers: .....	22
2. Technological .....	23
3. Population:.....	23
<b>CHAPTER 1</b> .....	<b>25</b>
<b>Pedagogical component</b> .....	<b>25</b>
Introduction .....	26
Research questions .....	26
Sub-questions .....	26
Justification .....	27
Objectives .....	28
General objective.....	28
Specific objectives.....	28
Theoretical framework .....	28
Videoclips.....	28
Listening comprehension.....	28
Foreign language learning.....	29
Literature Review.....	29
Data analysis .....	42
Recommendations .....	55

<b>CHAPTER 2</b> .....	<b>56</b>
<b>Research component</b> .....	<b>56</b>
Introduction .....	56
Problem statement .....	57
Justification .....	58
Objectives .....	58
General objective.....	58
Specific objectives.....	59
Literature review.....	59
Methodology.....	64
Schedule for activities of research.....	74
Data analysis .....	74
Results.....	79
Conclusions .....	80
<b>CHAPTER 3</b> .....	<b>81</b>
<b>Community outreach component</b> .....	<b>81</b>
Introduction .....	81
Justification .....	83
Objectives .....	84
Specific objectives.....	84
Methodology.....	84
Conclusions .....	86
<b>CHAPTER 4</b> .....	<b>87</b>
<b>Administrative component</b> .....	<b>87</b>
Introduction .....	87
Objectives .....	87
Specific objectives.....	87
Virtual Methodology .....	88
Activities schedule .....	88
Integration to the institution: .....	89
<b>Conclusion</b> .....	<b>90</b>
<b>ANNEXES</b> .....	<b>91</b>
<b>References</b> .....	<b>102</b>

## List of tables

Table 1. Classes schedule .....	17
Table 2. Schedule of synchronous meetings .....	18
Table 3. Academic periods 2020 .....	19
Table 4. Planning format for workshops.....	31
Table 5. Workshops description .....	34
Table 6. Proposal schedule .....	35
Table 7. Schedule of courses' meetings.....	35
Table 8. Participants' description.....	42
Table 9. Documentary analysis .....	50

## List of figures

Figure 1. Academic Calendar 2020 .....	19
Figure 2. Action plan (MEN).....	20
Figure 3. Syllabus .....	21
Figure 4. Academic community .....	24
Figure 5. School staff.....	25
Figure 6. Videoclips.....	33
Figure 7. Third workshop-tenth courses.....	36
Figure 8. Activities and topics of the videoclips.....	37
Figure 9. Videoclip "White chicks" .....	37
Figure 10. First workshop topic.....	39
Figure 11. Questionnaire .....	41
Figure 12. Questionnaire response.....	43
Figure 13. Questionnaire results.....	44
Figure 14. Survey.....	45
Figure 15. Platform evaluation .....	46
Figure 16. Time to develop workshops.....	46
Figure 17. Material evaluation.....	47
Figure 18. Interaction evaluation.....	47
Figure 19. Proposal .....	48
Figure 20. Students' suggestions .....	49
Figure 21. First workshop.....	51
Figure 22. Second workshop.....	51
Figure 23. Third workshop tenth courses .....	52
Figure 24. Third workshop ninth courses .....	52
Figure 25. Reflection process schedule.....	74
Figure 26. Narratives.....	79
Figure 27. Schedule activities at school .....	88

## List of appendixes

Appendix 1. Videoclips and workshops .....	91
Appendix 2. Questionnaire .....	92
Appendix 3. Survey .....	93
Appendix 4. Documentary analysis .....	93
Appendix 5. evidences of the proposal development .....	94
Appendix 6. Ethical considerations .....	97
Appendix 7. Reflection workshops.....	97
Appendix 8. Self -observation file .....	98
Appendix 9. Narratives .....	99
Appendix 10. Recordings.....	100
Appendix 11. Extension community's work .....	100

## **Presentation**

Along the lines of this document will be covered the general aspects of the comprehensive practice project. First, the chapter one on which the author made a brief presentation of the four components that compose it, the justification, objectives and the general conclusions of the project. Following with chapter two, the description of the institutional observation, presenting the most important aspects of the institution where this project was implemented. In chapter three is presented the pedagogic component on which the problem statement, the question to answer with the implementation of the proposal, the objectives, the methodology description and the activities schedule were described in detail, revealing as an important section of this chapter the results, conclusions and recommendations of the proposal. Over chapter four is presented the research component whose main objective is to create the spirit of reflection on the practicum and is shown through different instruments the description and analysis of that reflection process. Next, the chapter five that involves the community outreach component which makes emphasis on the awareness of the English language in elementary schools, in this component is presented the activities developed during the comprehensive practice and how it contributed to the preservice teacher's training. Finally, the last chapter with the description of the institution, the English teaching methodology facing the Covid-19 pandemic and the population that will be benefited, this chapter is entitled administrative component.

## **Introduction**

At present the educational field is being challenged by several factors that have affected the conception of a meaningful learning at schools, as a result of the Covid-19 pandemic the Ministry of National Education has established the virtual education as the first action in order to safeguard the health and welfare of students, so teachers have been modifying and renewing their teaching practice in order to not stop the process. This has represented a challenge for the student community at the different levels, be it primary, secondary or higher education, this is why this document will describe the generalities of a proposal that seeks to implement a strategy or tool in the improvement of the foreign language learning process as English. We know that learning a foreign language implies the work on a series of competences such as the production competence: speaking and writing, and the comprehensive competence that involves reading and listening. Most of the schools at the present time are still using the traditional education method where it is not evaluated or it is not worked all the competences when learning a foreign language, this is the reason of the creation of this proposal entitled “The use of videoclips as an audiovisual material in the development of the students’ English listening skill from ninth and tenth courses in a public high school in Los Patios: an action research”. This proposal attempts to use some extracts of English films or series to work on the students listening skill, this skill is rarely developed in the public institutions. The development of this proposal virtually can represent an innovation in the methodology to learn English at schools, satisfying a need of the

student community by developing a skill that allows the student to understand a language, decode it and later use it to communicate.

As it is known since long time ago teaching and learning a language like English represents a challenge for both teachers and students, different external and internal factors have influenced on the process, however now when experiencing this emergency situation, it is necessary to establish strategies that promote the improvement of the teaching-learning process and to contribute to the development of the country. Speaking and understanding a language can be a door to better opportunities.



## **Justification**

Learning a foreign language implies knowing a new culture, developing skills that allow learners to perform in different fields of life, the school today experiences a pandemic that affects all aspects of human life as it is education. English is being taught in a traditional way so the student is very limited in knowledge. During the observation of the virtual methodology, it was identified some shortcomings in the teaching process, the students do not develop all the skills such as listening or speaking in English, this happens in most public schools where English teaching process focuses only on reading and writing skills. The goal of learning a language should be to develop all these competencies that allow the student to grow professionally and expand their knowledge of the language. The purpose of this proposal is to develop through virtual methodology the ability to understand dialogues using videos in English as audiovisual material that allow developing the listening skill, those videos will be carried out following a simple sequence that allows the student to understand and use the language. This is an opportunity to know the language and modify the routine way of learning English in schools.

## **General objective**

To use videoclips as an audiovisual material in the development of students' English listening skill from ninth and tenth courses in a high school in Los Patios.

## **Specific objectives**

- To implement reflection as a transforming tool of the pedagogical processes proper to the integral practice.

- To promote the development of a critical spirit in the teachers-in-training that allows them to analyze their pedagogical work.

-To attend to the training needs in English of the elementary school children in the city of Los Patios

- To integrate the training in foreign languages of the students of the English-French Bachelor of Foreign Languages Program into the educational reality of teaching English in the elementary school in the city of Los Patios.

-To acquire the knowledge of the institution to which practitioner has been assigned

## **Institutional observation**

In response to the modifications in the teaching process due to the pandemic, the coordination of the language program provided some guidelines to do the observation and diagnosis of the institution and the benefited population virtually. This observation started from the 31<sup>st</sup> august to the 11<sup>th</sup> September, the contact between practitioners, supervisors and tutors is carried out through different online platforms such as Google meet, WhatsApp and email. The information related to the institution provided by the supervisors was divided into sections such as administrative, pedagogical, technological and population.

### **1. Administrative**

#### **Institutional Education Project (P.E.I)**

Instituto Técnico Patios Centro N° 2 is led by its principal Gustavo Ramirez Camargo, offers a public education in kindergarten, primary school, and high school. The last grades, tenth and eleventh have a technical emphasis; technician in the preparation of handmade objects in leather, technician in administrative assistance, systems technician, technician in sales and services and technician in design and integration in multimedia.

The school has an average of 3,500 students spread over seven seats: Central, Sabana, 12 de Octubre, Patios Centro 1, la Cordialidad, Luis Enrique Ávila, and Rudesindo Soto.

Its philosophy promotes the formation of citizens with inclusive principles of quality in autonomy, authenticity, conscious freedom and a critical spirit, which prevails in respect for values and human rights, which encourage peaceful coexistence and democratic principles, the preservation of the environment. Its seven principles are spiritual, administrative, research and

environment conservation, axiological, democratic, entrepreneurship, and equality and acceptance.

*The institute's mission* is to train integral citizens from kindergarten to grade eleven through a pedagogical, inclusive, academic, investigative and ICT (Information and Communications Technology) proposal that prepare students for productive work or to continue with professional studies by acting with success in the academic, labor, cultural, scientific and social environment of the region. The institution values are based in respect, responsibility, honesty, love and equity.

*In its vision for 2025*, the school Instituto Técnico Los Patios will be the business support of the region, offering an inclusive education, with the use of research and new ICT, being competent and contributing to the transformation of its social reality.

The institutional pedagogical trend is humanist with a socio-cognitive approach, dialogue methodology and a constructivist pedagogical model which allows students to build their own knowledge supported by teachers in their roles as guides and researchers.

*Student Profile:* The student of the Instituto Técnico Patios Centro 2 is and will be a critical, analytical person, an active agent of their own personal development, capable of transforming their social reality, contributing to the sustainable growth of their community, integrating themselves into productive work or continuing his higher studies, he evolves culturally, spiritually and socially as an inclusive human being.

Its pedagogical and curricular management deals with the processes of pedagogical design (curricular), pedagogical practices, classroom management, and academic monitoring.

For community management, is taken into account the components of accessibility outreach to the community, participation and coexistence, and risk prevention.

*The evaluation System (SIE):* It is necessary a comprehensive evaluation of the students that includes their being, knowing and doing. As well as their context, individual differences and if they are part of being an inclusive population.

### **Institutional symbols**

#### **The institutional logo**



The colors of the logo represent the department of North of Santander. The letters ITPC represent the initials of the name of the institution, and the red background represents the number two.

**The slogan** “*Más que conocimiento!*” presents the institution as a comprehensive entity that not only cares about its academic achievements but also about the training of people capable of functioning in today's world with excellent academic knowledge, but mainly, with a high sense of leadership and training in ethical values and moral.

### **Institutional Crest**



The institutional crest presents two highlighted black ovals that indicate the union and the inter-institutional support that surrounds the institute. The small oval contains the seed that signifies the beginning of school life and the large circle represents the progress made in comprehensive training. The crest is embodied in the colors of the Los Patios municipality flag: white, green and yellow. White means purity and the achievement of peace which we all yearn for under the spiritual principle that governs the institution. Green means life and hope, demonstrates commitment to the environment by promoting research and conservation. Yellow means happiness, joy and prosperity; the name of the school is in this color applying the administrative principle emphasizing the sense of belonging, and teamwork.

### **Main aspects of the Coexistent Handbook**

Considering the law 001620 of 2013, it is adopted a coexistent handbook in order to accomplish some requirements for the good development of school coexistence, that aims at encourage and strengthen the exercise of responsible human behavior, Therefore, it is necessary to implement pedagogical and training strategies that strengthen and improve the interpersonal relationships proposed from workshops and experiences to all the actors of the institution where it allows to know the way for School coexistence and conflict situations

according to the types involved for each case. For that reason, this handbook establishes a reference framework to strengthen the rights and duties of the educational community established for coexistence, according to the rules established by the Ministry of National Education, in which is contemplated the general information of the institution as the name of the institute, institutional symbols, principles, mission, vision, philosophy, values and other aspects that are important to know since they allow the correct adaptation for the coexistence between teachers and students on the campus.

In the same way, students have access to the knowledge of the school government bodies and their respective functions this handbook defines students' rights and obligations and each of the members of the educational community too. In addition, there are established some protocols for the attention to situations of school coexistence and specific regulations that guide and allow students to know how to behave in each situation and place of the institution, and finally the institutional incentives that are granted to students at certain stages of their school cycle.

## ADJUSTMENTS TO THE COEXISTENCE MANUAL

### CHAPTER VI: VIRTUAL CLASSROOM

ARTICLE 37: The internal regulation that establishes the duties of the students in the classroom and during the virtual classes of the Instituto Técnico Patios Centro N° 2 is the following: Paragraph: Due to the contingency plans issued by the Ministry of Education

National Coronavirus, it is necessary to regulate a series of rules for the development of the virtual classes from homes; using as a tool the webcolleges and other tools required by teachers within their pedagogical proposal and didactics. In this context of "digital relations", and just as there are rules of education in personal communications, there are the so-called "civility

of the Internet users", that is to say the rules that we must take care to have an educated behavior in the different virtual spaces where we carry out the electronic communications, already whether on the Internet or on mobile devices.

These rules of good behavior and education are known as basic rules from Netiquette, a term derived from the word net and *étiquette* (French label) and means something like "rules to behave properly online (Internet)" Don't forget to enter the room in order and silence.

37.1 Remember that you communicate and relate to people. Do not do to others what you do not like that they do to you.

37.2 Respect the time of others, do not waste it if it is not necessary.

37.3 Respect the privacy and intimacy of others.

37.4 Show your good side in your online conversations, write correctly and simply.

37.5 Do not abuse advantageous situations you may have, knowing more than others does not empower you to take advantage of others.

37.6 Forgive the mistakes of others. Treat others privately and politely in sensitive conversations.

37.7 Remember that messages in the classroom are read by everyone. Always be respectful and courteous.

37.8 Adhere, online, to the same rules of behavior that you follow in real life.

37.9 Consider that writing everything in capital letters is like shouting, and also makes reading difficult.

37.10 Share your knowledge, share useful and relevant knowledge, write about what you know.



37.11 Use internal mail and classroom messaging for personal and other issues spaces for academic issues.

37.12 It helps to keep the discussions in a healthy and educational environment.

37.13 Respects the privacy of third parties.

37.14 With respect to the spaces for exchange:

- Read all the interventions of your classmates and the teacher before participating.
- Write short texts.
- Check spelling and clarity in the writing before publishing.
- If it is within your reach, collaborate with your classmates' questions.

37.15 Enter the classroom periodically and carry out the virtual instance activities in time and form.

37.16 Helps maintain control in controversial situations.

**Schedule of classes**

The Time in hours with ninth and tenth courses (9°1, 9°2, 10°1, 10°2) were twelve hours with synchronous and asynchronous meetings as it is presented in table 1.

Time /day	Monday	Tuesday	Wednesday	Thursday	Friday
6:55 – 7:50		10°1	10°2	10°1	9°1
7:50- 8:45		10°1	10°2		
8:45- 9:15	Break	Break	Break	Break	Break
9:15-10:15	10°2				
10:15- 11:05		9°1		9.2	9.2
11:05-12:00		9°1		9.2	

Table 1. Classes schedule

**Synchronous meetings**

The synchronous meetings were one hour by group during the morning. During these meetings the workshops were developed with the students.

Time/day	Monday	Tuesday	Wednesday	Thursday	Friday
06: 00 am					
7:00 am		9.2	10.2		
8:00 am				10.1	
9: 00 am			9.1		

Table 2. Schedule of synchronous meetings

### **Institutional schedule**

#### Settings SIEE

According to the virtual Academic Council with Directors and Chief Teachers socialized the provisions of the Ministry of National Education and Department of Education, according to the state of emergency health care, make known the provisions agreed upon within the autonomy Institutional that grants the norm, like this:

#### 1. ACADEMIC PERIODS

The 2020 academic calendar was developed in accordance with modifications made by the Secretary of Education Department Norte de Santander, in which new times are established for academic periods like this. These changes were presented in figure 1.

MODIFICACIÓN DEL CALENDARIO ACADÉMICO 2020																											
(Según resolución No 005240, Octubre 21 de 2019, emanada de la SED)																											
SEMANAS	PRIMERA					SEGUNDA					TERCERA					CUARTA					QUINTA					Días	
MESES/DÍAS	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	Hab	
PRIMER SEMESTRE																											
ENERO	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	6	7	8	9	10	13	14	15	16	17	20 FLA	21	22	23	24	27	28	29	30	31	10	2
FEBRERO						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	20	4
MARZO	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				10	2
ABRIL			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		14	2
MAYO					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	18	4
JUNIO	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				19	4
JULIO			1	2	3	6	7	8	9	10																8	2
SEGUNDO SEMESTRE																								99	20		
JULIO											13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	14	3
AGOSTO	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					19	4
SEPTIEMBRE		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			22	3 y 1
OCTUBRE				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	16	4
NOVIEMBRE	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					19	4
DICIEMBRE		1	2	3	4	FLA	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	R.Est V Doc	V. Doc	V. Doc	V. Doc	V. Doc	V. Doc	4	1
																								94	20		

Figure 1. Academic Calendar 2020

### ACADEMIC PERIODS

The second semester started on July 13 and ends on December 6, 2020, the **table 3** presented the date when each period started.

<b>INSTITUTIONAL DEVELOPMENT SECOND SEMESTER</b>	July 20 to August 2, 2020 (two weeks) -October 5 to 11, 2020 (one week)
<b>THIRD ACADEMIC PERIOD</b>	Starts July 13 and ends September 25, 2020 (9 weeks)
<b>FOURTH ACADEMIC PERIOD</b>	Starts July 28, 2020 (two weeks) -October 5 to 11, 2020 (one week) September and ends December 4, 2020 (9 weeks)
<b>STUDENT RECESS SECOND SEMESTER</b>	July 20 to August 2, 2020 (2 weeks) -October 5 to 11, 2020 (1 week) -December 7 to 27, 2020 (3 weeks) Total (6 weeks)
<b>DIRECTORS' VACATIONS TEACHING AND TEACHING SECOND SEMESTER</b>	-December 7 to 27, 2020 (three weeks)

Table 3. Academic periods 2020

# 1. Pedagogical

## English area Planning (established by Ministry of National Education)

This format offers complete information about the content of the lesson for each course, including the objective, the module, the period of time, functions of the language, the vocabulary, and the grammar topic to teach. Also, the indicators of performance where it describes the different actions that the learner must acquire through *knowing, doing and being* design. (figure2.)

**GRADO DECIMO**

**META:** Impulsar el uso de prácticas éticas y de convivencia ciudadana

MÓDULO 1	DEMOCRACIA Y PAZ: DEBERES	PERIODO	PRIMERO	TIEMPO	40 HORAS
<b>FUNCIONES DEL LENGUAJE</b>		<b>CONTENIDOS</b>			
<ul style="list-style-type: none"> <li>• Describir actividades sociales locales.</li> <li>• Solicitar información sobre prácticas sociales y actividades.</li> <li>• Expresar acuerdos y desacuerdos.</li> <li>• Justificar puntos de vista</li> <li>• Expresar condiciones.</li> <li>• Reportar ideas presentadas sobre el punto de vista discutido.</li> <li>• Solicitar aclaración sobre información presentada por pares.</li> <li>• Sustentar opiniones con argumentos válidos.</li> </ul>		<b>LÉXICO</b>		<b>GRAMÁTICA</b>	
		Lexical Problemas escolares y su manejo <ul style="list-style-type: none"> <li>• Cheating</li> <li>• Using electronic devices in class</li> <li>• Plagiarism Expresiones para <u>solicitar aclaración</u></li> <li>• Could you expand a little bit on what you said about ...?</li> <li>• Could you be more specific about...?</li> <li>• Something else I'd like to know is...</li> <li>• If I have understood you correctly, your point is that...</li> <li>• I didn't understand what you said about...</li> <li>• I'm sorry; could you repeat what you said about ...?</li> <li>• Sorry, but I'm not quite clear about...</li> </ul>		<ul style="list-style-type: none"> <li>• Presente, pasado y futuro simple y perfecto</li> <li>• Condicionales</li> <li>• Modales</li> <li>• Estilo indirecto</li> </ul>	
<b>SABER</b>		<b>INDICADORES DE DESEMPEÑO</b>		<b>HACER</b>	
				<b>SER</b>	

<ul style="list-style-type: none"> <li>• Reconoce información general y específica en textos narrativos y descriptivos orales y escritos relacionados con temas académicos de interés.</li> <li>• Distingue expresiones relacionadas con: causa/efecto, síntesis, clarificación, etc.</li> <li>• Identifica estructuras básicas de los tiempos presente, pasado y futuro simple y perfecto.</li> <li>• Diferencia las estructuras de los condicionales reales e irreales.</li> </ul>	<ul style="list-style-type: none"> <li>• Elabora un texto escrito de recomendaciones sobre temas académicos de interés.</li> <li>• Hace una exposición oral sobre temas académicos de interés.</li> <li>• Intercambia opiniones en una mesa redonda sobre temas académicos de interés.</li> <li>• Resume, con el apoyo de los compañeros, información sobre causas y soluciones de un conflicto entre docentes y estudiantes a partir de estrategias de parafraseo estudiadas.</li> <li>• Realiza preguntas y pide aclaraciones en una encuesta dirigida a estudiantes y docentes sobre posibles conflictos escolares, utilizando una pronunciación clara y entonación apropiada.</li> </ul>	<ul style="list-style-type: none"> <li>• Valora y respeta la opinión de los demás.</li> <li>• Reconocer la importancia del lenguaje en la resolución de conflictos.</li> <li>• Aprecia los aportes culturales de su propia comunidad y de otras.</li> <li>• Asume una posición crítica ante temas académicos o sociales de su interés.</li> </ul>
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Figure 2. Action plan (MEN)

In the image, we can see an example for tenth grade, the content for the first period is focused on the module 1 “*democracy and peace: duties*”, where grammar and vocabulary is linked to communicate expressions of responsibilities as social and participatory beings.

## Syllabus

ASIGNATURA: INGLÉS GRADO: 6th PERIODO: 1 y 2 DOCENTE: \_\_\_\_\_

ACTIVIDAD	DURACIÓN	PROPOSITO	DESCRIPCIÓN	MATERIAL A IMPLEMENTAR
ACTIVIDADES DE FINALIZACIÓN PERIODO DE GUÍA FINAL1 Verbos regulares e irregulares	Semana 20 al 24 de Abril (3 Horas)	Que el estudiante elabore oraciones simples con verbos Regulares e Irregulares	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades propuestas, según las instrucciones descritas en la plataforma.	Plataforma Guía virtual Listados de verbos
ACTIVIDADES DE FINALIZACION DEL PERIODO GUIA FINAL 2 Describir personas y actividades cotidianas utilizando Presente Simple.	Semana 27 al 30 de Abril (3 Horas)	Que el estudiante haga un listado de oraciones cortas y sencillas sobre actividades cotidianas.	Diseñar estrategias de evaluación flexible, respetando los ritmos de aprendizaje del estudiante y las condiciones del estudio en casa	Plataforma Guía virtual Prueba de Calidad Listados de verbos
GUÍA No 1 GUIA No 1 Partes del Cuerpo. Describir las partes del cuerpo	Semana 4 al 15 de Mayo (3 Horas)	Que el estudiante reconozca y describa las partes del cuerpo en Inglés.	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades propuestas, según las instrucciones descritas en la plataforma.	Plataforma Guía virtual Listados de verbos
GUÍA No 2 Rutinas diarias y cuidado personal.	Semana 18 al 29 de Mayo (3 Horas)	Que el estudiante identifique información	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades	Plataforma Guía virtual Listados de verbos

Figure 3. Syllabus

The image above (figure 3.) represents the model of syllabus that the technical institute Patios Centro 2 implements. It states the subject with the corresponding grade, the term or the academic period and the name of the teacher in charge. The chart is divided into five sections; activity, date, objective, description and materials. In the first section the teachers state the topics corresponding to each guide. Then, the date specified with the week and hours. After, the objective of the lesson focused on the learner. Later on, a brief description of the methodology to develop the lesson, and finally, the materials and resources to use. This is the same model of syllabus that teachers implemented in both modalities, presence-based modality and virtual modality, however, on the last one, the flexibility and disposition to share the different materials to work on with the students were taken into account, complying with the regulations presented by the national government for the country's schools.

### **Methodology of working by English teachers:**

The different seats of the *Instituto Técnico Patios Centro N°2* are working with the area planning established by the Ministry of National Education, but this one is seen as a support and a guide of the different aspects to take into account when planning a class, the institution gives the teachers the autonomy to plan the classes as they think is the best way to attend the students' needs, the context and the situation.

According to the Ministry of National Education the classes are carried out via online, this is to say, virtual meetings through different platforms where the classes are developed.

### **Description of the methodology of the class:**

Courses: In the seat "La Sabana" there are two teachers in secondary education, a teacher that teaches in the sixth, seventh, eighth courses and the other one that teaches in the ninth, tenth and eleven. The teacher Leidy Sofia Riaño is in charge of those last courses, each course has two groups. Almost 191 students, one of them with special educational needs, so, the teacher prepares material (workshops, guides, evaluations) taking into account the student's learning process, the material is modified according to the student's needs.

During those two weeks of observation of the synchronous meetings teacher and students work together in the development of the workshops, group tutoring, explanations of topics, discussions. The teacher and the students also work in an asynchronous way, sending material, guides, workshops, videos on YouTube to explain a topic.

Material: bibliographic material such as "Englishplease!" and "Way to go!" from Colombia Aprende platform. (Workshops, guides... etc)

## **2. Technological**

**Connectivity:** during the observation of the synchronous meeting was evident that most of the students don't have internet at home, some of them don't have cellphone or computer and use the parents' one. It is why only the middle of the class was connected during the meetings.

**Institutional resources:** the seat "la Sabana" has a single computer room but those computers are used just in the school. Most of the seats have a computer room but those resources cannot be used by students due to the COVID-19 pandemic.

**Meetings:** Synchronous and asynchronous

**Synchronous meetings:** The meetings are carried out through different web sites such as google meet, WhatsApp, voice calls. The teacher carries out these meetings one hour per group every week. There is interaction between the teacher and the students, they participate and work together, and the teacher organizes the activities measuring the time in order to accomplish the objective of the class.

**Asynchronous:** during this time students develop the different activities proposed by the teacher to deliver in a specific date.

**The educational platforms** used by teachers are Webcolegios , Google meet and Zoom.

## **3. Population:**

The supervisor Leidy Sofia Riaño had six groups, those students are almost 191 but the teacher established that preservice teacher would work just with ninth and tenth courses in order to accomplish the number of hours of the practicum.

Those courses have around 150 students.

Gender: most are men “70 women and 80 men”

Age: from 14 to 20 years old

Language level: From a1 to B1 in reading. They are not good at speaking, listening and writing, but they work hard on the reading and writing part. They don't practice listening and speaking, which is why this proposal is focused on the English listening skill.

#### ACADEMIC COMMUNITY

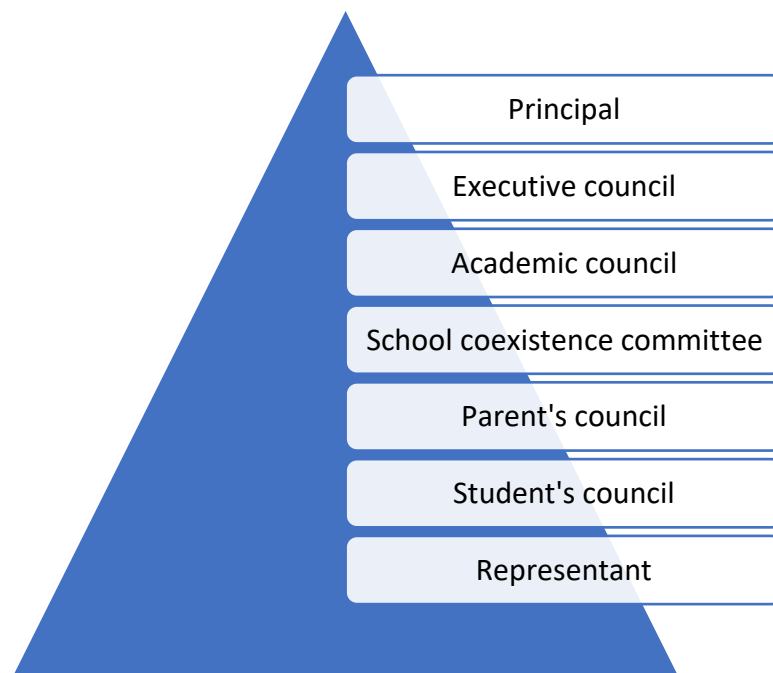
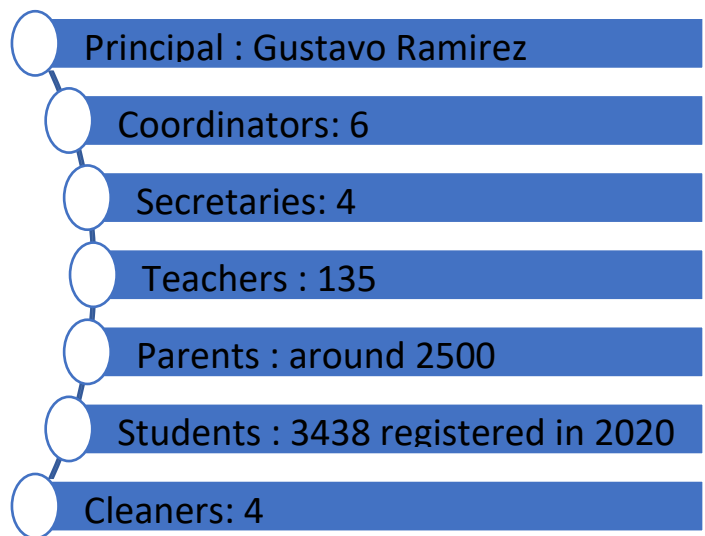


Figure 4. Academic community



## SCHOOL STAFF



*Figure 5. School staff*

## CHAPTER 1

### **Pedagogical component**

The use of videoclips as an audiovisual material in the development of the students' English listening skill from ninth and tenth courses in a public high school in los patios: an action research.

## **Introduction**

Nowadays the learning of a foreign language represents an important aspect in the profile of a professional. The school has been an important factor that has influenced the English teaching and learning process, it is common that most of the public schools teach English using the traditional method on which students only learn by memorization reading and writing, those competences are really important , but the learning of a foreign language implies the development of the four competences: reading , writing , speaking and listening. Due to the Covid-19 pandemic the methodology to teach has changed to virtually. After some classroom observations carried out via online using platforms such as Google meet, Webcolegios, and Whatsapp groups has emerged the proposal of developing the listening skill that are not worked during the meetings using as audiovisual material “Videoclips”, those videoclips are developed through workshops with different activities that respond to the students’ needs in high school, in this way this project is focused on the development of the students’ listening skill which is an important competence in the foreign language learning and teaching process. In this order of ideas, the videoclips are the instrument to accomplish that objective.

## **Research questions**

**Main question:** how the use of videoclips can develop the students’ English listening skill from ninth and tenth courses in a public high school in Los Patios?

## **Sub-questions**

- How the use of listening strategies can improve the students listening skills?
- How the use of videoclips can motivate students to learn the language?

## **Justification**

According to CEFR (2001) when learning a language, the process implies the development of the four competences: reading, writing, listening and speaking. Through the classes observation it was identified that the competences most worked in the high school were the reading and the writing part, something that is seen in a traditional education at present, it is to say that there is a need seen by the student community of working on the competences that are being ignored. This proposal focused on working the listening skill that is not developed in this high school in Los Patios through the use of videoclips. The English videoclips appear as an opportunity to develop the listening skill in a didactic way because videoclips offer a variety of topics that can be worked during the classes, in person or virtually. With this proposal the teacher attempted to show students how they could develop their listening skill watching extracts of videos (from films, series or programs) while improving their language skills. Those videos worked not only the listening comprehension but also, vocabulary and grammar through the development of activities in synchronous meetings. As it is known students are closely associated with technology, it is why this instrument (videoclips) found online can catch the students' attention and to face the virtual method that was being worked because of the pandemic. The use of videoclips from different films or programs can make an impact motivating student to learn the language and develop their listening skill in this high school.

## **Objectives**

### **General objective**

To use videoclips as an audiovisual material in the development of students' English listening skill from ninth and tenth courses in a high school in Los Patios.

### **Specific objectives**

To use listening strategies that improve the students' listening skill.

To motivate students to listen conversations in English to improve their language skills.

## **Theoretical framework**

The key words of the project are videoclips, listening comprehension, foreign language learning

### **Videoclips**

Conforming to the famous research page named IGI BLOBAL, a **video clip** refers to short episodes of recorded video material. This term has become more widespread because of the use of video clip online.

### **Listening comprehension**

The listening comprehension is a complex process. According to CEFR (2001) "it is necessary to pay attention to the role of the spoken input text (text types), the listener (skills and knowledge resources), the context (domains of language use) and the purposes of listening"

## **Foreign language learning**

Moeller and Catalano (2015), stated that “the foreign language learning was thought to be a ‘mimetic’ activity, a process that involved students repeating or imitating new information”

## **Literature Review**

From the study entitled “The Impact of Humorous Movie Clips on Better Learning of English Language Vocabulary” carried out by Mahdiloo A, Izadpanah S, (2017), the videoclips that contains humor can motivate students to learn English vocabulary. This study revealed that the intermediate language learners who were 48 Iranian participants felt motivated and those movie clips captivated them. Also, the audiovisual material facilitated the participants’ understanding when they associated the scenes with the dialogue, highlighting at the same time the importance of the digital devices’ implementation in the development of that practice. It is why the variety of the videoclips is an opportunity that offers this project to the students to learn the language and develop all competences as listening.

Kabooha, Raniah. (2016) “Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University”, this study aims at examine the attitudes of Saudi intermediate learners towards the use of English videos as a tool to develop language skills, the results indicated that learners and teachers shown positive attitudes towards this practice and an important factor was the material selected for the classes that motivated them to learn the language.

Balambo Tahir (2015) revealed on his study entitled “The Impact of Using Movies on Learning English language at University of Halabja” that the use of movies on the language

learning facilitated the process and helps to students to learn it faster, this is related to the time people spend watching them. According to the number of hours they work on it, their understanding and learning process is developed. This is a point to take into account when the classes related to the videoclips are organized. The author expressed that the genre of movies represented a factor to take into account to catch the learners' attention. With regard to the relation between an effective learning and the students' preferences on movies genres, an study carried out in a Iraqi school in Kuala Lumpur revealed that the students motivation is related to their preferences and it can stimulate them (Balambo Tahir,2015).

In agreement with Safran, Jelisaveta. (2015) the study entitled "Advancing Listening Comprehension Through Movies" the movies with subtitles or without them are seen as a tool that improve the students listening comprehension skills and make them to have a good time when learning. This study was carried out in Novi Sad, Serbia with 38 students from a high school and a university with the aim of knowing the perceptions of students toward the use of videos to learn English and the results indicated that most of the students agree that those ones are good to learn a language and it promotes the students' motivation, one of the objectives of this project.

### **Pedagogical methodology**

Aleman Z. and Guacaneme N. (2011), stated in the study entitled "Fortalecimiento de la habilidad de escucha en el área de inglés, a través del trabajo extra-clase en un colegio público de Bogotá" that the development and improvement of the students' English listening skill in the classroom is really important in the conception of teaching and learning process. The authors proposed in this study the use of audiovisual material as the videoclips to work the listening skill, however, it is necessary to follow a sequence in the development of the video, in this sequence

the video is presented by parts: pre –listening, while listening and post listening, some activities are proposed to work each part, in this way these sequence helps to better understand and develop the students listening skill. This methodology was used to work the different videoclips to develop the students’ listening skill from ninth and tenth courses in a public high school. Also, the classes were designed through a format, this one was a planning created by the teachers of didactics course of the University. It was taken as a guide to present and develop each class.

(Table 4.)

<b>STAGES</b>	<b>DESCRIPTION OF THE ACTIVITY</b>	<b>SKILLS</b>	<b>ONLINE RESOURCES OR MATERIALS</b>
INTRODUCTIO N	Meeting through platforms such as Google meet or Zoom		
WARM UP - DISCOVERING	Short Activity to introduce the topic	Listening Reading	Videos, songs, games,
EXPLANATION/ DEVELOPMENT / REVIEW	The development of the videoclips has a sequence: Pre- activities: to contextualize the students with the scenes in the videoclips and vocabulary  While: activities related to the listening of the videoclip, first listening to catch the general idea, second listening for looking the meaning and answer the questions  Post listening: activities to evaluate other aspects of the topic.	Listening, writing, reading	Video clips, workshops,
HOMEWORK	Activities to complement the work	Writing, listening	Videoclips, workshops

*Table 4. Planning format for workshops*

### **Description of the procedure:**

The comprehensive practice started with the observation of the classes, through the observation was identified the need of working the students' English listening skill and the proposal was to use the videoclips to develop that skill in a dynamic way. The proposal was implemented from 12<sup>th</sup> October until the end of November. The classes began on 12<sup>th</sup> October with the use of a videoclip to work the thematic that was "present simple". This videoclip was used for the ninth and tenth courses during the synchronous meetings, a workshop with different activities for each course was designed to work the videoclip and the interaction was through WhatsApp and google meet platform. For the second and third synchronous meeting, it was chosen a different videoclip for each group, the topics were "present continuous, past simple vs past perfect" developed through a workshop per week in the ninth course and "past simple and past continuous" developed through a workshop. The videoclips were chosen in relation with the topics on the action plan established by the Ministry of National Education.

During the synchronous meetings were developed the workshops following the planning presented before (Table 4.) The teacher and students develop half of the activities during the hour of class, the teacher used both languages Spanish and English to explain the topics and activities trying to not generate a shock when listening English. The other part of the work was sent by WhatsApp during the week.

### **MATERIAL**

**Videoclips:** Each video was developed with a simple and interactive sequence as stated in Aleman Z. and Guacaneme N. (2011), that allow students to do different short activities in different moments of the class (pre-while-post), those activities motivate them to learn. These videoclips are extracts of English films or series from YouTube. Some of those ones have



already a sequence; first the scenes without subtitles and after with subtitles, it is why it has around four minutes because the scenes are short and it is repeated.

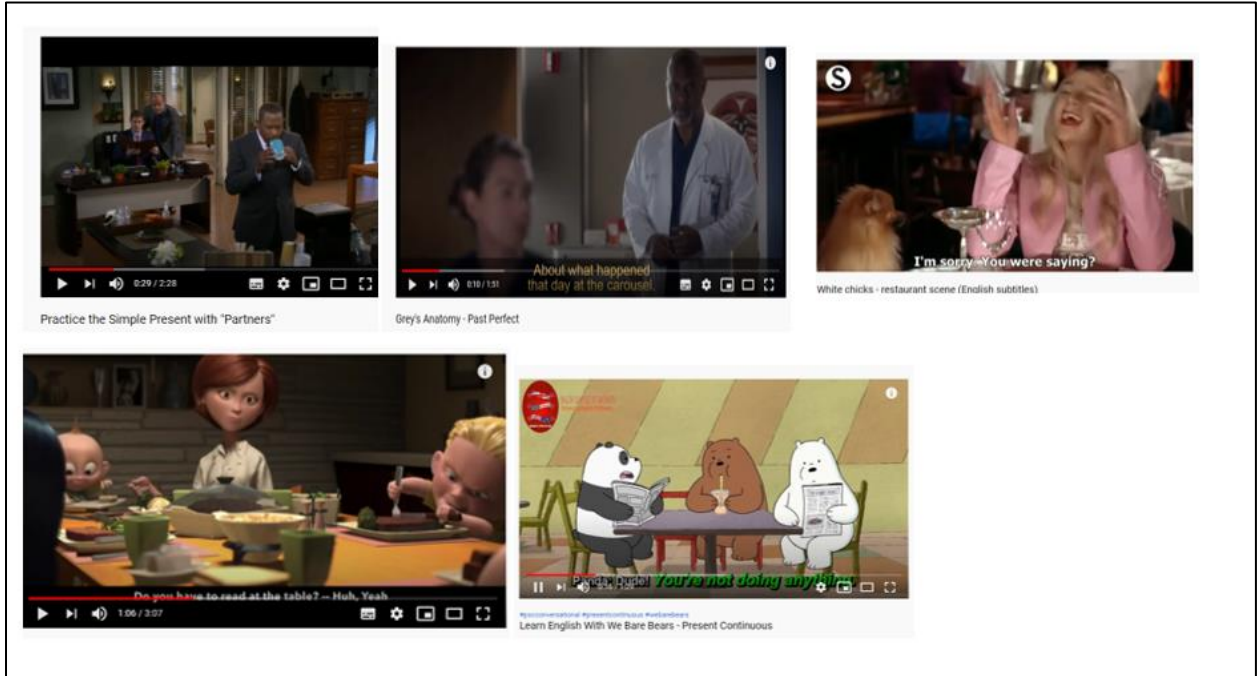


Figure 6. Videoclips

**Workshops:** To develop the classes was designed a workshop for each meeting with activities related to the grammar established on the action plan (MEN) and the Videoclips.

Through the following chart is explained the number of workshops carried out and the topics worked. (Table 5)

**Topics of the workshops related to the videoclips.**

Listening workshops- videoclips	Topic
First listening workshop (ninth course 9°1, 9°2) (tenth course 10°1, 10°2)	Present simple- Video clip (extract of partners' series )
Second listening workshop (ninth courses)	Present continuous- Videoclip ( extract of “We bare bears” series)
Second listening workshop (tenth courses)	Past simple – Videoclip (extract of “The incredibles” film )
Third listening workshop (ninth courses)	Past simple/ past perfect – Videoclip (extract of “Grey’s anatomy” series)

Third listening workshop (tenth courses)	Past continuous – Videoclip (extract of “White chicks” film)
--	---

Table 5. Workshops description

**Platforms:** the students used Webcolegios platform which was used to post the guides or workshops each week. Also, this is the platform where the grades are published. The meetings were carried out using Google meet and Zoom platform, in this virtual space were developed some activities from Kahoot. Some videos from YouTube such as songs with lyrics related to the topic of the lesson, those videos were short in order to introduce the topic and start the class. Finally, the communication and interaction will be through the WhatsApp group and during the meeting.

**Strategies:** in the case of some students in vulnerable situations that don’t have any access to the internet, the pre-service teacher and the supervisor accorded to create an alternative document with the scenes of the video, the video or audio file sent by WhatsApp. In one course of ninth there is a student with special needs so the workshops were modified with simple exercises and activities but working the same topics.

### Schedule of the proposal development

ACTIVITY	SEPTEMBER				OCTOBER				NOVEMBER			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Cooperation with the supervisor to register the students’ grade.					X							
Design of a quiz					x							
First videoclip development						X						
Second videoclip development							X					
Third videoclip development								X				
Quiz and creation of a Christmas card									x			

Design and application exams of forth period									x			
Exam application										X		
Revision of grades and activities of levelling.										X	X	

Table 6. Proposal schedule

The activities schedule was modified according to the academic committee of the school, the implementation of the proposal had been established to begin in September but it was modified to begin in October because during this time it was carried out the exams of third period and the vacations of October started. Despite these modifications, during this time the work was related to knowing the institution, the methodology and the platform in cooperation with the supervisor, it was possible to accomplish the ten weeks of practicum because this process started through contact with the institution.

### Synchronous meetings

Time/day	Monday	Tuesday	Wednesday	Thursday	Friday
06: 00 am					
7:00 am		9.2	10.2		
8:00 am				10.1	
9: 00 am			9.1		

Table 7. Schedule of courses' meetings



Through the previous chart (table 7.) we can identify the courses that I was in charge, and the hours on which I implemented the proposal “the use of the videoclips as an audiovisual material to develop the students’ English listening skill” The meetings were carried out one hour per week with each group, the material (videoclips and workshops) was different for each course

but taking into account the main objective of this proposal which is to develop the students listening skill through the use of videoclips.

## WORKSHOPS DEVELOPMENT

The workshops were focused on the topics established in the action plan (MEN) which were present simple, present continuous, past simple, past continuous, past perfect (Appendix 1).

During the classes were worked six workshops which were developed during one hour each week in all courses (9-1, 9-2, 10-1, 10-2), the topics were established according the action plan for each course: for ninth courses it was established the explanation of present simple, present continuous and past simple- past perfect, for the tenth courses were established the explanation of present simple, past simple and past continuous, the videoclips were chosen according the topic it was not just the use of the grammar but also the interpretation of the situations in the scenes and the listening meaning in each. The development of one of the workshops will be presented below:

	SCHOOL TECNICO PATIOS CENTRO Nº 2 ENGLISH CLASS TEACHER: MILEIDY ESMERALDA MESA FOREIGN LANGUAGE TEACHER ( ENGLISH – FRENCH)	
NAME:		DATE: 28th october- 30th october 2020
GRADE: 10°	<b>WORKSHEET # 3</b>	English 4th Period

TEMA: Pasado continuo

INDICADORES DE DESEMPEÑO. Comprender oraciones y escribir oraciones en pasado continuo.

Look at the image of past continuous grammar and solve the following activities.

### Past Continuous Tense

subject	was/were	infinitive + ing	USE: The past continuous refers to an action that was in progress in a specific moment in the past.
I He She It	was	singing playing reading going writing	
You We They	were		


**The Past Continuous**

Figure 7. Third workshop-tenth courses

This image of one of the six workshops presented the topic, the course (tenth) and the institutional information that was crucial in the design of the workshop, it also presented the grammar explanation for that lesson which was past continuous.

Unfamiliar word	Meaning
May (modal)	
Bring (verb)	
Buttle (noun)	
Outlets (noun)	
Bought (verb)	
Auction (noun)	
Rain (verb)	
Think (verb)	
Classy (adjective)	
Humbled (adjective)	
Smell (verb)	
Classy (adjective)	
Hangover (noun)	
Disappointed (adjective)	
Remain (verb)	

**ACTIVITY 2.** Look at the image and answer the questions using past continuous.



**Questions:**

1. What is this film? This film is \_\_\_\_\_
2. What were they doing in that scene? They \_\_\_\_\_
3. Were they celebrating a special event? (Short answer) \_\_\_\_\_

**ACTIVITY 3, Exercise 1.** Watch and listen to the video from 00:01 to 01:15 minute and write the question that one of the characters say using past continuous. Have a look of the grammar.

Question: \_\_\_\_\_

**Exercise 2.** Watch and listen to the video again and answer the following questions about it using past continuous.

1. Who were the characters?  
The characters were \_\_\_\_\_
2. What were they wearing (clothes)?  
They \_\_\_\_\_
3. What were they talking about?  
They \_\_\_\_\_
4. Were they having breakfast? (short answer)  
NO/ YES \_\_\_\_\_

**ACTIVITY 4. Practice the past continuous tense.** Complete the following exercises using the past continuous in affirmative, negative and interrogative form.

1) Julie \_\_\_\_\_ (sleep) at nine o'clock

Figure 8. Activities and topics of the videoclips

In this image it was presented some previous activities to introduce the videoclip following the sequence presented in the planning of the classes (pre-while -post activities related to the videoclips), this sequence allowed the student to work the vocabulary, identify the characters , analyze the situation just regarding the image or scene, in other words to contextualize students with the scene in the process of listening.





Figure 9. Videoclip "White chicks"

The figure 9. represented the videoclip used to work the topic in this case the past continuous, this videoclips had subtitles that was useful for students to understand what characters said, despite the whole videoclip just had a single phrase using the past continuous tense as it is shown in the scene, the activities carried out during the listening exercise were focused on the use of past continuous tense, in this way the grammar is worked but also, the development of the students listening skill which was the main objective of the proposal. The use of those videoclips that were familiar for students was a positive point to develop their listening skill because those were extracts of films, series or programs (such as the incredibles film, We bare bears series, white chicks film, Partners series and Greys' anatomy, a series of medicine) which were known by students but in Spanish from different web pages, this aspect caught the student's attention and motivated them to listen and understand what characters said in those scenes using the English language.

#### Relation between topics and videoclips of the workshops

Some videoclips were related to the topics directly and others just worked in relation to the situation as itself, the first workshop was worked with both courses (ninth and tenth) the topic worked was the present simple, the content of this first listening exercise was a daily routine of a person, the videoclip was recovered from a series of comedy named "Partners" with this videoclip was worked the vocabulary of daily routines, students learned other actions in English in the video. this one is presented bellow (figure 9)

	SCHOOL INSTITUTO TECNICO PATIO CENTRO N. 2 ENGLISH CLASS TEACHER: MILEIDY ESMERALDA MESA FOREIGN LANGUAGE TEACHER (ENGLISH - FRENCH)	
	NAME: _____ GRADE: 9 <sup>o</sup> _____	

TEMA: Present simple  
 INDICADORES DE DESEMPEÑO: Comprender oraciones en presente simple en una conversación.

ACTIVITY 1. Look at the different activities of a daily routine and practice them.



Figure 10. First workshop topic

The activities presented in figure 10. were the pre-activities to contextualize students with vocabulary and situation of the scene, when they regarded the actions and listened to the scene, they could associate the meaning of the previous vocabulary with the actions observed in the scene.

### Research methodology

Cresswell and Getterman (2018), established that “an action research in education aimed at solving a problem, an educational need, that follow a process of collecting and analysis of data focused on generating a change, this one reflected in the research results”. From this researchers’ conception, this study aimed at solving the need of developing the students’ English listening skill through the use of videoclips in order to generate a change in the English teaching and learning process in the Instituto Tecnico Patio Centro N. 2 in Los Patios (N de S.) for students from ninth and tenth courses.

### Population:

The population was around 150 students and half of them worked with the teacher through synchronous meetings, some videoclips were worked through different workshops, those

ones focused on the topics established on the action plan made by the Ministry of National Education. The sampling was chosen voluntarily among them. The sample is constituted by Six students from 10-2 and 9-1 courses, their age was from 14 to 19 years, three women and three men. Four students from 10-2 and two from 9.-1 This sampling group provided the data from the questionnaire that evaluated in detail the development and results of the proposal.

### **Data collection instruments**

The methodology was guided by a sort of instruments in order to provide suitable data for the study results. The instruments to gathered data were: a questionnaire, a survey and a documentary analysis of the workshops developed by students, with the aim of describing how was the development of the workshops. As it was qualitative data, researcher used the typological analysis to analyze it.

### **Questionnaire**

With this instrument researcher attempted to analyze the different aspects that were relevant during the practicum such as the development of the English listening skill, the development of the topics using videoclips, the methodology of the classes, the students' motivation to learn the language and the positive or negative aspects perceived by them in order to provide data to answer them in the results of the study. The questionnaire contained ten opened questions and this was applied to the sampling groups (six students). It was presented once. (Appendix 2)



Preguntas Respuestas 6 Total de puntos: 0

Proyecto: uso de videoclips como material audiovisual para desarrollar la escucha en ingles de estudiantes de noveno y decimo grado.

Questionario con preguntas abiertas y cerradas

Dirección de correo electrónico \*

Dirección de correo electrónico válida

Este formulario recopila direcciones de correo electrónico. [Cambiar la configuración](#)

Preguntas abiertas

Responda teniendo en cuenta lo trabajado durante el periodo en que se implemento la propuesta.

Grado \*

Figure 11. Questionnaire

## Survey

This instrument was shared for all students and just 58 students answer it voluntary. (appendix 3.) This survey attempted to analyze in a general way the students' perception towards the development of the proposal. This survey contained six questions open and closed questions about different aspects of the project such as contents, topics, videoclips, time to develop it, platforms used and interaction.

## Documentary analysis

According to A. Bowen (2009), "the Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic" the author stated that documents can provide supplementary data for research, it is why it was used this method in order to interpret the data of the documents (appendix 4) and make conclusions about the research questions mentioned before. The author stated in her study that this method implies a process of skimming, reading and interpretation. As instrument to do the documentary analysis

was taken some workshops developed by students. Some screenshots of the classes, recordings, and the workshops developed by students, evaluations links, Kahoot game, videos of the songs were presented at the end of this report (Appendix 5), those evidences as a support of the study.

**Ethical considerations**

This research established some ethical considerations with the aim of protecting the privacy of participants conserving their anonymity and guarantee student’s integrity and confidentiality. Before apply the questionnaire and the survey the students received an informed consent using WhatsApp due to most of them were minor. (Appendix 6)

**Data analysis**

To analyze data was necessary to do an interpretative analysis, as stated hatch (2002), in the interpretative method, “The interpretive analysis model described here details, a way to transform data that emphasizes interpretation and Interpretation is about giving meaning to data”. After reading the entire data from the instruments was described the interpretation of it bellow.

The interpretation of data from the questionnaire, the survey and the documentary analysis was presented below:

This study was applied to 150 students. It was described below:

<b>Participants</b>	<b>Age</b>	<b>Gender</b>	<b>Course</b>
37	14-17	15 female/ 22 male	Ninth 1
37	14-17	15 female/ 22 male	Ninth 2
38	15-20	19 female/19 female	Tenth 1
38	15-20	21 female/ 17 male	Tenth 2

*Table 8. Participants' description*

## Interpretative process

All the instruments were analyzed firstly using the skimming technique which is a superficial reading to identify the aspects that were relevant for the study, following with the reading and interpretation of the data provided by instruments. In this part it was presented the interpretation of data based on those instruments the questionnaire, the survey and the documentary analysis

## Questionnaire data.

To interpret the data provided by questions it was divided it in some categories that provide data for the research questions, it was presented below:

## Role of videoclips with the development of the students' listening skill

Through the analysis of the student's responses were revealed that they developed their listening skill with the use of videoclips since this instrument allowed them to understand words, its pronunciation and vocabulary. Through the following image will be supported these assertions:



Figure 12. Questionnaire response

From students' opinion was revealed that the way of work the videoclips were dynamic because they used a sequence to develop the activities and the videos were coherent with the topics and activities to develop. Most students expressed that they improved their language skills through the videoclips implementation in the virtual classes. They expressed that this proposal helped to train their ear to listen. This data was supported by the following image :



Figure 13. Questionnaire results

### **Students' perception about the proposal**

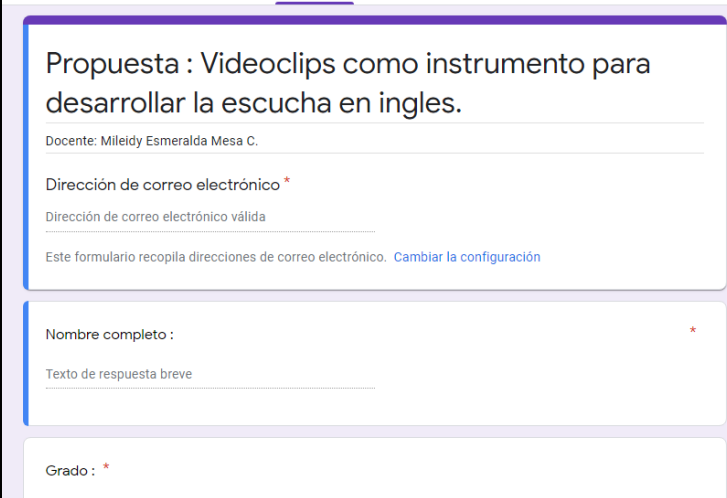
In this category was analyzed the students perceptions about the proposal taking as a support some students responses in the questionnaire. The data recovered was related to students' motivation, positive and negative aspects of the proposal. It was interpreted that the use of this audiovisual material motivated students to learn the language because it was not worked at schools, they highlighted the use of a sequence to play the videoclips that was good to understand the listening.

### **Survey**

The survey was applied to students at the end of the project in order to evaluate the process and the proposal itself. To analyze the data from the survey it was necessary

to describe the participants' description and establish the percent of students that answered it.

Students who participated in the survey:



Propuesta : Videoclips como instrumento para desarrollar la escucha en ingles.

Docente: Mileidy Esmeralda Mesa C.

Dirección de correo electrónico \*

Dirección de correo electrónico válida

Este formulario recopila direcciones de correo electrónico. [Cambiar la configuración](#)

Nombre completo : \*

Texto de respuesta breve

Grado : \*

*Figure 14. Survey*

In figure 14, it was noticed that 58 of the 150 students from the four courses (9.1,9.2,10.1, 10.2) answered the survey. This meant that less than half of them participated giving their opinion according to different aspects of the proposal implemented. The survey was applied taking into account informed consent because most students were minor (figure 11)

### **Survey data and interpretation**

The survey had six questions which were showed by the following graphics:

First question. This one was related to the platform.

1. PLATAFORMA Google meet y Zoom : ¿considera que la plataforma fue suficiente y viable para los encuentros ?



58 respuestas

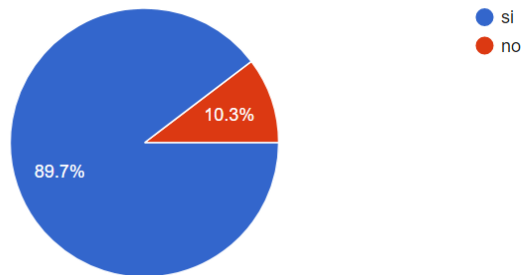


Figure 15. Platform evaluation

In figure 12, it was seen that more than 80% of students considered that the platform used was good to work during the meetings. The 10% argued that the platform sometimes had problems and it did not allow access to the meeting which was a common problem with Zoom platform.

Second question. This one was related to the time for the synchronous meetings

2. TIEMPO : ¿consideras que el tiempo para desarrollo de los talleres fue suficiente mediante una hora semanal?

58 respuestas

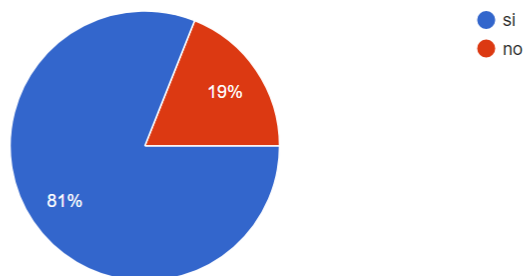


Figure 16. Time to develop workshops

In figure 16, it was seen that 81% of students were satisfied with the time used to work.

The time played an important role in the development of the classes because the activities were developed during these meetings of one hour and some workshops were not finished during the meeting.

Third question. This one was related to the material.

3. MATERIAL: ¿Consideras que los videoclips fueron adecuados a los temas de los talleres?

58 respuestas

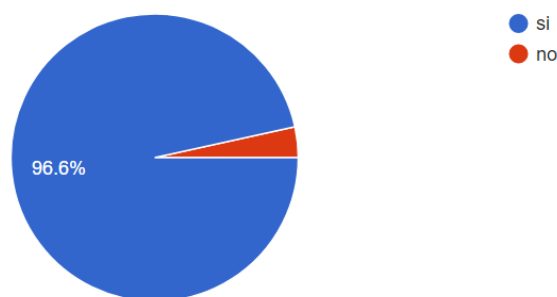


Figure 17. Material evaluation

In figure 17, it was seen that almost all participants were satisfied with the videoclips that were used to work the topics. As it was described in the workshop analysis the topics were related to the videoclips and the activities proposed on them worked the grammar of each lesson.

Four question. This one was related to the students and teacher interaction by WhatsApp

4. INTERACCION (whatsapp): ¿consideras que la interacción mediante WhatsApp permitió tener una buena interacción( resolver dudas, el desarrollo de las clases , entrega de talleres)?

58 respuestas

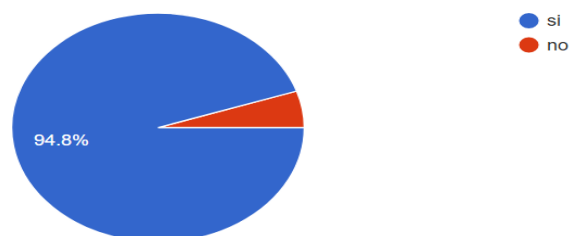


Figure 18. Interaction evaluation

In figure 18, It was seen that almost all participants were satisfied with the interaction with the teacher and use of WhatsApp platform to communicate and send the activities. They argued that it was easy to communicate with the teacher and solve doubts through whatsapp.

Fifth question. This one was related to the use of videoclips in the development of their listening skill

5.PROPUUESTA: ¿Consideras que el uso de videoclips ayudo a desarrollar su habilidad de escucha en ingles?

58 respuestas

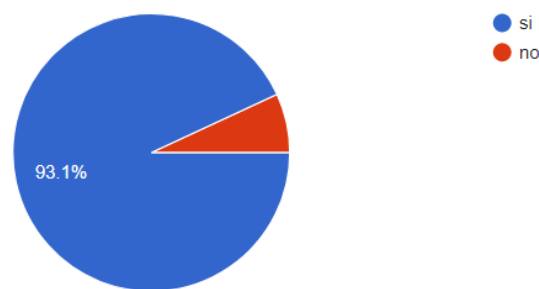


Figure 19. Proposal

In figure19, it was seen that most of the students were satisfied with the proposal. Among students' responses, students argued that videoclips were a good exercise to listen in English, to learn words, the sequence of the videoclips allowed them to listen and understand what the characters said and the situation in the scene. Some of them stated that the use of subtitles helped them to understand and acquire vocabulary. Most of the responses were positive with the use of this instrument to develop the listening skill that was not worked in the high school.

The sixth question. This one was related to the possible suggestions to improve the proposal



6. ¿Tiene algún tipo de sugerencia respecto a la propuesta implementada?

58 respuestas

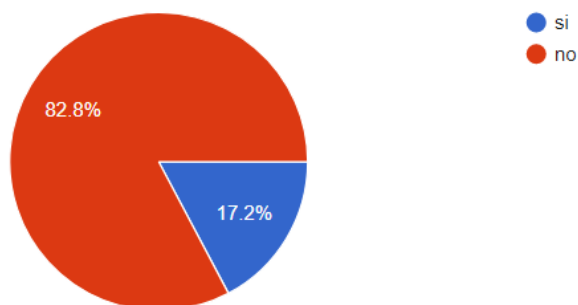


Figure 20. Students' suggestions

In figure 20. Students' suggestions. In this image it was seen that less than 20% gave a suggestion to the project. Those ones suggested that the videoclips were worked for more time to make English learning easier.

**Documentary analysis:**

Document analysis is used as a method to interpret data from documents ( A. Bowen (2009), the work of students through the workshops sent by WhatsApp in order to answer one of the about how was used the videoclips to work the topics and contents.

Workshop	Number 1	Number 2	Number 2	Number 3	Number 3
Quantity	4 documents	3 documents	4 documents	4 documents	4 documents
Topic	Present simple (daily routine)	Present continuous	Past simple	Past simple/ past perfect	Past continuous
Courses	Ninth and tenth	Ninth	Tenth	Ninth	Tenth
Pre-listening activities	Knowing the vocabulary of daily routine, grammar exercises (complete the dialogue)	Knowing vocabulary, complete the dialogue of the videoclip	Questions about an image of the scene. Vocabulary of the dialogue.	Exercises of complete sentences with the verbs in past simple. Grammar exercises (past simple and past perfect)	Knowing vocabulary of the scenes of the video. Activity of global comprehension, an image of the scene.

While- listening	First listening: identify the vocabulary and grammar of the dialogue Second listening: analyzing the meaning and correct the grammar exercises.	Listen and watch the videoclip, identifying the meaning of that, Correct the dialogue using present continuous tense.	Listen and watch the video and identify the vocabulary of the previous activity. Look at the scenes one by one to identify the sentences in past simple and write them,	Listen and watch the videoclip to select the sentences of the dialogue in past simple and past perfect	Listen and watch the videoclip and answer questions about it using past continuous
Post -listening activities	Listen to a daily routine and complete a monologue. Exercises to work the grammar.	Exercises of grammar: complete sentences with present continuous, add a photo and describe it using the grammar.	Make a drawing about the activity's students did during the quarantine time.	Exercises at home	Complete the sentences using past continuous and make a drawing about an action in past continuous
Discussion	The analysis of those workshops revealed that some of students did not listen and watch the videoclip because they did not complete the dialogues using the present simple that was easily found in the subtitles of this, it could be related to some of them were not in the synchronous meetings following the sequence of the videoclip.	The analysis of students' work showed that students that answered and completed correctly the workshop activities were in the synchronous meetings watching and listen the videoclip and following the sequence of the activities. Some of them had a confusion of present continuous with gerund.	Most of the students understood the meaning of the scenes and subtitles when playing the videoclip during the classes but the activities of taking the sentences in past simple from the dialogue was not developed as it was expected. The past simple should be worked.	Students listened and watched the videoclip understanding the meaning during the classes and develop it during the synchronous meetings, so the result were good.	Students watched and listened the videoclip and answered the questions about the situation in the scenes using the past continuous tense. This listening responses were better because they had to infer of the situation.

Table 9. Documentary analysis

According the documentary analysis done through the previous chart, it was analyzed 17 workshops in which were reflected the results in the discussion part. The evolution of the proposal implementation was related to the topics because some topics were better worked during the synchronous meeting while others showed the students weaknesses in the grammar

part, however the use of those videoclips helped student to introduce them in the development of their listening skill that was not worked before in the high school.

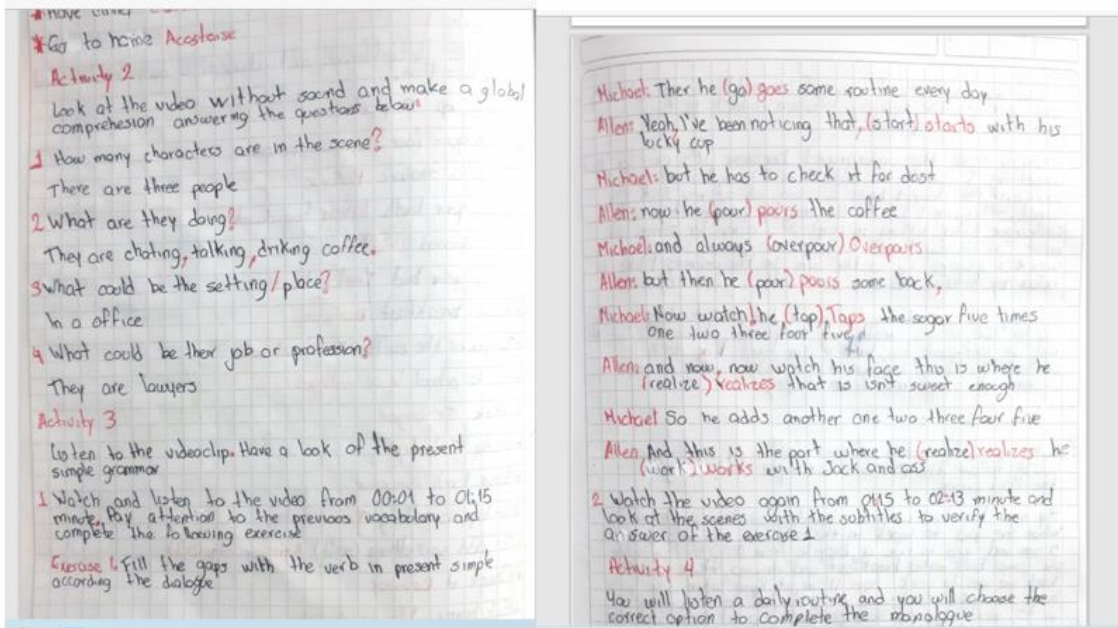


Figure 21. First workshop

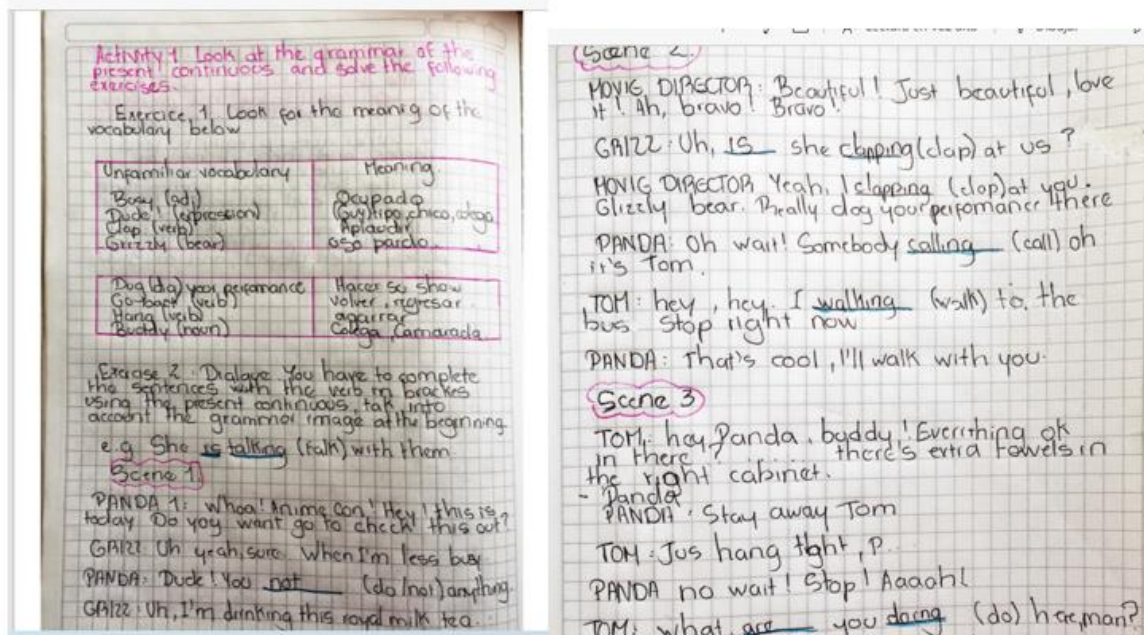


Figure 22. Second workshop

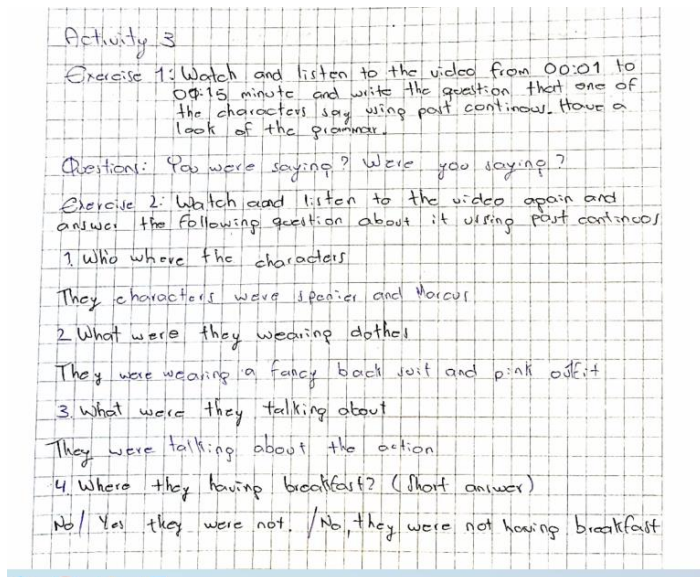


Figure 23. Third workshop tenth courses

In figure 23. we can identify that students had to answer some questions about the videoclip using the grammar of the lesson that was past continuous.

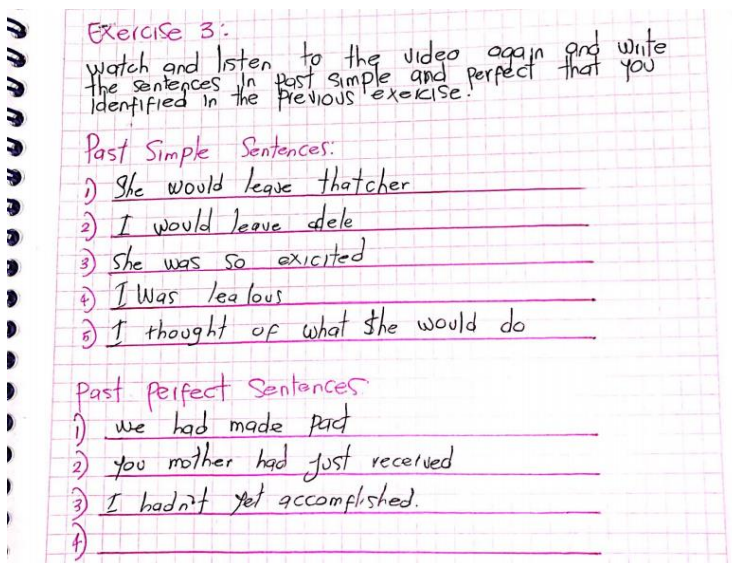


Figure 24. Third workshop ninth courses

In figure 14. we can identify that students had to identify the sentences of the dialogue in past simple and past perfect tense and write them.

## **Results**

After making the process of analysis and interpretation of data from the instruments “questionnaire, survey and documentary analysis” it was expressed the results that respond to the research questions.

### **The use of videoclips to develop the students’ English listening skill**

Through the data gathered by the different instruments “questionnaire, survey and documentary analysis” students argued that they could develop their listening skill following the sequence established to develop the activities during the synchronous meetings, among the abilities they developed were found that they could understand some words, vocabulary, and the conversations as itself. They expressed that it was a good exercise to the ear training. Students revealed the positives aspects of the proposal through the instruments mentioned before, the results showed that the use of videoclips allow to develop the students listening skill and learn vocabulary, review the topics and practice pronunciation, however, among the suggestions of the students it was noticed that it is missing to spend much time to listen , to do the exercises and solve doubts in order to learn the language.

### **The role of the listening strategies to improve the students listening skill.**

According to collected data almost all participants expressed that the material (videoclips) was appropriate to the topics. They expressed that the sequence of the videoclips allowed them to understand not only the meaning of the words but also the situation because

it was divided by parts, and the use of subtitles helped them to understand the conversations. It was noticed the role of those listening strategies in the development and improvement of the listening skill. The subtitles in the videoclips allowed the students understanding followed by a sequence of activities that facilitated the process. It served to contextualize and introduce students in the listening process.

### **The use of videoclips to motivate students to learn the language**

Students expressed that they felt motivated to learn the language thanks the use of those videoclips, they stated that videoclips were a useful tool to work their listening skill and understand vocabulary that was not worked during the classes.

From the students voices was revealed their satisfaction with the development of the proposal and their desire to continue using this instrument that was good for them.

During the development of the proposal were worked different videoclips whose content caught the students' attention, using familiar content for students, some of them were movies that they had seen before, so their response to it was positive to develop the activities in the workshops. Something important was the sequence implemented to play the video clip which was organized in "pre-while-post activities" these activities were designed according to the videoclip and the topic.

## **Conclusions**

The main objective of this proposal was to develop the students English listening skill using as tool the videoclips, the data provided by documents "questionnaire, survey and documentary analysis " allowed to have a deeper understanding of the implementation of this proposal in a virtual space with a traditional teaching process. Despite the pedagogic methodology described the process related to the topics, the videoclips and the sequence of the videoclips to develop the students listening skill, the results from the instruments provided data to answer the research questions related to the use of videoclips in the development of the students listening skill, some students expressed their satisfaction with the development of the proposal and their desire to continue using this instrument during the classes. It was noticed through the students perceptions that the use of videoclips contributed to their ear training. In a general way, the questionnaire, survey and workshops analysis showed how the topics were worked through the workshops and the videoclips used and the motivation to learn the language expressed by students in the survey responses. It is possible to say that the main objective of the proposal was accomplished analyzing the sequence of the videoclips to introduce the listening exercise in a virtual space like this and the student's perception about the proposal which was positive.

## **Recommendations**

According researcher perception and experience during the practicum, the project is an excellent strategy to implement in class but something to take into account is "the time to implement the proposal", the time should be more than one hour in a virtual environment like

this because during the synchronous meetings all activities were organized to be worked in an specific time in order to work the videoclips and the topics, so, one hour per week is not enough to cover all the possible doubts, disadvantages and solutions that teacher should provide to students. I know that it is a consequence of the pandemic but I considered it could be better in relation to the quality of education. In my opinion this proposal is good to introduce students to the listening part since the participants in this study showed positive responses toward the proposal and workshops worked during this practicum and it can be implemented in a face-to-face training.

## **CHAPTER 2**

### **Research component**

#### **Introduction**

In the context of education in PLEX, the educational practices of the teachers in training are outlined as one of the points of interest to be studied and documented with the purpose of improving the teaching-learning processes, to qualify the education.

Although there is a clear interest in the evident need to understand and transform pedagogical practices, it is also true that a good part of the local studies are focused especially on the problem of learning rather than on that of teaching.

It is relevant to formulate a project that establishes a reflexive approach on the practice of training teachers to objectify knowledge, behaviors and attitudes aimed at guiding their work as



teachers; furthermore, it is an exercise of reflection, immersion and conscious exploration of the teaching subjectivity itself, through the formulation of questions and the search for information to solve problems and to achieve the self-recognition.

### **Problem statement**

Schools assume core aspects in the constitution of individuals, in institutional life not questioned, they are seen as the stable and invariable reflection of the school identity and culture. Furthermore, teachers have the risk of installing themselves in a situation that does not allow the pedagogical evolution and the renewal of the school's culture as events occur as planned. In this sense, a practice that lacks reflection does not contribute to looking for solutions to problematic situations; such situations tend to be ignored and made invisible. Viewed in this way, the pedagogical practice is assumed as the reproduction of procedures that place teachers in the traditional role of teaching, which hinders the emerging practices that tend to modify thought and knowledge to meet the social needs. Because of this situation, which affects teachers to a greater or lesser extent, the teacher training process must foster a critical spirit and reflection in the teachers-in-training, that contributes to the improvement of their pedagogical practices, so that these, in turn, become essential elements to transform training teachers' future professional performance. In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is conceived as a fundamental exercise for the students who carry out their integral practice, to evaluate themselves, to establish a critical and constructive view of their work in the teaching field. To begin this study, the following guiding questions are formulated:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes involved in the development of integral practice?

· How does reflection influence the development of the critical spirit of teachers-in-training in the analysis of their pedagogical practice?

### **Justification**

The formulation of this project in the context of the Comprehensive Practice of Language Students, is part of the vocational concept of practice as a spearhead to improve educational processes in the application centers where PRADO is implemented. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of this profession, the different models and approaches to address a challenging situation by means of establishing an analytical view on the event. In accordance with what has been exposed by the philosopher of education Jhon Dewey, pioneer in the field of reflexive thought applied to teaching, we justify the need of this project to provide students with tools of analysis and self-observation that allow them to distinguish between routine action and reflexive action. We consider that a reflective approach shields the agents of the traditional context from the inertia and authority that permeate school.

### **Objectives**

#### **General objective**

- To implement reflection as a transforming tool of the pedagogical processes proper to the integral practice.

- To promote the development of a critical spirit in the teachers-in-training that allows them to analyze their pedagogical work.

### **Specific objectives**

- To consolidate a group of teachers-in-training with a critical spirit who reflect and present proposals and alternative solutions to the problems present in their pedagogical practice.

- To socialize criteria, to share ideas and guidelines helping them to effectively assume their pedagogical practice and the insertion in the school.

- To identify and to analyze the strategies used by the teachers-in-training in his/her pedagogical practice.

- To implement workshops and didactic modules that guide the reflection of the teachers-in-training.

- To analyze one's own beliefs about the students and teaching practice.

### **Literature review**

The theory of the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of this study. In order to have a greater degree of clarity about the concepts covered, in close relation to this research project, we present an approach to each one of them.

#### **The Teaching Profession**

One of the fundamental members of any school is the teacher, who has the function of transmitting knowledge within the framework of a specific science or art, but who also has within his responsibilities the integral formation of the students. The teaching profession requires a series of competencies, which currently constitute a conceptualization and a way of proceeding in the planning and management of human resources oriented to facilitate the articulation between management, work, and education. Therefore, we find that all teachers must have a series of competencies that allow them to master a set of knowledge and skills in the specific domain they teach since the first intellectual requirement of a professional is the level at which he or she practices. Similarly, all teachers must possess skills in the organization of content that is to say, the pedagogical practice not only requires organizing the subjects to be taught but also anticipating the conditions of teaching in the educational context or outside it. In other words, all teachers must develop the skills allowing them to structure and to anticipate from the practice of teaching itself.

### Reflection

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

### Reflection as a process

The reflection is carried out through a series of stages that in a cyclical way result in a process. According to Schön (1983) quoted by Correa Molina et al (2010), reflecting on the experience implies "a type of reflexive dialogue with the situation, where language would favor access to the individual's experiences, which would allow a new structuring of the situation". 2

## Reflection as theme

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

## The Reflective Practice

To update and to qualify the university's academic proposals in order to guide students towards new ways they can interact with the world, it is necessary that teachers question themselves about their own practice and about the repercussions it has caused; so that they are able to objectify their behavior and to assume the different roles the pedagogical practice demands. Teachers play a central role in the current educational world; they act in a complex environment that is constantly changing as a result of the interaction of various factors and conditions. The profession of teaching demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and EllioT:1986). In this context, the problems of practice and class size demand a particular treatment-oriented not only to understanding but also to improve the social interaction. The need to articulate the changing social reality to our pedagogical task is evident in the existence of numerous attempts to explain and to address the school phenomena making the school work more effective and more efficient.

This study will serve the teachers-in-training to reflect on their methodological processes in the light of reflection as the only rational and ethical way of taking action. (Sacristan 1999)

According to Van Manen (1997), there are different levels of reflexivity, in the first level there is the effective application of skills and technical knowledge hence, reflection is applied to the selection of the teaching strategies and its appropriateness within the classroom.

At a second level, reflection involves the implicit assumptions in the specific practices of the classroom. As a result, the consequences of the adopted strategies, of the curricula, and of the SE practices are analyzed. Then, the application of the educational criteria to the teaching practice is chosen in order to make pedagogical decisions adapted to the institutional reality and to the different contexts. In a third instance, Van Manen establishes an exercise of critical reflection; at this level, he formulates the most elaborate reflection, a questioning of the ethical, the normative, and the moral criteria directly or indirectly connected to the classroom.

#### Pedagogical practice

For the analysis and reflection on practice, it is considered appropriate to resort methodologically to a conceptual process of classification of practice; for this purpose, Zeichner's proposal is assumed, who has established several Modalities of practice in this way:

#### Academic Practice

It is aimed at preparing teachers to be capable to reflect on the courses they teach so that they can transform teaching into structures that students can understand.

#### Social Efficiency practice.

The aim is to achieve effective teaching through the application of didactic techniques that are derived from general principles that have been reached by pedagogical research. In this case, the reflection consists of a strategic decision: "to select among the range of available techniques the one considered most effective".

This is the way how technical rationality proceeds.

Developmental

Teaching is based on the interests and development of the students, and simultaneously considers the development of the teacher as a teacher and as a person

Social reconstruction.

The purpose of reflection is the social, the economic, and the political context, to promote truly democratic, egalitarian, and fair relationships in the classroom.

Generic

Programs refer to reflection in a generic way, without specifying the purposes of the programs and the programmatic contents denying strategies of reflection to promote reflexive learning.

Reflection triggers

According to Schulman (1987), these triggers are the teacher's cognitive foundation of life in the classroom which are indispensable because they constitute the element of reflective thinking that contributes to the development of the self-knowledge a good teacher needs to make proper decisions in the classroom.

The critical element of reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as stated by Sparks-Langer and Colton 1991:39.

These authors established some classifying categories of knowledge

1. Content knowledge
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and own professional organization
5. Knowledge of the students and their characteristics
6. Knowledge of the educational contexts
7. Knowledge of the philosophical, historical, and axiological principles.

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thought that is included in this study as an instrument to collect teachers-in-training narrations to encourage the documentation of their experiences in the classroom. In this component are situated the teaching diaries in which writing unleashes the elaboration of the teacher's reflective thinking, about his or her experiences of practice at the objective, subjective, and intersubjective level.

## **Methodology**

The methodological strategy proposed was based on the continuous reflection that additionally involves meetings to strengthen the collective practice as an initial step to address



educational and labor problems hand in hand with the principles of organization, autonomy, planning, and self-observation.

This process of socialization and systematization was carried out in order to review the impact of the proposal of reflection on this process of practice.

This study is part of the qualitative research approach, in which reflection is seen as a professionalizing mechanism that will contribute significantly to the description, identification, and analysis of pedagogical practice.

Data was collected through the application of the following instruments:

### **Reflection workshops**

The fundamental purpose of the reflection workshops (Appendix 7) is to guide the process of reflection of the teachers-in-training, while at the same time to socialize and to share experiences related to their work allowing them to enrich their practice and also to incorporate new tools to transform their pedagogical methods.

Description: tutor of the comprehensive practicum guided pre-service teachers about the aspects to analyze during the practicum. During the meetings they expressed how their practicum was being developed and the advantages or disadvantages that they had. Also, a reflection workshop was realized through Google forms in order to answer some questions about some aspects of the comprehensive practice.

### **Objectives**

-To consolidate a group of teachers-in-training able to reflect and present proposals and alternative solutions to the educational problems of their pedagogical practice.

- To socialize criteria, to share ideas and guidelines in order to carry out their pedagogical practice.

- To qualify, to facilitate and to insert themselves effectively in the educational center.

### **Self-observation file**

The main objective of the self-observation file is to guide the Teacher-in-training towards his own view of the teaching practice and his role in the classroom and his connection with the educational community of which he is a part.

Description: two self-observations were developed in order to analyze the process, these ones were carried out through Google forms and this was designed by tutors and pre-service teachers taking into account the most important aspects of the practicum. Among the aspects touched by this observation was the teacher's motivation, the material, the instruments, the interaction of the teacher with students, the topics, the instructions and activities. This self-observation allowed the teacher to evaluate the practicum and to work on the aspects that were not being well worked. It was identified some strengths of the process as the availability to solve the students doubts, this modality offers a flexibility in the teaching and learning process and give students more opportunities to communicate with teacher via whatsapp, accomplish the activities, something that could be a disadvantage for teachers to grade and make corrections because of the time that they should spend to do it. The material (videoclips) was interesting for students according to the survey' results and their work during the synchronous meetings. The interaction was a positive point during the project thanks to the use of the social network "whatsapp", because some of them did not have the internet but their parents had this

application. This self-observations (Appendix 8) showed some weaknesses as the lack of cultural information it is to say that the cultural component was not worked during the classes due to the time determined by institution on the academic calendar, however, it was not focused on showing the cultural knowledge the main objective of the project was carried out which was to develop the listening part with real conversations on videoclips

### **Narrative**

The exercise of reflection allowed the student to express himself about his work from the narrative of his own experience as a way of giving meaning to the everyday life of the teacher.

Description: during these ten weeks were made 9 narratives, a narrative per week, it was sent to the tutor and the program. In these narratives it was described the most important aspects identified by the practitioner about the development of the classes, the advantages and disadvantages but also the reflection on the teaching process. (Appendix 9). The topics that emerged in these narratives were the methodology that the supervisor implemented during the previous meetings in order to know how the classes were being managed, in general the aspects described there were the organization of the classes, the activities that supervisor designed before started the classes, the description of the activities and workshops worked, the time to implement the proposal that was not enough to work deeper many aspects of the dialogues, the possible errors when teaching through this virtual world. The lack of autonomy of some students when doing their homework seen this one as a negative point in the virtual education that is new for most of the public schools. Also, it was mentioned the role of interaction between teacher and student using whatsapp because this app is accessible and personalized. Those topics were described in the narratives and those ones were useful to take into account when teaching a foreign language facing a pandemic like this.

## **Classroom records**

Having evidence of the student trainees' performances in the classroom allowed for reflection on different aspects of the teaching/learning process of foreign languages that may or may not have been taken into account by the trainee teachers in their reflective exercise. These records allowed for an external and constructive view of their pedagogical practices. This evidence was recorded through Zoom platform

Description: two recordings were carried out in order to analyze how the classes were developed, those recordings are short because the only platform that allowed recording was Zoom and it allowed recording by parts, with a duration of 40 minutes. It is why the recordings were divided (Appendix 10) The recordings were a good instrument to analyze how the proposal was implemented and how this one worked during these synchronous meetings. Also those ones were useful to observe the work and interaction between the students and the practitioner which was limited because of some problems with the platform such as the connectivity and platform options itself. Through these recordings were observed some aspects to take into account during a synchronous meeting which were the participation of the students which was determined by the practitioner in order to promote the interaction. Just in some classes students participated actively. In those classes was noticed the instructions of practitioner and supervisor during the development of the class. Something important was that classes were carried out with respect and discipline. To record the classes it was necessary to work with the platform Zoom which allowed recording but just a part of the class because it did not work as the practitioner imagined. On the contrary the platform Google meet was perfect to work all activities proposed for most of the classes, however this platform did not allow recording anything. It is why it was just two recordings of the classes online.

## CONTEXT

The seat *La Sabana* In the years 1969 and 1970 Mr. Guillermo Olivares, gather in their house a group of children of the neighborhood La Sabana with the purpose of teaching them their first letters, what was born as an informal high school later would become the School of the neighborhood, collaborating with these constructions José Erasmo Chacón (as main manager), Jorge Arturo Rizón, Luis Capacho, Simón Leal, Jesús Pabón, Manolo Galvis, Ana Delia Reyes, Luis Velandia and José Luis Real, director of the Institution. The construction of the school began in 1971 with three (3) classrooms that house 150 children; the program "Cúcuta 75" was partly remodeled existing classrooms and built one more. During the year 1987- 1988 the playground was completely paved and the sanitary unit was adapted. In 1990 the PRE - school classroom was inaugurated, all these works were built with contributions from parents, teachers and the community in general. In 1996, the construction project of the educational resources classroom and the classroom began in conjunction with the UFPS, the municipal mayor's office and the educational community. In 1997 these facilities were used during the years 1998 to 1999, the presentation of the physical plant was improved, total remodeling of the pre-school health unit, adaptation and remodeling of the micro soccer field and the expansion project of the second floor with two educational classrooms, the school also has the service of school restaurant which is attended by two hundred children in the year 2001 is constituted with much expectation and optimism and begins sixth grade, with forty-five students. It is in the 11th grade.

This study is placed in this geographical context, with the school as the agency in which the school actors work: PLEX pre-service teachers

The school is understood as a specific educational community that is in charge of making official education, that is to say, the school is the place where education takes place, where education is fulfilled, and where education is ordered.

At present, the school is considered the way of life of the community, meaning that the school transmits those learnings and values that are considered necessary in the community, and those lead students to use and to improve their abilities for the benefit of both society and themselves.

In the school, we always find a series of fundamental elements that take part such as the case of teachers and students whose behavior and ways of acting are subordinated to a social and a cultural order from which the school itself takes its organization.

The school is an organ dependent on society, a social institution destined, within the specific area of education, to administer education systematically and under which conditions the formation and organization of groups represented by educators and students (Crespo, 2010).

School as an educational establishment fulfills specific functions within which it stands out:

#### **Socializing Function**

It is about the learning of young people, of values, norms, behaviors, attitudes, or skills, targeting the predominant culture, in the political and economic context to which they belong. This function covers all the processes of socialization, in which the members of the school participate.

#### **Instructional Function**

The instructional function is based on the improvement of the spontaneous processes of socialization, to guarantee the formation of human resources, which is required by the functioning of the labor market. It tries to ensure that the higher the level of culture, knowledge, values, etc., the greater the possibility of adaptation.

### Educational Function

The educational function requires a community with democratic participation, intellectual search yielding to dialogue and learning. An educational community that breaks down the rational barriers between school and society, a space of culture where the concepts, technical tools, and codes of human culture are learned. As a consequence of active participation in the exchange of meanings, desires, and behaviors with peers and adults (Vizcaino, 2010).

School as an educational establishment fulfills specific functions within which it stands out:

### Socializing Function

It is about the learning of young people, of values, norms, behaviors, attitudes, or skills, targeting the predominant culture, in the political and economic context to which they belong. This function covers all the processes of socialization, in which the members of the school participate.

### Instructional Function

The instructional function is based on the improvement of the spontaneous processes of socialization, to guarantee the formation of human resources, which is required by the

functioning of the labor market. It tries to ensure that the higher the level of culture, knowledge, values, etc., the greater the possibility of adaptation.

### Educational Function

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### Population

The total population of the present study is constituted by fifty-four students of the tenth semester, practitioners of the Program of Foreign Languages English-French of the University of Pamplona.

The direct beneficiary population:

- Teachers-in-training
- Supervisory Teachers
- The student community of the centers in which the integral practice is implemented

The indirect population benefited:

- It is composed of the teaching community of the Foreign Languages Program
- Results will re-feed the vision of the Program's agents about their integral practice

process



- Integral Practice Group

Institutional dependencies articulated to the Project

- Foreign languages program

- Languages and communication department

- Education faculty

External institutions linked to the Project

- Central

- La Cordialidad

- Patio Centro N°1

- Escuela 12 de Octubre

- Luis Enrique Avila

- Rudensindo Soto

## PROPOSED LOCATIONS AND SCENARIOS FOR PROJECT ACTIVITIES II

### SEMESTER 2020

Official educational institutions of the City of Los Patios in which the Integral Practice proposals are implemented.

Expected results

The expected results are derived from the objectives proposed for this project:

- To encourage the reflexive spirit in the PLEX preservice teachers, as a training tool to qualify the pedagogical practice.

- To analyze the environment, the social realities, the social perceptions, notions, and the concepts about the school world of the teachers in training.

### Schedule for activities of research

Through this chart it is presented the activities that were developed during the practicum.

ACTIVITY	SEPTEMBER				OCTOBER				NOVEMBER			
WEEK	I	II	III	IV	I	II	III	IV	I	II	III	IV
Reflection workshops		X		X								
Self-observation file							X	X				
Narratives		X	x	X	x	x	X	X	x	x		
Classroom records							X	X				

Figure 25. Reflection process schedule

### Data analysis

The data was analyzed using as a method “the interpretative analysis”, according to Hatch (2002) “The interpretive analysis model provides a process for constructing meaning from data”, taking into account the data provided by the instruments mentioned before “reflection workshops, self-observations files, Narratives and classroom records”, it was presented the process of data analysis following a series of steps proposed by the author.

Analysis process:

In this process was taken into account all data gathered from “reflection workshops, which were three registered, the self-observation files which were two, the narratives which were

nine and the classroom records which were four” over this data was identified some impressions about the comprehensive practicum, these impressions were established through the reading and observation of the whole data and these one were presented through the evidences of the instruments, the interpretation of data was transcribed using memos. The data from those memos is presented below:

### **Interpretation based on the impressions of the data**

#### **Reflection workshops**

##### **First reflection workshop**

Through this reflection was mentioned some relevant aspects related to the methodology of this practicum which was virtual and how this influenced and made an impact in the educational field:

-It was exposed that the virtual methodology implies taking into account the students’ needs, the access of those ones to the internet, what was positive and negative for those who did not have it. Some others important aspects were the aim of the teaching process in which was exposed the importance of promoting not only the students’ learning, but also the students’ motivation, autonomy and their integral training.

##### **Second reflection workshop**

This reflection was focused on the work of the practitioner in the institution, the experiences lived and the contents that contribute to the high school students’ training. The

practitioner exposed the need to work other contents that contribute to the students training and thinking which was for example the use of cultural contents that teach students about the language wealth and in this way, the students' motivation when learning the language.

### **Third reflection workshop**

This reflection was focused on the plan and organization of the lessons, how the planning of the class was organized, the material, the activities, the space (virtual), the diversity of the participants. Practitioner expressed on this reflection the organization of the classes which were carried out following a planning that concerned (warm up, pre- while – post listening activities, and homework), it was exposed that in this population (students from ninth and tenth courses) there was one student with special needs, in this way it is promote the inclusion at the school.

### **Self-observation files**

During this practicum was carried out two self-observations files in which were evaluated different aspects:

**The teacher's attitude toward students learning.** It was important in the development of the practicum because students' learning and participation was influenced by it. The practitioner gave the opportunity for students to talk and solve their doubts.

**The role of the students' motivation in the development of the classes that were virtual.** Due to the use of platforms like Zoom or google meet some students showed that they were not satisfied, however different activities were made to catch students' attention. The use

of songs and games liked them because it was a didactic way of evaluating their knowledge at the beginning of the classes, it was noticed during the classes.

**Aspects related to the time:** teacher organized the planning of the classes according to the activities proposed and the topics to work defined in the action plan established by MEN, but taking into account the aim of the lesson which was to work the topic using videoclips and in this way develop their listening skill.

**According to the teacher's instructions:** during the development of the classes students attended with respect and attention the instructions given by the tutor , teacher expressed the importance of following the instruction that were clear to develop the workshops and activities.

**According to the contents and material:** teacher used different videoclips in order to work the topics (present simple, present continuous, past continuous, past simple and past participles) the activities were designed to use the grammar of the topics and those ones were varied according the video, the course and the time to develop it.

### **Classroom recordings**

Over the classroom recordings was analyzed some aspects of the practicum such as the organization of the classes, the material, the activities, the attitude of the teacher towards students learning, something important the students' participation that was guided by the teacher, the platform used to work, the topics worked, the courses.

These recordings were four in which were worked the topics past simple and past continuous with the courses of tenth, it was impossible to record the classes with ninth courses

because of some problems with the platform in this case Zoom, because Google meet did not allow that option. The material that was the workshops with the videoclips which were “the incredibles videoclip" and “the white chicks videoclip”. During these recordings it was analyzed some relevant aspects of the practicum such as the teacher’s instructions that were clear, the students’ participation that was guided by the teacher, the teacher attitude towards the students’ learning, it was seen that the teacher was patient, interacted with students, answered questions. However, some of the recordings are not completed because of the time that the platform allowed to record and save it. It represented a disadvantage in the analysis of this instrument.

### **Narratives interpretation**

The narratives were nine carried out each week. These narratives showed the aspects that the practitioner analyzed in the practicum, after the reading of those narratives (annex 4) it highlighted the most important issues from their experience as teacher. It was presented in the table below:

Narratives	Aspects identified
Number 1	Communication: play an important role in the teacher and students interaction , the virtual method can be positive and negative in the teachers training according to the management of the tics.
Number 2	The aspects analyzed were the time that was crucial in this virtual method because as teachers it is necessary to accomplish with the responsibilities.
Number 3	The inclusion in the different aspects of the planning of the classes, design of the workshops, and contents: during this practicum was designed different material for students that did not have access to the internet and one student with special needs.
Number 4	The time was crucial to implement the planning of the classes, during the first week it was not enough to accomplish all activities

	proposed and the participation during this first week was imitated.
Number 5	The student's participation improved and the interaction through WhatsApp facilitated the process. The flexibility established by the school was a positive and negative aspect, students tended to forget to send the activities and accomplish their responsibilities.
Number 6	The process of searching the material in this case the videoclips represented hard work, and the time to accomplish the responsibilities with the school to grade students, evaluate etc. was an aspect to analyze in this methodology.
Number 7	The flexibility was a positive aspect for students that did not have access to the internet and should present the activities days after, however, this could be negative for the teacher that had to grade all workshops and notified that.
Number 8	The use of some tools as google forms and webcolegios platform was seen as a positive aspect of this methodology because it offered options that facilitated the teacher's work.
Number 9	This methodology implied to take into account all the factors that influence the teaching and learning process such as the digital resources, the student opportunities, the flexibility, the students' autonomy because these factors affected the process.

Figure 26. Narratives

**Results**

Those instruments of reflection of the comprehensive practice (Reflection workshops, self- observation files, narratives and classroom records) revealed how the process of reflection on the practicum was carried out, the strengths and weaknesses observed during the classes and the workshops.

The results of this reflection revealed some important aspects to take into account in the development of a proposal like this, the students' attitude towards the virtual method, that played an important role in this study because it determined the students' participation, the internet

connection problems which reflected the students opportunities to access to education, this one was a common problem during this modality that affected the teaching and learning process. In relation with the student the internet connection problems represented a disadvantage towards the school exigences and for the teachers also represented a challenge when they have to modify and look for strategies to face the adversities. The role of the students motivation in this modality represented a factor closely related to the material and content of the classes, according to the material students showed their satisfaction with the videoclips worked because those ones were familiar for them and this caught their attention.

The students' autonomy was an aspect observed during the practicum that was affected by the flexibility of the virtual method, in reaching this conclusion, teacher took into account the work of students during the meetings and the workshops developed by them which were most of the time sent late, just some of the students sent their workshops on time, it was the raison why the time become crucial to the development of the practicum since the flexibility shown by schools was seen as a excuse to forget the responsibilities, what caused work overload In this way the time resulted to be an important factor that implied this modality related to the flexibility at schools. Those aspects found through the re- reading of the narratives, the observation of the classroom recordings and the self-observations aspects.

## **Conclusions**

This reflection contributes to the improvement of the teaching practice when teachers analyze the method, the material and instruments, the advantages and disadvantages of the practicum when the modality that they are using and how it is working according to the students' needs. Thanks to this analysis teachers can implement different strategies that facilitate the students' learning process but also, it is an opportunity to work on the disadvantages that



some schools or educational institutions have, in this way the education could be equal for everybody.

## **CHAPTER 3**

### **Community outreach component**

#### **Introduction**

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

In order to promote the learning of the English language in Colombia and to make the Colombians competitive citizens, the National Ministry of Education launched in 2004 its Policy of bilingualism whose main objective is "To have citizens capable of communicating in English, with standards at international level, that insert the country in the processes of universal communication, in the global economy and in cultural opening ". That's how The Ministry has been implementing a wide variety of strategies at different levels of education in order to fulfill this goal, a clear example of this is the creation of English quality standards for basic and high

school education, the definition of a solid and coherent evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work done by the secretaries of education, public and private universities and language centers, however, the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it.

With regard to elementary school, the national government is seeking to expand the coverage of English language teaching to children, as many of these educational institutions sometimes do not have an English teacher to guide teaching and learning processes and therefore, the evaluations results applied at the national level are not very encouraging.

The University of Pamplona in Colombia in its capacity as a public institution forming trainers and more specifically the English-French Foreign Language Degree Program, has come closer to the reality faced by the elementary school in the city of Los Patios with regard to the National Policy of Bilingualism; many of the educational institutions in this city do not have an English teacher to attend to the training needs of the primary sector.

In recognition of this reality and the problems it generates, the present proposal of social projection seeks to cover training needs in English, of the child population of the elementary school in the city of Los Patios and integrate the foreign language training of students of the English-French Foreign Language Degree Program to the reality of the educational sector with the aim of reducing the gap generated between the public school and the private one in the foreign language area. Government policies identify the problem, however the attention to these needs is not fulfilled with regulations, effective support is required for the specific case, trainers

in the area of foreign languages, so that the results of exams, tests and results of our students are in accordance with the proposals of Colombia the most educated.

### **Justification**

The learning and acquisition of a foreign language allows you to be at the forefront of needs that today's world demands. That is why this process is made, it is necessary to implement it and work on it from the beginning of the children's schooling so that they have a foundation that will allow them to continue their elementary education learning in high school, vocational and higher education, so as to get more trained people in this area. The present project aims to raise awareness of the teaching of English in elementary schools in the city of Los Patios contributing to basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community outreach component of the practicum developed by last semester students of the Bachelor's degree in Foreign Languages of the University of Pamplona, as a way to contribute to the strengthening of English teaching in the basic primary sector. The realization of this project contributes in a high degree and in a mutual way both the institutions and the student population of the city of Los Patios, as well as the Foreigners and students who develop their practicum. This benefit offers the opportunity for elementary school children to have contact with the foreign language and to students who are completing their university education to learn about the realities and educational needs of the environment and in this way can contribute, intervening in processes that impact on the improvement of these needs.

## **Objectives**

To attend to the training needs in English of the elementary school children in the city of Los Patios

- To integrate the training in foreign languages of the students of the English-French Bachelor of Foreign Languages Program into the educational reality of teaching English in the elementary school in the city of Los Patios

## **Specific objectives**

To familiarize the child of the elementary school of Los Patios with fundamental knowledge of English.

- To involve the students of the English-French Bachelor of Foreign Languages Program in the process of teaching English in the elementary school of the city of Los Patios.

- To articulate the training of the students of the English-French Bachelor of Foreign Languages Program with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

## **Methodology**

The scenarios in which the Project activities took place are the educational institution described above. The specific course was included once the preservice teacher finished the observation stage and provided the courses and schedules in which they implemented the Social Projection component.

## Sub-projects

This space aims at establishing a line of action for the Languages Program regarding social projection. In this sense, in the implementation of the extension component to the community, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which the integral practice is carried out.

## Proposal

The cooperation and accompanying in the design of support material for the classes, taking into account the topics established on the action plan.

The objective of this proposal is part of the concept of social interaction of the university with Pamplona's community through the design of a project to support training in English.

## Benefited population

The direct beneficiary population: It is composed of the student academic community of Los Patios primary schools, two courses of fourth from the seat "*La Sabana*", in which the comprehensive practice was implemented. The number of participants were defined when the observation period ended. It was estimated a population around 60 students.

## Description

The work was synchronic and the accompanying was carried out through WhatsApp, teacher that guided the courses communicated with practitioner in order to ask for help in the creation and design of some quizzes about topics and workshops about topics such as "colors, verb to be in present, the time, professions, singular and plural nouns". During the first week

practitioner helped the teacher to grade the students' homework. The following weeks teacher demanded to design some quizzes and workshops for the fourth period (Appendix 11). There was not any interaction with students, it was just with the teacher.

## **Conclusions**

The contribution of this proposal on the extension component is the cooperation offered to teachers in primary schools, it is a way of helping them to face with this pandemic and some of them who don't manage the digital devices to create a workshop as in this case, the teacher don't manage the English area so, he needed a person that help him to create and design the workshops and the quizzes. In this way his work is less hard. This cooperation also allowed practitioner to enter to this field of teaching English not only in high school but also in primary, what represents for teachers' training an opportunity to explore all the ways and strategies to teach English to this population. Despite there was not a direct contact with the children of the fourth course, the design of the workshops and evaluations was useful to have a vision of how the language is worked on those courses. In those courses the language is taught using Spanish in the instructions of the workshop, the translation is the technique used to teach the language.

This cooperation process was a big aid for the teacher of elementary school that expressed his sign of gratitude in the design of the workshops and the evaluations. The communication was established through whatsapp platform, where teacher shared the topics that would be taking into account to design the material. This extension component was useful for the development of the comprehensive practice, giving an opportunity to explore the field of teaching and learning a foreign language at schools.

## **CHAPTER 4**

### **Administrative component**

#### **Introduction**

In this component Will be briefly described the whole information related to the institution that will be the benefited population, among the documents of the institutions which is the Instituto tecnico Patio Centro N°2 , it is found the historical review of the seats , the mission , vision, scholar government, details of the creation of the badge, the slogan, the logo , this information was gathered from the PEI , school handbook, the statements and settings established by the Ministry of National Education, through this exploration of the documentation and approach to the tutors and supervisors, the preservice teachers had the opportunity to know the context , the population, the administrative staff, the methodology of teaching that was the mots important aspect taking into account the modifications and repercussions on the academic methods facing the pandemic.

#### **Objectives**

##### **General objective**

To acquire the knowledge of the institution to which practitioner has been assigned

##### **Specific objectives**

To immerse the preservice on the context of the comprehensive practice and the institution

To make an analysis of the different champs of the comprehensive practice

To observe the population benefited in order to propose a suitable strategy to work

### Virtual Methodology

According to the Pandemic repercussions the methodology of the classes changed, according to the Ministry of National Education the classes are carried out via online, this is to say, virtual meetings through different platforms where the classes are developed. Those ones are WhatsApp, google meet, webcolegios, and zoom. During the observation of the methodology of the classes it was analyzed different aspects of the population.

### Activities schedule

	<ul style="list-style-type: none"> <li>Evaluación del Plan de Mejoramiento y Plan de Acción –Equipos de Áreas- Equipo Calidad</li> </ul>
23 de octubre de 2020	INAUGURACIÓN DE LOS JUEGOS INTERCLASES INSTITUCIONALES. ACTIVIDAD CENTRAL AREA DE EDUCACIÓN FISICA.
30 de octubre de 2020	Día del Estudiante. DOCENTES NO TITULARES (SECUNDARIA) , TITULARES (PREESCOLAR Y PRIMARIA)
<b>NOVIEMBRE</b>	
03 al 09 de noviembre de 2020	Evaluaciones finales 4º Período
10 al 17 de noviembre de 2020	Nivelaciones 4º Período
19 de noviembre de 2020	Juntas Evaluadoras y Comisiones de Evaluación 4º Período
20 de noviembre de 2020	Entrega Planes de Nivelación Finales
23-24-25 de noviembre de 2020	Nivelaciones finales Estudiantes 1 y 2 áreas
25 de noviembre de 2020	ACTO DE GRADUACIÓN PREESCOLAR
26 de noviembre de 2020	Junta Final de Evaluación - Comisión Final de Evaluación y Promoción
27 de noviembre de 2020	ACTO DE GRADUACIÓN GRADO 11º
<b>DICIEMBRE</b>	
30 noviembre al 04 de diciembre de 2020	Desarrollo Institucional
01 de diciembre de 2020	CLAUSURA DEL AÑO ESCOLAR
02 al 04 de diciembre de 2020	MATRICULA AÑO 2021
07 de diciembre	Vacaciones Escolares

Figure 27. Schedule activities at school



## **Conclusions**

### **Integration to the institution:**

Narration: At the beginning supervisor introduced practitioner to the courses, during the first weeks of September she added practitioner to the WhatsApp groups in order to establish a contact with students during the classes and after classes. During these weeks practitioner just established communication with the supervisor revising the plannings, the topics to be worked and publishing the grades of third period. When the implementation of the proposal started the supervisor gave some instructions to manage the class and students' participation and she gave practitioner the authority and responsibility of the classes.

In relation with the activities carried out inside the institution itself practitioner was not part of them, supervisor gave the access to the platform "Webcolegios" using her ID and password in order to grade students during this fourth period. Supervisor just gave practitioner the authority to manage the class during the synchronous and asynchronous meetings but none permission to be part of the academic meetings or something like that. Due to the change of the methodology in person for a virtual space the activities such as flag raising, cultural events and others were cancelled so, practitioner was not part of them.



## **Conclusion**

Over this project was implemented the proposal of using the videoclips as audiovisual material to develop the listening skill of students from ninth and tenth courses in a public school, the results showed that it was a good strategy to introduce listening activities that were not worked at schools. During this practicum it was also implemented the work with elementary school that was useful for the teacher and the preservice teacher in order to teach the language not only in high school but also elementary school that needed an accompaniment in this virtual methodology. From this comprehensive practice was made a reflection process registered on self-observations files, narratives, recordings and reflection workshops which described in detail how the project was carried out and the strengths and weaknesses observed.

The work during this comprehensive practice offered an opportunity for preservice teacher to know and work in the real environment of teaching and learning process. Despite the virtual education represented a challenge for teachers, it was also an opportunity to evaluate the practicum and the processes that were carried out during this period of time and how it influenced in the students' training at school where this proposal was implemented.


# ANNEXES

## Appendix 1. Videoclips and workshops

	SCHOOL TECNICO PATIOS CENTRO Nº 2 ENGLISH CLASS TEACHER: MILEIDY ESMERALDA MESA FOREIGN LANGUAGE TEACHER ( ENGLISH – FRENCH)	
NAME:	WORKSHEET # 2	DATE: 19th october- 23rd october 2020
GRADE: 10º		English 4th Period

**TEMA:** Pasado simple  
**INDICADORES DE DESEMPEÑO.** Comprender oraciones simples en una conversación

**ACTIVITY 1.** Look at the image below and answer the questions about it. Use the present simple.








Mr. Incredible(dad)-Elasticgirl(Helen-mom) - jack jack (baby) -Dash (boy)- Violeta(girl)

1. What is this film? This film is \_\_\_\_\_
2. Who is in the scene? Eg. She is Elasticgirl (mom) \_\_\_\_\_
3. What are they doing? \_\_\_\_\_



Videoclip of the Incredibles film

## Appendix 2. Questionnaire

Proyecto: uso de videoclips como material audiovisual para desarrollar la     

Preguntas Respuestas **0** Total de puntos: 0

Proyecto: uso de videoclips como material audiovisual para desarrollar la escucha en ingles de estudiantes de noveno y decimo grado.

Cuestionario con preguntas abiertas y cerradas

Dirección de correo electrónico \*

Dirección de correo electrónico válida

Este formulario recopila direcciones de correo electrónico. [Cambiar la configuración](#)

Preguntas abiertas

Responda teniendo en cuenta lo trabajado durante el periodo en que se implemento la propuesta.

Grado \*

Preguntas Respuestas **0** Total de puntos: 0

2. Según su percepción ¿el uso de videoclips le ayudo a desarrollar su habilidad de escucha en ingles? \*

si

no

Si su respuesta es "si" describa ¿en que manera le ayudo?

Texto de respuesta largo

Si su respuesta es "No" describa el porque.

Texto de respuesta breve

3. ¿ Como fueron desarrollados los temas usando los videos (respecto a secuencia , actividades, ejercicios, gramática, organización )? \*

Texto de respuesta largo

4. ¿Considera que los videoclips fueron adecuados a las temáticas? Justifica tu \*

## Appendix 3. Survey

**Link of the survey:**

**Propuesta:** Videoclips como instrumento para desarrollar la escucha en **ingles**.

<https://docs.google.com/forms/d/1dZRMWPYkBSHgCkfTR9Et5fiyQzTZtaAnQi3HTKwME-M/edit?usp=sharing>

Formulario sin título

Preguntas Respuestas Total de puntos: 0

Propuesta : Videoclips como instrumento para desarrollar la escucha en ingles.

Docente: Mileidy Esmeralda Mesa C.

Dirección de correo electrónico \*

Dirección de correo electrónico válida

Este formulario recopila direcciones de correo electrónico. [Cambiar la configuración](#)

Nombre completo :

Activar Windows  
Ver cómo activar Windows

Valoración de la practica ( encuentros , material , tiempo, interacción, medios de interacción)

Descripción (opcional)

...

1. PLATAFORMA Google meet y Zoom : ¿considera que la plataforma fue suficiente y viable para \* los encuentros ?

si

no

¿Por qué? \*

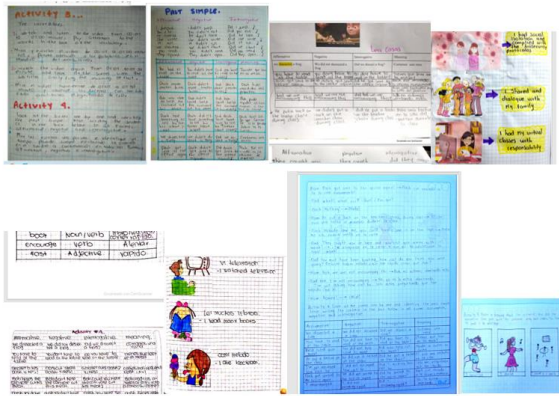
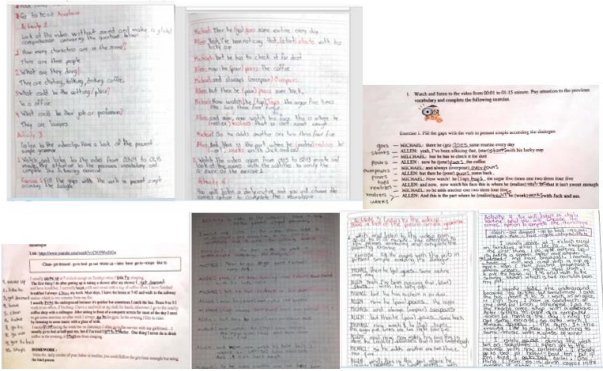
Texto de respuesta breve

2. TIEMPO : ¿consideras que el tiempo para desarrollo de los talleres fue suficiente mediante \* una hora semanal?

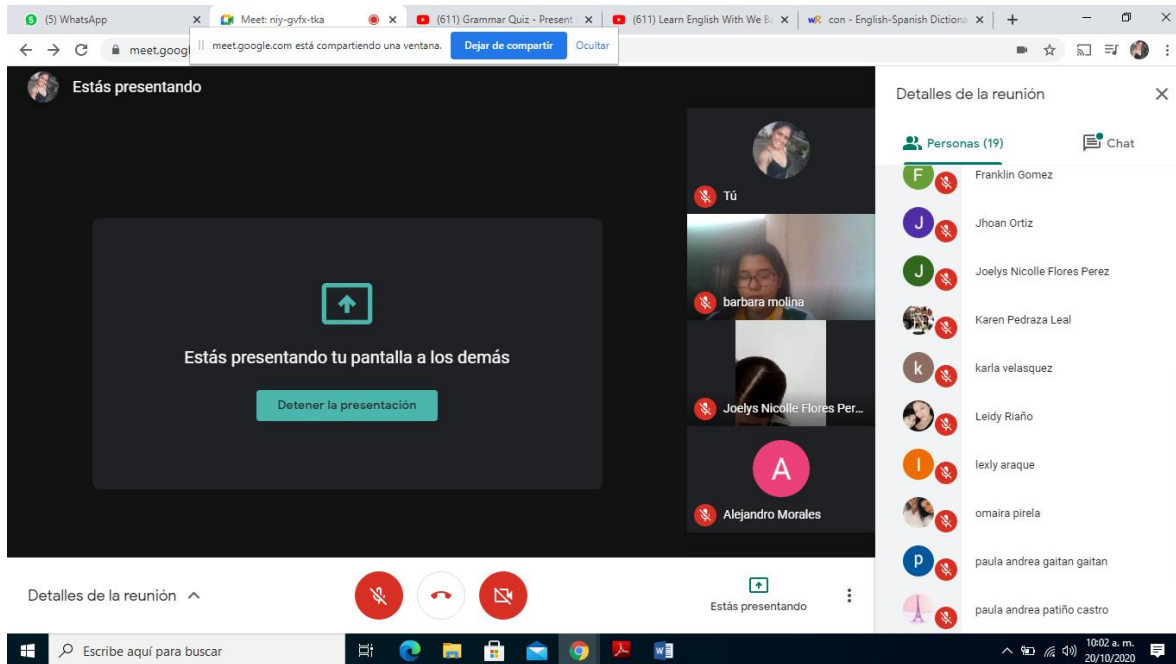
si

no

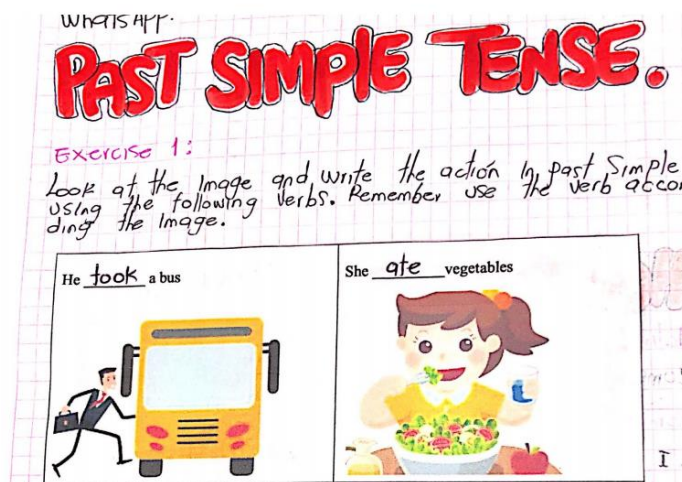
## Appendix 4. Documentary analysis



Appendix 5. evidences of the proposal development




## Students' work



## Kahoot game

Kahoot! Home Discover Kahoots Reports Groups Upgrade now Create








**SIMPLE PRESENT GAME**  
 0 favorites 2 plays 70 players  
 Play Edit

**Challenge in progress**

- Challenge finished View results & 20
- Challenge finished View results & 50

**A public kahoot**  
 Mira las imágenes y responde de acuerdo a la gramática y vocabulario de presente simple, Daily

- 1 - Quiz  
 Question: What do they do? Answer: they ...  
 30 sec
- 2 - True or false  
 Esta oración esta bien escrita en presente simple: do you took a shower ?  
 20 sec
- 3 - Quiz  
 what does she do when she comes back from work?  
 30 sec
- 4 - True or false  
 True or false according the image: They work hard every day !  
 20 sec
- 5 - Quiz  
 Choose the incorrect word in the sentence: He does the bed  


## Songs

Recomendado: Omar Apollo - Imagine U (Lyrics)  

I FOUND A LOVE FOR M...  
 DARLING, JUST DIVE RIGHT IN AND FOLLOW MY LEAD  
 WELL, I FOUND A GIRL, BEAUTIFUL AND SWEET  
 OH, I NEVER KNEW YOU WERE  
 THE SOMEONE WAITING FOR ME  
 'CAUSE WE WERE JUST KIDS WHEN WE FELL IN LOVE  
 NOT KNOWING WHAT IT WAS  
 I WILL NOT GIVE YOU UP THIS TIME  
 BUT DARLING, JUST KISS ME SLOW  
 YOUR HEART IS ALL I OWN  
 AND IN YOUR EYES, YOU'RE HOLDING MINE



*dope lyrics* **DOPE LYRICS**

Perfect - Ed Sheeran (Lyrics)





## Appendix 6. Ethical considerations

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

**CONSENTIMIENTO INFORMADO**

Mediante la confirmación en línea de este documento, doy mi consentimiento para participar en la recolección de datos del proyecto de práctica titulado "el uso del videoclip como material audiovisual en el desarrollo de la habilidad de escucha en inglés de los estudiantes de los cursos de noveno y décimo en un colegio de secundaria en Los Patios", respondiendo a una encuesta en primera instancia de 6 preguntas referentes a los aspectos que engloban el proyecto y demás instrumentos de recolección de datos en los cuales sea necesario mi participación.

Entiendo al responder la encuesta que los datos que suministre serán veraces y con conciencia del tiempo aportado para el desarrollo de la propuesta; establezco también que estaré atento a esta información será compartida con mis padres o los miembros responsables de mí, con el fin de hacerles conocer acerca de la proyecto en mi condición de menor de edad.

Mileidy Mesa

\_\_\_\_\_

Firma de participante

\_\_\_\_\_

Firma del practicante

## Appendix 7. Reflection workshops

Reflexionar y tomar decisiones de forma individual y en equipo. Trabajo individual

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes? \*

Todas las decisiones académicas se someten a un consenso entre el comité del colegio y el personal docente, los padres y los estudiantes tienen un rol importante en su rol de representantes.

Section sans titre

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

Contenidos culturales

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

Algunas de las actividades programadas trabajan la creatividad de los estudiantes

Algunas de las actividades programadas trabajan la creatividad de los estudiantes

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

Incluir un componente cultural en el contenido de cada taller y temática para introducir la riqueza cultural de la lengua.

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

Durante el trabajo de los videoclips los estudiantes se familiarizaron con el contenido de los mismos y se creó un impacto AOL

II. Puesta en común con el equipo docente con el grupo de práctica. Qué obtiene de este intercambio? \*

Con la ayuda del supervisor puedo aprender como se llevan a cabo los procesos, planeación, calificación, nivelación, manejo de plataforma y demás.

## Appendix 8. Self-observation file

## GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación y cualificación de la práctica pedagógica del docente en formación. A pesar de la crisis sanitaria que atraviesa nuestra sociedad y el sistema educativo los procesos continúan y la reflexión se hace necesaria para asimilar las situaciones y cambios que han sobrevenido y que nos ayudarán sin lugar a dudas a fortalecer nuestra identidad docente. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan. A continuación encontrarán una preguntas y el respectivo espacio para la justificación de sus respuestas. Se sugiere tomar el tiempo necesario para consolidar elementos que le servirán de insumo para el componente de investigación de su propuesta de práctica integral.

Dirección de correo electrónico \*

esmelike19@hotmail.com

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

Si

No

Justifique su respuesta \*

Como "warm ups" de cada lección use diferentes actividades y plataformas como Kahoot, youtube (songs, videos), educaplay a modo de motivar a los estudiantes a participar en actividades cortas en línea que evaluaran su conocimiento. Durante los encuentros sincrónicos los estudiantes se portaron un poco tímidos por lo que me esforcé por mostrarme comprensiva, atenta a sus inquietudes y algunos cursos mostraron mas participación durante el desarrollo de las guías, por esto me comunicaba por los grupos de WhatsApp haciéndoles sugerencias, preguntas, motivándolos a participar y preguntar. Les di la facilidad de enviar sus talleres por medio de correo y YhatsApp donde se les facilitara enviar.

3. Realicé actividades que facilitan el aprendizaje de l@s estudiantes. \*

Si

No

Justifique su respuesta \*

en general las actividades fueron enfocadas en los estudiantes y en el proceso que ya venían

## Appendix 9. Narratives

Universidad de Pamplona

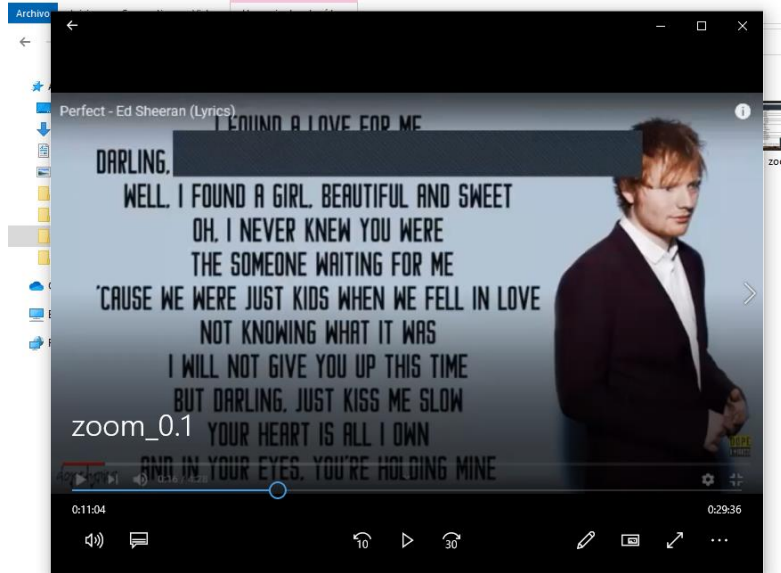
Práctica integral- Mileidy Esmeralda Mesa Capacho Código: 1093781704

Reflexión: Narrativa N°1


La práctica integral inicio el 7 de septiembre con la observación institucional. Durante este tiempo el cual fue de dos semanas se obtuvo información relevante del Instituto Técnico Patios Centro N°2 proporcionada directamente por el supervisor de práctica.

Mi supervisora es una persona amable y respetuosa, durante este contacto que fue llevado [vía whatsapp](#), Facebook y correo la profesora me proporciono la información de la institución, sin embargo para obtener toda la información tuve que esperar pacientemente la disponibilidad de la profesora para buscarla y compartirla conmigo. Con la supervisora puedo decir que hay una buena relación, yo tuve la oportunidad de conocerla en este colegio hace dos años y ya había hablado con ella del tema, a pesar de la pandemia pude conciliar con ella para hacer mi practica allí, tal como lo quería. Durante estas dos semanas la supervisora se mantuvo en contacto conmigo haciéndome saber sobre la metodología de las clases virtuales y sobre los grupos a su cargo los cuales son noveno, decimo y once, sin embargo yo trabajaré solo con noveno y décimo 4 grupos. En relación a los estudiantes, tuve la oportunidad de acceder a los encuentros sincrónicos por medio de la plataforma "Google meet", la docente me presento en cada uno de los grados por lo que me sentí incluida y emocionada de esta nueva experiencia, tuve un acercamiento de pocos minutos con los estudiantes en el cual les pregunte sobre que competencia en ingles querían trabajar un poco más a fondo, me gusto que en algunos grupos los estudiantes dieron su opinión sobre trabajar la producción oral y el listening, que no se trabajaba mucho. Les gustó la idea de que les creara una propuesta, lo que significaría cambiar un poco la monotonía de las clases ya que pude notar que la organización de la clase se basa la

## Appendix 10. Recordings



## Appendix 11. Extension community's work


 INSTITUTO TÉCNICO PATIOS CENTRO DOS  
DOCENTE: Pedro Pablo  
MARTES DE PRUEBA

Nombre:	Fecha : 28th October 2020
Grado: 4º	Cuarto periodo

**ACTIVITY.** Answer the questions about the time, singular and plural nouns and professions.  
*Responde las preguntas acerca del tiempo, nombres en singular y plural y profesiones.*

1. What time is it?  
*¿Qué hora es?*

**Telling The Time**



It is ... \_\_\_\_\_

2. Write the plural of the noun.  
*Escribe el plural del sustantivo.*

SINGULAR	PLURAL
----------	--------



INSTITUTO TÉCNICO PATIOS CENTRO DOS  
GESTIÓN ACADÉMICA  
Aprobado por Resolución No. 003209 del 21 de octubre de 2019  
Creado por el Gobierno del Departamento de Boyacá

ÁREA: Inglés	Diciembre	Grado: 4º
Temas:	Fecha:	Guía: # 1
Nombre:	Cuarto periodo	



¡Veras que maravilloso es conocer, compartir y aprender un nuevo idioma, como lo es el inglés! y como todo viaje necesitas la mejor actitud, compañía y orientación de la familia. Te acompañare continuamente en este magnifico viaje, sumandote todo lo necesario para un fantástico proceso de enseñanza-aprendizaje.

### Singular and plural nouns and Professions

#### Vas a aprender acerca de:

- Los nombres singulares y plurales en inglés
- Describir en oraciones simples la profesión de una persona.

Vas a realizar actividades, después de adquirir los conocimientos necesarios.



Relaciona con una línea, las dos columnas de pronombres personales correctamente.

Nombre en singular	Nombre en plural
Man	
Child	
Box	



¡Pre saberes!

Es necesario que tengas en cuenta algunas reglas para identificar nombres singulares y plurales.



Para la mayoría de sustantivos en inglés, simplemente añade la letra -s al final. Fácil, ¿verdad?	Sustantivos que acaban en -s o -es simplemente añades la letra -s al final. Fácil, ¿verdad?	toy -- toys (juguete -- juguetes) boy -- boys (chico -- chicos)
Aquí tienes unos cuantos ejemplos:	biologist -- biologists (biólogo -- biólogos) dog -- dogs (perro -- perros) car -- cars (coche -- coches)	Para sustantivos que acaban en -s, -x, -z, -ss, o -ch, añades después del sustantivo. Después, verlo con estos ejemplos:
apple -- apples (manzana -- manzanas)	Excepciones Regulares leaf -- leaves (hoja -- hojas) baby -- babies (cuchillo -- cuchillos) oasis -- oases (oasis -- oasis) fairy -- fairies (hada -- hadas)	bus -- buses (autobús -- autobuses) box -- boxes (caja -- cajas) witch -- witches (hecho -- hechos)

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