

The use of short videos as a mean for improving speaking skill through
environmental awareness in 11th grade students at the educational institution

Francisco José de Caldas

Mónica Paola Díaz Forero

1094282315

University of Pamplona

Faculty of Education

Foreign Languages English – French program

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Francisco José de Caldas

Mónica Paola Díaz Forero

1094282315

Mentor

Gonzalo Vargas

University of Pamplona

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General presentation

In the following project are presented four main components described as chapters, they are the pedagogical component, the research component, outreach component and, administrative component. In the respective four chapters general and specific information is found in order to better understand and reflect upon the purpose of this project as pre-service teachers.

Firstly, regarding the pedagogical component, it is important to mention that thanks to some non-participant observations and the information provided by the teachers it was possible to establish a need or a problem. During the observation process was seen as an issue the fact that the secondary students didn't have the level they supposed to have taking into account the standards of the Common European Framework of Reference for Languages. Consequently, this pedagogical proposal is focused on the use of recyclable material and social media as a strategy to improve the English level of 11th grade students in terms of vocabulary, pronunciation and speaking skill.

Secondly, in the chapter focused on the research component, as a practice for pre-service teachers, they must be part of a macro project aimed at encouraging reflexive spirit education in foreign language practices, with the purpose of analyzing and evaluating the pedagogical procedures used by the students as well as implementing reflection as a transformative tool.

Thirdly, the outreach component, which is a proposal addressed to primary school students with the objective of helping children improve their English level in

terms of grammar, and as a way to reinforce their knowledge through the implementation of video tutorials. This component was created to be along with a macro project proposed by some foreign languages teachers from the University of Pamplona, having as a purpose to guide the primary school students to achieve a better understanding of the second language.

Finally, in the administrative component the pre-service teachers are invited to be part of the extracurricular activities. In this special case, the Francisco José de Caldas educational institution has opened its doors in order to give the pre-service teacher the opportunity to experiment the teachers' role inside and outside the classroom.

Introduction

Education is a basic foundation for building any society. It is investment countries can make to build equitable, healthy and prosperous societies. Nowadays, A very high proportion of children and adolescents continue to leave the school system early before completing it, without having achieved the skills required to stay out of poverty during their working life, thereby violating the rights establish by the educational entities.

Likewise, the education system has had to face some other inconvenient such us social distancing due to the arrival of the covid-19. The health crisis made us change the way the educational process was conceived and the teacher's work increased significantly. Teachers chose class management systems, they learned how to develop virtual learning objects, and became familiar with both synchronous and asynchronous tools to deliver their knowledge

Following that idea, this new reality urges us as teachers to create creative, dynamic and innovative spaces for students to learn in order to motivate them to keep having faith in the education as a tool to reach whatever they want in life. Considering those characteristics, a good strategy could involve the use of social media in an academic context, several studies has shown that when implementing this strategy, students assume a more active role in their educative process, and as a result they develop the ability to work autonomously. Furthermore, the use of social media encourages the value of sharing and the collaboration spirit, in this way not only the teacher transmits knowledge, but the cooperation between the learners.

Hand in hand with the previous information, the application of short videos as a didactic resource facilitates the construction of significant knowledge since the communicative potential of images, sounds and words are exploited to transmit a series of experiences that stimulate the senses and the different learning styles of students.

On the other hand, one relevant aspect that can't be left out inside a classroom is the environmental awareness, since that allows students to explore environmental issues and take action to protect the planet. As a result, they acquire a highest level of environmental awareness and respect for the nature, having as a result a reduction of their ecological footprint, as well as the development of a deeper understanding of the situation.

Justification

Using short videos and social media is today a significant way to approach the students and at the same time motivate them to be involved in social issues, in this case to be part of a social change by recycling waste material.

By means of an observation, it was possible to identify that the 11th grade students from Francisco José de Caldas educational institution do not have the level they should regarding the MEN and the CEFR standards. During this observation, it was noticeable several issues concerning the second language use in terms of vocabulary and pronunciation.

In addition, due to the health crisis it was not possible to practice face to face activities, for that reason the use of technological devices as well as technological strategies is essential in order to encourage the students to keep learning. On the other hand, the use of technology is not enough to guarantee the students improvement in the second language, therefore, it is proposed to implement the use and creation of short videos about environmental awareness with the purpose of guiding the students to improve their communicative skills and at the same time to develop their creativity and generate awareness about caring the environment.

To be sure of the viability of this project, the implementation of a survey was needed. It is important to mention that this instrument was used after having permission from the supervisor and tutor of this practicum process. This short survey was composed of five questions with the purpose of realizing the facilities they have like a cell phone or internet connection to develop the proposed activities. In general terms, by applying this survey it was possible to determine that most of the students have internet connection and a technological device to elaborate their academic tasks. The entire survey is located in the annex section.

Objectives

General objectives

-To improve 11th grade English skills through short videos at the Francisco José de Caldas educational institution.

Specific objectives

-To use social media tools to motivate students in the process of learning English as a second language.

-To teach vocabulary through handicraft made of recyclable material.

-To participate in extracurricular activities proposed by the institution

-To encourage pre- service teachers to analyze their pedagogical procedures through reflection.

- Improve primary students' English level through video tutorials

General conclusion

The coronavirus disease (COVID-19) has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions, affecting all the individuals involved in the education field such as teachers, parents, students and administrative personal.

However, this massive change can also have positive repercussions; this situation requires teachers and students to be creative in order to find the strategies which fit them better in order to continue with their teaching and learning process. As a result, the students could participate actively in their process and feel a little more motivated.

Regarding the experience as a pre-service teacher in the institution Francisco José de Caldas, it was evident that some students do not have the equipment to participate in this process, nevertheless, by using some others strategies such us whatsapp, video tutorials and phone calls the communication between teachers and students was significant.

Institutional observation

Administrative aspect

In the following section, several aspects of the institution were analyzed taking into account the identified information in the diagnostic week. There is a detailed description of topographical school's location, the institution's authorities, and fundamental aspects about the Educational Institution Project (PEI), the scholar calendar, the supervisors and pre-service teacher's schedule as well as the pedagogical and technological institution aspects.

Topographical school's location

This institution has three headquarters which are: the central headquarter, the San Pedro headquarters and La Santísima Trinidad headquarter. Francisco José de Caldas educational institution was founded as a primary school in December 1959, some of its founders and civic leaders were: Gustavo Ruiz, Cecilia de Barbosa, Belisario Jaimes, Nicolás Ortiz, Ana Delia de Salamanca, Daniel Flórez, Paulino Pabón, Rodolfo Torres, Florencio García, Francisco Mejía, Elías Zárate y Monseñor LUIS PÉREZ HERNANDEZ.

The central headquarter is located in the street 19 No. 13-23 La Libertad neighborhood – Cúcuta, Colombia. Regarding the context, this institution was created in an economically hostile reality, since students attending classes were members of actually modest families. It must be highlighted that even though the area in which the school is located has significantly improved in terms of trade and economy, this part of the city is still strongly marked by security deficit and violence. Nevertheless, the educational institution Francisco José de Caldas has set a precedent in the labor of guiding children towards a better life choice.

The Institution's Authorities

The educational authorities in this institution, as in any other school, are logically and hierarchically organized so that each authority has clear their functions and responsibilities. Such authorities are:

- The school's principal: Sandra Patricia Figueroa Sarmiento, she is a specialist in the education field and as the school's legal representative; she is in charge of the resources management, as well as the administrative and academic important decisions.
- The academic coordinator: Alexander Arias is the person in charge of organizing the teachers' schedules and to manage the organization of the administrative, cultural and academic activities. He also bridges the gap existing between the school's principal and the teachers due to the hierarchy respect.
- The discipline coordinator: Azula Blanco is the person who monitors that the institution's co-existence rules are respected. She has to handle different type of situations that may affect students' wellbeing inside the school, and her

functions include: talking to the parents, keeping track of the students' misbehavior and finding the appropriate strategies to correct such faults.

- The teachers: their function is to guide students to the knowledge and to evaluate the extent to which the learning goals are being met. They also monitor the students' discipline inside the classroom.

Table 1 Institution authorities

Name	Charge
Sandra Patricia Figueroa Sarmiento	Principal
Alexander Arias	Academic coordinator
Azula Blanco	Discipline coordinator

Fundamental aspects of the Educational Institutional Project (PEI)

The Educational Institutional Project (PEI) appears as a first hand tool, to redefine the north that education should have in a particular community , it aims at guiding and providing information about general and specific aspects such as the teacher's role, mission, vision, and institutional symbols.

Besides, this PEI shows the values and principles that represent this community. This institution supports its institutional values in the life and work of Francisco José de Caldas, having as nuclear value the Respect among the different members of the educational community and projecting them towards the family and society, moreover values such as productivity, solidarity, honesty and self esteem are also an important part of the community.



Figure 1 Institutional values

The project is structured in several management Areas, articulated among them searching the same goals, they are: The Executive Management Area, the Administrative Management Area, the Academic Management Area, and the Community Management Area.

-The Executive Management Area: This area is the one who shows us the path to follow; there the individuals could find the philosophy, mission, institutional purposes, and objectives to be achieved.

- The Administrative Management Area: This area guides the way human resources are used in order to achieve the goals proposed in the educational project.

Mission

Francisco José de Caldas School has the mission of educating students as autonomous and critical people, who have a life project based on values such as respect, honesty, self-esteem, and solidarity. In addition to this, they are supposed to obtain an entrepreneurship vision, looking for inclusion in the productive sector to achieve social and family improvement.

Vision

With regards to the goals set by the institution leaders, its vision is:

- To educate for autonomy, critic, and strengthening of values and institutional principles.
- To foster the inclusion of the community in the institutional projects.
- To strengthen the entrepreneurial spirit in students.
- Improvement of technical education through the creation of inter-institutional compacts.

School symbols

Institutional shield



Figure 2 Institutional shield

The triangular form is an icon of the trinity. At the top the sun that represents life and energy, light, heat and the importance of life; I gives a reason for our struggles, which is improving the quality for each and every one of the Caldistas, it is fundamental to orient and build a worthy life project and it is a mega institutional goal at the same time.

The Mountains: evoke overcoming climb up to the summit, look north, always forward, overcoming difficulties we reach our goals, patience to reach those goals.

Green color: On the other hand, green invites us to take care of the nature.

Yellow color: It represents light, knowledge and orientation.

Computer: It is icon of science and technology, the institution understand the need to work along with science that is why the institution is in constant research of new tools in order to form integral individuals.

Francisco José de Caldas: He is like an icon for the institution, he is a role model who inspired the members of the school for his qualities such as his love for science, research and patriotism

Red and black flag: those colors represent a promise to never forget their origins and to conserve their culture. Science, service and love are constituted in three fundamental values that will be like an imprint for every individual of the Caldista community.

Institutional flag

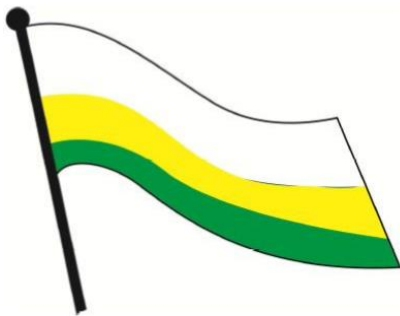


Figure 3 Institutional flag

Its three colors white, green, yellow makes an allegory to the three headquarters of the institution.

White: Peace, honesty, purity, transparency, clarity. It is important to create a safety environment to guarantee significant learning.

Yellow: Life, wisdom, light, sun, energy. Spiritual values are essential in order to reach better results in life.

Green: Hope and nature. Hope must be always source of motivation to reach a goal; moreover the green color teaches the importance of the nature and invites us to take care of it.

Institutional anthem

INSTITUCION EDUCATIVA COLEGIO FRANCISCO JOSE DE CALDAS

Adelante un himno cantemos
al colegio con fuerza y amor
un saludo y honor tributemos
gratitud por su noble misión
La presencia divina bendice
en la diaria tarea de formar

como prenda, señora y garante
nos conforta la Santa Trinidad

CORO

Francisco José de Caldas
enorgullece La Libertad
nos impulsa hacia el trabajo
en busca siempre del bienestar.

Estudiante Caldista es tu reto
a la cumbre escalar, escalar
el espíritu del sabio te anime
a la ciencia, el saber conquistar.

El colegio cual faro radiante
en la cima de nuestra ciudad
ilumina los sueños y metas
nos invita la gloria alcanzar

CORO

Seguiremos de grandes ejemplos
El amor y servicio es deber
El apóstol de negros y esclavos
Nos inspira San Pedro Claver

Autora :

GLORIA TERESA ARENAS DE LUNA

Letra y música

Institutional mascot



Figure 4 Institutional mascot

The eagle: dignity, freedom.

Institutional Handbook

The institutional handbook of the institute responds to the national public policy of civic coexistence, as an instrument and/or dynamic mechanism, of prevention, mediation, conciliation and supervision, which facilitates the continuous improvement of each member of the community, and encourages teamwork with the authorities to guarantee a safe atmosphere for the teaching and learning process.

It was evidenced that following the institutional principles is a significant aspect of school coexistence. Keeping this in mind, it must be noted that the authorities of the institution pay special attention and do not allow some specific actions nor in students nor teachers. Consequently, the school handbook states rigorous behavior rules, which aim at regulating the school community's actions, to propitiate a harmonious academic ambiance. Following the previous idea, the institution's handbook presents the actions that are banned inside the educational building.

The banned actions are labeled in Type 1, 2, and 3 situations. The type 1 situations can be described as the minor faults, or faults that do not harm the school community's body and health, and they can be corrected through a verbal wake-up call,

without the intervention of the higher institution's authorities. On the other hand, the type 2 situations, which consist of the recidivism of type 1 situations, such actions are punished by contacting the students' legal guardian and giving the student an ultimatum to correct such faults.

Finally, type 3 situations as the actions typified by Colombian laws as crimes. These actions are linked to crimes against liberty and integrity and perpetuating them are a causative for the expulsion of the institution and referral to the competent authority.

In addition the behavior manual of the institution includes a set of institutional coexistence agreements whose main topic are closely related to the school's values. The aim of these agreements is to foster positive actions inside the school, which foster a harmonious learning environment and reflect the school's commitment to preparing integral citizens for the community.

Due to the actual situation, the institution's rulebook has suffered some changes in order to adapt the teaching and learning process. For example the banned actions were adapted to this new virtual reality in the following way:

Type 1: These types of faults include actions such as:

- Failure to comply the established schedule to attend virtual meetings without justification.
- Improper use of materials, screens and other items facilitated for the development of the pedagogical process.
- Late entry into online classes

-Use electronic devices and other communication systems to interfere with the normal development of teaching activities.

Type 2:

-Make signs, graffiti and/or obscene expressions on the screens and/or elements used in virtual encounters.

-Send pornographic material through virtual channels.

Type 3:

-Abusive access or sabotage

-The improper sharing of the videoconferences' link to outside persons (hackers).

-Exhibitionism.

The Physical spaces in the Institution

The school building is equipped with different resources that can be used by the students and the administrative staff. Such physical resources include 40 classrooms, two bathroom buildings, one restaurant for the students, three computer labs, a wide food sale area, one library with different types of material available, one big room for teachers to rest in-between classes, one storage room, and a big coliseum.

However, due to the covid-19, during this semester we are not able to visit the physical spaces of the institution, however the virtual spaces proposed by the school are used. In order to better develop the established schedule, the members of the institution had used virtual platforms such as whatsapp, google meets and Microsoft teams to send

students material, and to explain the different topics, moreover, the institution take care of the students and try to guarantee that each student can received the material taking into account that there are some without internet connection or without technological devices, in that order printed material is still implemented by the institution.



Figure 5 Physical spaces in the Institution

Institutional organization



Figure 6 Institutional organisation

Scholar calendar

Supervisor's schedule before Covid-19

Table 2 Supervisor's schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:30-7:20	Informatics 1105	Art 1006	English 0905	English 1105	English 0906
7:20- 8:10		English 0808	Informatics 1106		English 0808
8: 10- 9:00	English 1006			English 0905	
☺					
9:30- 10:20	English 1006	Art 0905	English 0906	English 0905	
10:20- 11:10		Informatics 1106			English 1005
11.10-12:00					

Actualized Supervisor's schedule

Table 3 Actualized supervisor's schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-6:50	Informatics 1105	Art 1105	English 1006	Art 1104	English 0906
6:50- 7:40				English 1105	
7: 40- 8:30	English 1005		English 0907		Art 1006
9:30- 10:20	English 1005	Art 1005	English 0907	English 0906	
10:20- 11:10		English 1104			English 1104
11.10-12:00	English 0907				

Pre- Service teacher's schedule

Table 4 Pre-service teacher's schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-6:50	Informatics 1105	Art 1105	English 1006	Art 1104	
6:50- 7:40				English 1105	
7: 40- 8:30	English 1005				Art 1006
9:30- 10:20	English 1005	Art 1005			
10:20- 11:10		English 1104			English 1104
11.10-12:00					

Pedagogical aspect

In this section the pedagogical information given by the institution is analyzed with the purpose of identifying the pedagogical procedures followed by the teachers. Firstly, it is important to understand what is the mission and vision of the English area:

Mission

The area of Foreign English Language aims to form children and young people able to open themselves to the processes of cultural exchange, in order to provide them with linguistic knowledge and values through methodologies of continuous improvement that allow them to join a competitive society that considers English as a vital tool.

Vision

In 2023 the area of Foreign English Language will be identified by the implementation of strategies that lead to a culture of tolerance and respect for

differences, bearing in mind that learning a foreign language involves not only its part linguistics, but the behavior, attitudes and customs of their speakers.

With the previous information in mind, some goals are proposed:

- To implement improvement plans seeking to improve the area through innovative strategies which are significant for students
- To implement new information and communication technologies
- To promote the development of transversal projects by 80% through the implementation of activities proposed in the classroom
- To form in values

Main values



Figure 7 Values in an English class

Likewise, to achieve those objectives, the English teachers and the institution propose a schedule to identify the number of hours (direct contact with the language) per week the students from 1st to 11th grade have to improve their English skills. In that way, per week 10th students have two hours of direct contact with the language as well as 11th grade students.

	INTENSIDAD HORARIA SEMANAL											
	Pres.	SECCIÓN PRIMARIA					SECCIÓN SECUNDARIA				MEDIA TECNICA	
GRADOS	T	1°	2°	3°	4°	5°	6°	7°	8°	9°	10°	11°
INGLES	1	1	1	1	1	1	3	3	3	3	2	2

Figure 8 Number of hours per grade

Curricular guidelines

The Guidelines for curricular processes in foreign languages are pedagogical guidelines for teachers in the area to appropriate the basic conceptual elements and make effective the autonomy to guide the processes, and to achieve the needs identified within the Institutional Educational Project, to seek opportunities for innovative

management. Likewise, based on the Guidelines, teachers can establish achievable goals in the development of the communicative competence carry out continuous assessments and take decisions that make the specific curriculum relevant and effective.

Basic standards of competence

They represent clear and public criteria that allow the teachers to know what children and young people should learn, make the point of what they are capable of knowing and knowing how to contextualized English at different levels. The tables of standards for Basic and Secondary Education are organized into five groups of grades that correspond to the progressive development. In each group of grades are developed the standards to bring students to a certain level of performance, as follows:

Primero a tercero	Principiante	A 1
Cuarto a quinto	Básico I	A 2.1
Sexto a séptimo	Básico II	A 2.2
Octavo a noveno	Pre Intermedio I	B 1.1.
Décimo a undécimo	Pre Intermedio II	B 1.2

Figure 9 Basic standards of competence

“Way to go” books

As it was already mention, learners should achieve a specific English level depending on the grade, in order to accomplish that objective it is proposed the book “way to go”. This book is given by the Minister of National Education in Colombia and addressed to 6th, 7th and, 8th grade. Regarding its content it is relevant to say that this workbook is divided into four modules and each one of them into 3 units when there are several exercises to improve speaking, listening, writing and reading skills

Technological aspects

As a consequence of the health emergency, the institution had to change the face to face methodology for an exclusive virtual methodology. In that way, teachers must implement different platform in order to communicate with the students and parents. When choosing which platforms they could use, they realized that all the students didn't have the same opportunities, some of them don't have internet so some teachers send the material to the institution to be printed and deliver to the students.

Synchronous classes

Synchronous learning is the kind of learning that happens in real time. This means that the students and the instructor interact in a specific virtual place, through a specific online medium, at a specific time. However, in this institution context these types of meetings are not that used. Regarding the secondary grades, they do synchronous meetings from 20 minutes to 1 hour once or twice a week using Microsoft meets, in order to explain the worksheets, but not all the students could access, during the week the teachers are able to answer the student's doubts and also to receive the activities made by the learners. On the other hand, primary students don't have this type of reunion, they work just by using printed and digital material and the class is develop by a whatsapp group.

Asynchronous classes

Asynchronous classes are just the opposite. Teachers provide reading materials, recorded lectures, tests, and assignments that can be accessed at any time during a specified period. In an asynchronous setting, learners complete the assigned material at their own pace before due-date(s) each week. Due to the social distancing and other protocols, this methodology is the most implemented. Following this idea, in this institution they work by lapses in which the teachers explain several topics and according to the topics they design worksheets. Moreover the institution possesses its own facebook page, youtube channel and platform called WEBCOLEGIOS in which students find material, grades, and other information about the institution.



Figure 10 Webcolegios platform

Population and individuals information

Francisco José de Caldas educational institution welcomes a large amount of students because it has three headquarters in which it is possible to observe students from primary to secondary grades. This institution received girls as well as boys to be educated as integral individuals having as a central axe the educational values. On the

other hand, it is important to mention that there is a strong communication between parents and teachers, for that reason the institution develop a macro project, the different general and transversal projects are integrated in accordance with the Areas of Management of the Institutional Educational Project: (1) Directive (2) Administrative (3) Communitarian (4) Pedagogical. This project is called: “Abriendo caminos de esperanza” aim at strengthening the intra-personal relationship of each member of the educational community in order to find their inner peace and at the same time to be involved into the creation of a safe environment for the students to learn in their homes.

Likewise, to develop this project, they have implemented several activities such as radio programs, family school worksheets and meetings in which parents, students and teacher participate actively. The topics touched during these activities are related to the education strategies used in the school as well as in their houses; also topics like values, mental health and solving issues are treated. It is relevant to explain that as a consequence of the crisis we are facing these days because of Covid-19, there is not possible to organized in-person meetings; however this initiative is still functioning by using the video conference tool from Facebook.

CHAPTER I Pedagogical component

**The use of short videos as a mean for improving speaking skill through
environmental awareness in 11th grade students at Francisco José de Caldas
educational institution**

Introduction

The audiovisual media are fundamentally curricular elements and as such are incorporated in the educational context regardless of whether it fosters an interaction "with", "on" or "by" the media. Because we do not perceive them as mere transmitters of information, but we recognize the possibilities they have as elements of expression.

A short video is very useful in the class and has a motivating intention since rather than transmitting comprehensive and systematized information on the subject, it aims to open questions, raise problems, arouse the interest of students, to create a participatory dynamic.

In addition, English as a second language is today more than a privilege, a need. English is one of the most spoken languages in the world; it is used in several fields such as politics, business and education. Following that idea, the Ministry of National Education (MEN), establish a program in order to promote the importance of learning English as a second language in preschool, basic and middle education. On the other hand, it is relevant to mention that to better acquire the language it is essential to contextualized the students, guiding them to be involved not only with the linguistics aspects of a language but also with social issues we are facing nowadays.

For that reason, this project seeks to bridge these three gaps: Short videos and learning English as second language with the environmental awareness as a central axe

in order to achieve not only improvements in the communicative skills of the students but in addition to improve their critical thinking about protecting the environment.

To achieve these goals, it is expected to create several short videos in which the students realize that by using waste material they can create useful, funny and creative devices and at the same time they are taking care of the environment and improving their English level.

Problem

During the diagnostic week, it was possible to analyze the students English level by observing a tutorial class via Microsoft Teams, in that meeting was identified a lack of English level when speaking and pronouncing. Besides, it was possible to identify the constant use of the mother tongue by the teacher and the students. Due to the massive use of Spanish in the learning and teaching process, 11th grade students are not able to achieve the level they must have according to the competition standards in a foreign language established by the Common European Framework. 11th grade students should achieve a B1.2 Pre- intermediate 2 level, that is why it is essential to develop the different communicative skills by motivate them through activities they can participate actively even though the social distancing. By following this idea, the use of short videos represents a good form to teach a language for the students, because they have the opportunity to be creative, expressive and used technological tools they feel at ease with.

Statement of the problem

With the purpose of guiding and follow a process some questions has been proposed:

- How the use of short videos as a mean can improve the students speaking skills?
- How can we link the use of short videos with the environmental awareness in order to improve the students' English level?
- What aspects can be touched in English through environmental awareness?
- Which platforms can be used for the students to create short videos?
- Which platform students can use for delivering the short videos' activities?

Justification

As a consequence of Covid 19, the institutions must reorganize most of the academic aspects involved in a class and the Educative institution San Francisco Jose de Caldas was not the exception. Firstly, the institution physical facilities cannot be used; therefore, new online platforms were implemented, such as Microsoft Teams, Jitsi meets and Google meets, besides, the use of Whatsapp it is by far the most used platform to communicate between parents- teachers and students.

Furthermore, thanks to the applied survey (See appendix A) it was possible to identify that most of the 11th grade students have internet access and they use their phones to create and deliver the activities proposed by the teacher. On the other hand, sometimes there is not enough space in their phone to download apps like Edmodo or Google classroom, for that very reason, it is relevant to know which apps they have on

their phones with the purpose of adapting those apps for academic results, by analyzing the survey it was possible to realize that most of the students have in their phones apps like Instagram, Facebook, Whatsapp, Tik tok, etc. That research allows us to appreciate some pros: firstly they do not have to download a new platform so they will have enough space and a correct functioning of the phone, and secondly, as they already know the apps they will feel motivated because they know how to use them.

Additionally, Marx and Frost (1998) suggest that “video can be a powerful motivator and context setter for student learning”. Moreover, most educational experts agree that video is best shown in short segments so as to maximize learners' concentration. As some students stated that videos helps us to study some technical concepts which are difficult to understand without a graphical representation.

Nowadays there is a lack of interest in the environment, teenagers are not involved in the practices they can implement to take care of the planet, that is why is crucial to approach them by using technological facilities to show them little actions they can do to generate change, such as recycling waste material with the objective of activate their motivation and lead them to reflect about this social issue.

According to Verma et al. (2017) “Environmental Education is not only education to inspire environmental stewardship and responsible citizenship, but also to protect today “s “de-natured” and increasingly unhealthy society”. In this way, educate people about environmental care is a complex process that must start in the school because it helps students to grow as a human being in humility, responsibility, empathy, respect and integrity. Through this project students can learn not only vocabulary or pronunciation but to learn more about the actions we can implement to protect the earth

and at the same time they can learn that using social media tools can contribute to their English level.

Objectives

General objectives

-To improve 11th grade speaking skills through short videos at Francisco José de Caldas educational institution

Specific objectives

-To encourage students to take actions in the environment protection.

-To realize that social media can be used for academic purposes

Theoretical framework

In this section, some definitions and theories are proposed connected to this study.

Short video platforms

Short video platforms have become a popular form of social media applications among teenagers for sharing entertaining contents (Patrick, 2018). Most short video platforms are mobile applications, where users can create, edit, share, and view short videos. Short videos have a standardized short duration ranging from few seconds to few minutes; the relative convenience of content generation, rapid content transmission, and emphasis on sociality are the distinct attributes of short video platforms (Zhao & Wang, 2015).

Tik Tok short videos

The categories of sharing knowledge on TikTok vary from creative skills and personal experience to explicit knowledge such as science, technology, and culture (CBNData, 2017). Su (2018) found that users would have a positive attitude on TikTok because they can learn many skills beneficial in their daily lives. Learning in the form of shorter video will significantly encourage learners to take part in task-relevant activities and reduce task-irrelevant activities (Szpunar, 2013).

Environmental awareness

Lauwrens (2019) conceives environmental awareness as a deep understanding of the environment state, and be aware of the importance of taking care not only of flora but also fauna. Besides, Environmental awareness is to understand the fragility of our environment and the importance of its protection.

Recycling waste material

According to the Merriam Webster Dictionary, recycling is the process (something, such as liquid body waste, glass, or cans) in order to regain material for human use, moreover recycling is the process of recovering material from waste and turning it into new products. In that way Hamed (2012) mentions this component must be part of the schools' curriculum and in this way, it is possible to make people more aware and promote strategies to protect the environment using 3 R's, recycling, reusing, and reducing.

Project based learning

According to Solomon (2003) "In project-based learning, students work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary. students decide how to approach an issue and what activities to

pursue”. In this way, during this project-based Learning is proposed to encourage autonomy and student’s skill to collaborate between them.

Speaking skill

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13).

Speaking is a productive language skill (Sanggam Siahaan, 2008, p.95). It means that speaking is a person’s skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. It is a mental concept that processed by someone in such a way to form a meaning when uttered.

Literary review

The use of videos as a teaching tool

In this section will be presented the most remarkable studies and their contribution in the use of videos as a strategy to teach while increasing the student’s motivation.

First of all, Bravo, Amante, et al. (2011) carried out a study called “Video as a new teaching tool to increase student motivation”, aimed at exploring the results of the use of videos as an educational tool which helps increasing students' motivation in any discipline at the School of Industrial and Aeronautical Engineering of Terrassa (ETSEIAT).

The research demonstrated that the use of videos has a positive effect upon students' perception regarding the enhancement of their learning motivation. Besides this paper emphasized the need to define the content and the amount of information, transmitted through videos, as well as their duration, in order to increase their effectiveness.

In addition, the ease of creating these videos as compared to the enormous benefits derived from their use and the great support they provide to the learning process compared to time spent in developing them, reflects a high profitability derived from lecturers' efforts.

As a conclusion, the authors found that lecturers who used videos aimed at fulfilling a basic learning need, which could not be met with traditional learning tools, obtained a positive feedback from students, who remarked the flexibility and versatility that videos brought into the class dynamic.

Furthermore, the study conducted by Ramirez (2012) entitled "Educational Video as a Learning Strategy in Educational Institutions in the municipality of Palmira, Valle with the purpose of implementing the video as a learning strategy in the Educational Institutions of Palmira, Valle del Cauca, as an alternative of evaluation, feedback, discussion, dialogue, reflection and participation in class.

The study is based on a qualitative analysis approach, for that reason which allowed the author to investigate a problem affecting a student population (Fact), with the aim of improving the quality of their learning procedures through methodological strategies. The instruments used by the author were observations, focus groups and interviews.

In conclusion, the video as an academic strategy becomes pleasant and can produce significant effects within learning, moreover, without a doubt the educational video will have a high significance for the students, because those videos are created by them for then be seen in class for the purpose of socializing and continuing with the learning process.

Social media and short videos to increase creative skills

This research conducted by Qiyang, Zea et al (2019) entitled “Learning and Sharing Creative Skills with Short Videos: A Case Study of User Behavior in TikTok and Bilibili” This study is motivated to understand user behaviors specifically related to learning and practicing creative skills. In the methodology section they selected drawing videos from three popular platforms as a topic for this case study: TikTok, Bilibili, and Instagram.

An aspect to highlight in the results part is that the Creator Group mentioned that online friendship and social recognition are the drivers of their practice; they actively create and share their work for seeking more social interactions and recognition from others. Moreover, The Content Browser Group think TikTok provided them with immersive and engaging watching experiences. In particular, they appreciate the short durations of videos, fitting in the limited free time of their busy life.

Environmental awareness in the education field

Regarding this topic, it was found a study conducted by Camargo et al. (2020) called “Environmental Awareness in the Educational Field with the use of Information and Communication Technologies” The objective is to analyze the use of technology as an environmental awareness process for the teacher in the investigated school, seeking to verify the use of educational technologies in the process of environmental awareness, and also to identify their developed activities and educational practices. The authors

conducted a quantitative research, because it is an investigation that has as its primary objective to study the properties and quantitative phenomena and also the relationships that provide the revision of existing theories.

As a conclusion, the interviewed teachers agree many times that the use of technology favors knowledge about environmental problems, also the use of technological resources stimulates the awareness of environmental problems, the teachers agree that there is a relationship between technology and environmental education, as well as that the Internet or technologies develop knowledge about environmental education.

Additionally, by analyzing the results section it is clear that teachers entirely appreciate this issue, believing that technology and environmental education are in fact partners in the awareness process, and that the school in question is inserted in this context of using technology for this purpose.

Finally, Veselinovska et al. (2013) conducted a study named “blending the teaching of environmental matters and English as a second or foreign language in Macedonia. *Natura Montenegrina*”, with the objective of examining how environmental education could be integrated into the teaching English process in Macedonia.

Regarding the findings, the authors discovered some significant aspects. Thanks to the implementation of environmental matters and English as a second language, students improved their concentration skills during the classes, also it helped them to reduce the tension and fear of learning and using English as a second language when talking and interacting with other students. This fear was a limitation for learners to express themselves.

As a conclusion, the authors mention that the use of environmental matter in the English class has a significant impact not only in their academic improvement but in their integral growth. Likewise, it was mentioned that as the learners were in constant listen to concepts related to the environment, they were able to achieve a better English level in terms of vocabulary.

Methodology

In this section will be mentioned the main aspects related to the methodology of this project, taking into account that this section aims at guiding and systematizing the techniques used in the investigation process. It is important to highlight that in general terms there was no possible to establish a face to face methodology due to the covid- 19 crisis, even though, multiples platforms was used to maintain a constant communication with the learners.

Design

In order to better develop this project, a qualitative action research approach was chosen, Lesha (2014), considers action research as a “spiral process that includes problem investigation, taking action; fact-finding about the result of action”. Following this idea, Ferrance (2000) explained the five steps to follow when implementing an action research.

-First step: To identify an issue.

-Second step: To select the instruments and to apply them for collecting data.

-Third step: To Analyze the collected data

-Fourth step: To interpret the evidences.

-Fifth step: To evaluate the results.

Population

This action research was developed in a public high school in Colombia, mainly with 11th grade students from the educational institute Francisco José de Caldas. They were students from 16 to 19 years old. The students from this course had a B1.2 pre-intermediate 2 according to the established standards. On the other hand, the sample was formed by 8 students from the 11th grade.

Sample

For the study was required the participation of five students, who belonged to the 11th grade from the educational institute Francisco José de Caldas.

Instruments for data collection

For the collection of the data, and giving the answer to the questions which were the guide of this study, it was required some instruments such as short videos and surveys.

Videos

Videos are an essential tool when capturing moments, saving moments and evidence, for that reason, by analyzing the students' short videos, it is possible to identify the students' process, improvements and faults.

Surveys

The use of anonymous surveys is needed since this anonymity allows students to answer with more valid answers. To get the most accurate data, the participants need to be as open and honest as possible with their answers. Surveys conducted anonymously provide an avenue for more honest and unambiguous responses than other types of research methodologies.

DATE	ACTIVITY	IMPLEMENTED/ NOT YET
-------------	-----------------	---------------------------------

28th Sep 2020	Batman pot video	Implemented
	Survey	Implemented
15 th Oct 2020	Halloween mask	Implemented
	Survey	Implemented
06 th Nov 2020	Free video	Implemented
	Final survey	Implemented

Data collection techniques

To collect essential information, the following instruments will be used:

Data analysis

With the purpose of analyzing the gathered information, the typological analysis was used because it allows us to organize the information and codes to obtain key points which will help us to answer the questions proposed in the study, as explained by Ayyildiz et al. (2017), “is a systematic study which includes actions such as “abstraction, reduction and schematization” to identify and clarify the phenomenon that researcher has in every field; it is the discussion of the special one which is generalized by mind”

Pedagogical methodology

In order to develop this project, it is important to start by having an approach with the students, in this case it will be an online meeting by Microsoft Teams, this reunion has the purpose of meeting each other and also informing and contextualizing the students about some relevant aspects of the project such as, dates, platforms to use, delivery platforms, permissions, opinions about the activities etc. Each week a short

video about how to create different crafts with waste material will be delivered to the students along with a brochure where they will find the same information they see in the video in order to clarify doubts and to better understand each step. After watching the video and the guide, they will be able to re-create the handicraft but by giving the short video their own music, colors and other edition preferences. Finally, a short survey will be sent to the students to reflect about their experience when developing the activity.

It is important to mention that due to the health emergency, there is a more flexible model regarding the student's delivery dates.

First approach

Due to the lack of a good internet connection, it was impossible to have an online meeting via Microsoft teams as it was planned. With the above information in mind, it is important to clarify that the first contact with the students was by sending a video with the essential information of the project and some relevant aspects such as my role as an English teacher, the methodology we will implement, the platforms we will use during these couples of weeks, etc. This video was sent by the Whatsapp groups, and when making this video the creation of some images was needed to better explain each aspect, these images were sent along with the video. (See appendix B)

During this approach, on the 28th of September, the first activity of the pedagogical component was explained. It was an activity entitled "BATMAN POT" in which the students had to create a Batman pot using waste material, the implemented material to better explain each element of this activity were a short Tik Tok video created by me as a model to follow, and a brochure with the same information of the short video in order to clarify doubts and to better understand each step. It is important

to mention that the information in the brochure was written in English and in Spanish.

(See appendix C)

Some of the students did not know how to create a Tik Tok video, so it was needed another short video tutorial to contextualize a bit the students. However, they were able to use any other platform to develop the activity but while respecting the established rules such as the duration of the video. The most important thing is not the platform they use but to understand that these apps could be a good option for developing school activities and not only for social purposes.

It is important to mention that it was not possible to implement a new activity each week because of my supervisor advice. The students' academic charge is a little bit heavy so their participation with this project will be minimal. For that reason, it will be a new activity for each academic lapse, meaning every two weeks.

Taking into account the previous information, the second activity was presented to the students, the 15th October, by using the following methodology: Firstly, it was sent the Tik Tok video about how to create a Halloween mask along with a brochure which contained the same information of the Tik tok video in both languages, English and Spanish. This brochure was designed in both languages with the purpose of helping them to understand each little part of the activity. (See appendix D)

In this activity called HALLOWEEN MASK, students must use recyclable materials in order to create a horror mask, different from the first activity in which they had to copy the video, in this opportunity the students were able to choose which horror character they wanted to imitate.

Regarding the third and final activity, it was called FREE VIDEO in which students must create a handicraft using waste material and taking into account each student's preference. Despite the fact the activity was different from the other ones because it was completely free, all the participants decided to create a Christmas craft. (See appendix E) This time it was not necessary to send a video or brochure with information, because the participants could try to copy the same handicraft and the idea was to let them explore their creativity without imitate the video. However, through Whatsapp the participants had the space to solve any doubt about vocabulary or pronunciation they could have regarding their videos.

Activities develop during the practicum process

Chronogram

DATE	ACTIVITY
03 Sept 2020	Creation of kahoot games 9 th 10 th 11 th grade
17 Sep 2020	Video tutorial kahoot
22 Sept 2020	Creation of tests 9 th 10 th 11 th grade
28 Sept 2020	Students report
29 Sept 2020	Beginning of the synchronic classes
06 Oct 2020	Grading 11 th grade tasks
17 Oct 2020	Upload grades to the platform

20 Oct 2020	Pronunciation help tutoring
22 Oct 2020	Creation of an image
25 Oct 2020	Creation of tests 9 th 10 th 11 th grade
10 Nov 2020	Grading 9 th 10 th 11 th grade exams

Along with the short video activities, participation in the English classes was an essential part of this project because the pre-service teachers should be a support for the supervisors and the students. That is why; the creation of online games as evaluations, video tutorials, synchronic classes and support in terms of pronunciation, and solving doubts has been part of this process. (See appendix k)

The first activities created to be used in the 9th, 10th and 11th grades were some “Kahoot” and “Quizizz” games to evaluate the students, there were two evaluations per grades. After that, the supervisor felt motivated and decided to learn how to create those games by herself so it was sent a video tutorial about it.

Moreover, some other tests for 9th, 10th and 11th grade were created taking into account the academic lapse. In that case, they were not “Kahoot” games but evaluations to upload in the institution’s platform (WEBCOLEGIOS). This type of test has a specific format, the questions have always multiple choice answers and the document must be uploaded in Pdf format. To log into the “Webcolegios” system, the supervisor shared the user and the platform’s password.

Regarding the synchronic meetings, there were reunions from 30 minutes to 1 hour; the purpose was to explain the worksheets of each academic lapse and there were around ten students per class. However, sometimes it was really difficult to connect with the students because of technical issues.

Another activity which is an important part of this process is to grade the students' tasks and then upload them to the "Webcolegios" platform. When grading the students' tasks it was possible to identify some problems they have to send the information such as a good camera to really see the answers, likewise, plagiarism is presented since the virtual modality arrived in the education field.

On the other hand, related to the planning and class sequences, it was not possible to help in their creation because the institution and the teachers have already planned all the activities of each academic lapse. For that reason, that information and evidences cannot be added to this document.

Results

Through the implementation of three video activities and four surveys, it was possible to obtain the necessary data, which when analyzed, by a typological analysis allowed obtaining some results. In addition, it is important to clarify that due to the health emergency, this project was developed in a virtual modality without any face-to-face meetings. After the analysis of the data three categories were identified: A) The use of social media to increase the motivation of the students, B) The link between the environmental awareness and creativity and C) Students' improvements in terms of speaking skills.

Using social media to increase the students' motivation

The first aspect to analyze thanks to the collected data, it is the motivation factor, one of the most important aspects to take into account if as teachers we want to improve the students' performance in an specific topic. The participants of this project were young students who are closely related to technology and social media, most of them use their phones every day and as they answered in the first applied survey, they have a lot of apps in their phones such as "Instagram", "Inshot" and "Tik tok". The role of a teacher is to contextualize the students' learning process, and by using social media activities the students would have English practice opportunities in an environment that is familiar for them, and they will feel that what they are learning is meaningful for

authentic communication, meaning they will feel motivated to continue practicing English as a second language since they can apply that knowledge in real life.

Since the beginning of the project, the students had the best dispositions to complete all the tasks, even though they did not have a perfect pronunciation they always tried their best, they looked for stickers, music, effects, they tried to imitate transitions, etc, to give each video their own personality. Moreover, they were some participants which did not have “Tik tok” to create and edit their videos but other apps like “Inshot” o “Filmora”, and that was not a motive of disappointment because they were excited to demonstrate their abilities when using those apps instead of “Tik tok”.

Linking creativity to environmental awareness

By analyzing the students’ responses, it was possible to identify that they understood one purpose of this study in an implicit way since the participants created a link between creativity and using waste material when developing the short video activities. As one participant expressed when he was asked about the first activity impression: “Very good, because it teaches us how to recycle and create new things from objects that we thought could not be useful” or another participant by saying: “I found it very cool and animated because I learned a new creativity with recyclable material”. In the same way some participants expressed that thanks to these activities they can use their creativity in their free time and at the same time to learn something new as we can notice it in this participant answer: “I liked it, as it makes us a little more creative in our free time”

As a result of the analysis it was identified that most of the students found these short video activities interesting since they can demonstrate their creativity through an

innovative activity idea, moreover, some of them expressed they have never done these types of activities before and they found them new and dynamic. Finally, it was noticed that the students are extremely recursive. There was a student who created his own tripod because anyone could record him. He used recyclable materials to create the tripod which shows us that the students started to realize that the recycling can be very useful and fun.

Students' improvements in speaking skills

This project aims to improve the students' speaking skills in terms of vocabulary and pronunciation and after analyzing the collected data it is possible to mention some positive results, it is pertinent to highlight that due to the Covid-19 the activities developed for this study were just implemented in virtual spaces, however strategies such as repetition drills were implemented.

The student's participation was really good, they had enough motivation to speak in the second language since participation is not a common aspect in the synchronic classes, so it was awesome for them to take a chance and use the language to communicate an idea or in this case to teach how to create a handicraft. Their speaking skills in terms of vocabulary has improved since in each video activity they learned vocabulary related to waste materials in order to present the material used in the handicrafts and verbs and expressions in order to explain the steps to create each handicraft, moreover some participants' responses in the survey proved this fact by saying: "it helps me practice more pronunciation and also knowing new terms" or "I have improved my pronunciation, dynamic activities improve the learning process".

By regarding the first video sent by the students it is possible to identify some issues regarding pronunciation, however when analyzing the other two videos the students' pronunciation of some terms improved due to the repetition and practice, since some terms such as "glue" or "plastic bottle" were used more than once.

Pedagogical considerations

It is recommended to apply this project in a face-to-face modality since there are many strategies that could not be explored due to the lack of direct contact with the students. Moreover, it is important to implement a short video activity per week in order to vary the topics, and terms used in the activities and for the students can learn more words and expressions at the end of the year.

As a recommendation of a participant of the project, it is important to find the way to use more material apart from the waste material, unfortunately it was difficult to change the methodology since the students' resources were limited. Finally, another student's suggestion was to invite other people or members of their family to take part of the videos, which means they are motivated enough with the activities that they want to share them with others.

Conclusion

These weeks have been useful to realize that the students' motivation has increased because the video activities are far different from the activities they used to

develop in the English class. The students are able to communicate an idea using the second language and at the same time they are aware of the environment since they want to use waste material in the video activities as we can notice in the survey answers.

Due to the health emergency, the student's participation in class has decreased a lot, so it is reassuring to know that they practice the scrip of the video at home to improve their pronunciation skills.

When watching the videos sent by the students, it is noticeable the ability they have for making creative videos, they know a lot of tricks to create funny videos, they use Tik Tok transitions and that is something which takes a lot of time and we must appreciate our students' abilities.

CHAPTER II research component

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

Introduction

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as a focus of interest and update to study and document for improving the teaching-learning for qualification education.

While there is a clear interest in the obvious need to understand and transform teaching practice, it is also true that most of the local studies especially focus on the problem of learning rather than teaching.

It was considered appropriate to formulate a project to set up in place a reflective approach to practice as a way of objectifying knowledge, behaviors, and attitudes that guide the work teachers; also as an exercise of internalization, dipping and conscious exploration of subjectivity own teaching practice, by asking questions and finding information for troubleshooting and even self-recognition.

Justification

The formulation of this project in the context of the Comprehensive Practice language students, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs. It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's actions and to inquire about the knowledge of the models and approaches to address a problematic situation and establish a glance analytical about the fact.

Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teach, justify the need for this project to provide students with analytical tools and self - observation that distinguish them from the routine action and reflective action. We believe that a thoughtful approach protects the agents in the traditional context of inertia, and authority that permeates the school.

Problem

At school, some key aspects of the constitution of subjects are assumed, for institutional life without question, they are seen as imprints, stable and unchanging traits that are part of the identity and school culture. When events unfold without major disruption, the teacher, he risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction created a barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the needs social.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, future teacher, a critical and reflective spirit that contributes to improving their practices teaching, so that you, in turn, are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice, they evaluate themselves, from installing a critical and constructive look at his work in the teacher role. To start the following questions guiding this study are made:

-How to implement reflection contributes in transforming own pedagogical processes of the development of integral practice?

-How does the exercise of reflection on the development of critical thinking of pre-service teachers in the analysis of their pedagogical?

Objectives

General objectives

-To implement reflection as a transforming tool's pedagogical processes of integral practice.

-To promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical.

Specific objectives

-To consolidate a group of pre-service teachers reflecting critically spirit and presents proposals and alternative solutions to the problems present in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to take their teaching practice and inserted effectively in the institution.
- To identify and analyze the strategies that students used in their pedagogical practice.
- To implement workshops for reflection and development of teaching units to guide reflection of pre-service teachers.
- To analyze the beliefs on the work teacher and student questions.

Theoretical framework

The theory of the teaching profession, reflection, reflective practice, and teaching practice, they constitute the conceptual framework of this study. To have greater clarity on the concepts covered in close connection with this research project, we present an approach to each of them.

Teaching Profession

One of the key members of any educational institution is the teacher who has the role of framed impart knowledge in a particular science or art, but who also has among its responsibilities the integral formation of students.

The teaching profession requires a set of skills, which are currently conceptualization and mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus we find that all teachers must meet a competence in the discipline that will allow you to have mastery of a set of knowledge and skills in the specific area, as the first intellectual

requirement of a professional is the level at which it operates. Similarly, every teacher must have some skills in the organization of content, teaching practice requires not only ordering components to be learned by students but provide conditions of education in the educational context or outside it.

Reflection

To talk about reflection, involves addressing different conceptions of that notion. For this reason, to deepen their definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process

Reflection is performed from a series of steps cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the means experience "a kind of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would extract a new structuring situation".

The steps of the reflection process as the process appears at the following scheme:

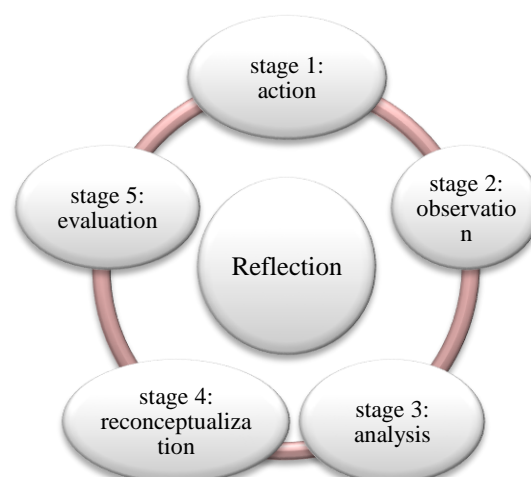


Figure 11 Steps of reflection

As a thematic reflection

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al(2010) reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction of the experience. As for the first two perspectives, external aspects, the source of knowledge that allows for reflection; and contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators said process is carried out; in the first instance is the action, context, colleagues and the person who reflects.

Reflective practice

Update and qualify the University academic proposals and guide learners towards new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; who is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; It acts in a complex space being determined by changing the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT 1986). In this context the

problematic practice of classroom space require special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and finding ways to address these phenomena, to effectively do schoolwork.

This study will provide participating teachers to reflect on their methodological processes in light reflection as the only rational and ethical way of intervention.

(Sacristan 1999)

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

On a second level, reflection on implicit assumptions in the specific practices of the classroom. the consequences of the strategies adopted, curricula, practices then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to institutional realities and contexts are then analyzed ..

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

Pedagogical practice

For analysis and reflection on practice it is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose, the proposal Zeichner who has established various forms of practice and is assumed:

Academic practice

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

Practice of social efficiency.

This is to achieve effective teaching by applying teaching techniques that follow from general principles to which educational research has come. In this case, reflection is a strategic decision "to choose between the range of the available techniques, the one considered as the most efficient".

This is how the rational technique proceeds.

Development

Teaching is based on students' interests and development while considering the proper development of the teacher, as a teacher himself and as a person.

Social reconstruction

Reflection objective aims at the social, economic and politic context; in a way that democratic, egalitarian and fair relationships are actually encouraged in the classroom.

Generic

Programs refer to a generic reflection, without specifying neither their ambitions nor their contents of what must be reflected about or the strategies for promoting reflective learning.

Activators of reflection

According to Schulman (1987), activators are cognitive principles of teachers about life in the classroom; they are important since they constitute the element of the reflective thinking which contributes to the decision-making knowledge of the teacher.

Critic element on reflective thinking

This element of the reflective thinking makes reference to “all moral and ethical aspects of the compassion and social justice” such as Sparks-Langer and Colton 1991:39 suggest. The interest regards social justice and ethic in education.

These authors established some classification categories of knowledge

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

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present study as an instrument This is related to the teacher's narratives, to encourage the stories of their experiences in the classroom they persevere under many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component are the educational journals in which the writing triggers the elaboration of the reflective

thought of the teacher, on his experiences of practice, objective and subjective and intersubjective.

Methodology

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the realization of meetings for the strengthening of the practice group as an initial space for addressing the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the proposed reflection on this practice process, a process of socialization and systematization of it will take place.

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

For the collection of data in this project, the application of the following instruments is proposed:

Reflection workshops

The reflection workshops have the fundamental purpose of guiding the reflection process of the student-practitioners, but at the same time of socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices. (See appendix F)

Objectives

- Consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- Qualify, facilitate and effectively insert the educational center.

Self-observation tab

The goal of self-observation has as its main objective to guide the student-practitioner towards an own look of his practice as a teacher and his role in the classroom and in the environment of the educational community of which he is a part.

(See appendix G)

Narrative

The reflection exercise will allow the student to express themselves about their work from the narrative of their experience as a way to make sense of the daily life of the teacher's life. (See appendix H)

Class records

Having evidence of the actions of the student-practitioners in the classroom will allow us to reflect on different aspects as regards the teaching / learning process of foreign languages that may or may not have been taken into account by the teacher in training in their exercise of reflection. These records will allow an external and constructive look at their pedagogical practices.

Context

The city of Pamplona, founded in 1549, is the oldest city in Norte de Santander. It is located in the Espiritu Santo valley, in the Colombian Andes. Founder of cities in colonial times, has been the centre of religious confluences and influences; this city received a large number of religious communities among which we can mention : la comunidad se franciscanos, la Hermanas clarisas; los Hermanos de San Juan de Dios, la Compañía de Jesús, la Comunidad la sallista, and also female religious communities : Hermanas de la presentación, Hermanas bethlemitas, among others; the presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values. It is in this geographical context that this study is located, this has the school as an agency in which the school actors develop: pre-service teachers of the foreign languages program.

The school is understood as a specific educational community that as an organ is responsible for institutionalized education, that is, the school is the place where education is carried out, where education is fulfilled and where education is ordered.

At present, the school is considered as the way of life of the community, that is, the school transmits knowledge and values that are considered necessary in the community and that lead students to use and improve their abilities for the benefit of both Society as its own.

In the school, we always find a series of fundamental elements that influence such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization.

The school is a body dependent on society, a social institution destined, within the specific area of education, to administer systematic education and which determines

the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution accomplish specific functions within which the following stand out:

Socializing Function

It is about young people's learning, about values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function covers all socialization processes, in which school members participate.

Instructional Function

The instructional function uses two functions, the improvement of spontaneous socialization processes, to guarantee the formation of human capital, which requires the functioning of the labor market. It means that at a higher level of culture, knowledge, values etc., there is a greater possibility of adaptation.

Educational role

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

Population

The total population of the present study is made up of thirteen semester students, practitioners of the French English Foreign Languages Program of the University of Pamplona.

Direct beneficiary population:

Teachers in formation

Supervisor teachers

Student's community from the implementation center of the integral practicum

Indirect beneficiary population:

It is composed of the teaching staff of the foreign languages program and the

Feedback results of the agents' vision about the practicum program.

Institutional agencies joint to the project

Foreign languages program

Language and communication department

Education faculty

External institutions linked to the project

Colegio José Antonio Galán

Colegio Brighton

Colegio La Presentación

Normal Superior de Pamplona

Colegio José Rafael Faría

Institución Educativa Cristo Rey

Institución educativa Francisco José de Caldas

Proposed locations and scenarios for the implementation of the II semester 2016 project’s activities

Educational institutions of Pamplona in which the proposals of Integral Practice are implemented.

General Schedule of the Project

		AUGUST	SEPTEMBER	OCTOBER													
		MONTH 1 WEEK	MONTH 2 WEEK	MONTH 3 WEEK													

		NOVIEMBRE				DICIEMBRE							
		MONTH 4				MONTH 5				MONTH 6			
		WEEK				WEEK				WEEK			

|
|

Table 5 General Schedule of the Project

Budget of the project

TYPE	CONTRIBUTIONS TO THE PROJECT	CONTRIBUTIONS FROM THE PARTICIPANTS	TOTAL
------	------------------------------	-------------------------------------	-------

Materials	Fotocopy	UniPamplona	100.00 0
Printed	Fotocopy Degree	UniPamplona	30.000
Equipment or installations	Foreing languages degree	NA	NA
Socialization meeting	2 meeting per semester	20.000 pesos por practicante 20.000 por docente 20.000 por tutoras	520.00 0 pesos
logistics	classrooms	UniPamplona	N A
TOTAL			

Table 6 Budget of the project

Chronogram

DATE	ACTIVITY
28-09-20	Narrative #1
05-10-20	Narrative # 2
12-10-20	Narrative #3
19-10-20	Narrative #4
26-10-20	Narrative #5
02-11-20	Narrative #6
09-11-20	Narrative #7
16-11-20	Narrative #8
1-10- 20	Self- observation tab
24-10-20	Self- observation tab
23-09-20	Reflection workshop

Expected results

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

-The formation of the reflective spirit in PLEX practitioners, as a training tool to qualify pedagogical practice.

Results**Improving teaching through reflection**

As future teachers and pre- service teachers, we must be open to change, because changing is a key factor if we want to have a more efficient teaching- learning process. As a result of the application of the different instruments such as the narratives and the self-evaluations, it was possible to identify that the attitude of the teacher influence the students' performance and motivation. However, sometimes the teachers are not conscious enough about the conflicts provoked by attitudes like lack of dialogue among teachers- students- parents, authority abuse or lack of interest in the students' issues.

According to Kennedy (1989) reflective teaching promotes a contextualized view of teaching from which teachers learn how to make choices about educational goals and practices, meaning that our professional growth as teachers will occur if we first look back on our practice to draw conclusions about situations, then change our behaviors as a result of research, knowledge and reflection.

Improving learning through reflection

Teaching is about learning and our purpose as teachers is to achieve a lifelong learning mindset because it helps us to see mistakes as part of the learning process. Mistakes give us new information we can use as we continue to find ways to solve a problem since as teachers we don't know what type of questions students will ask. Moreover, when teachers are engaged in their own learning process, they become an example or role model for their students because they practice what they teach, and in the same way that engagement encourages the students to develop into lifelong learners too.

Methodology as a mean of teaching

Each instrument (Narrative, self-observation) dedicated to the reflection of the pre-service teacher gave the opportunity to observe the importance in acquiring the appropriated methodology, which corresponds to a main aspect recognition in the development of a class. During the reflection process, it was possible to understand that there is not just one appropriate methodology, the more methods you as a teacher can use the more students will be engaged with their learning process. With the above information in mind, an essential factor when exploring type of methodologies is to be critic and to accept anyone critics in order to evaluate your procedures and change the methods if it is necessary.

Reflection towards the management of the class

Even though our experience as pre-service teachers was different because due to the Covid-19 the physical facilities were not available to use and the main scenario for developing the class activities were via online platforms, some issues regarding the management of the class were presented. However, through reflection it was analyzed the different and possible solutions to uncomfortable environments that were

experienced in class, where the pre-service teacher had to make use of his authority, but also immediately reflect on how to solve any inconvenient in the appropriate way.

Likewise, the online meetings we had with the other pre-service teachers helped us all to interact and share our experiences about this process, and at the same time during those reflective workshops it was possible to understand that each one of us were experiencing almost the same situations so it was really useful listen to the other pre-service teachers' advices and ideas.

Conclusion

Regarding the reflection activities, it must be recognized that the instruments used, allowed me to better understand certain points that will help me when developing my identity as a teacher, moreover as a result of this process, the pre-service teachers have achieved a little more maturity and change of perspective when focusing on the positive aspects and the aspects to improve instead of focusing on the negative ones. Regarding my professional life which is about to begin, I feel able to analyze some teaching procedures critically in order to improve my learning and teaching skills, in the same way, as a personal conclusion, it was possible to explore new methods and strategies using the different virtual platforms and identify which strategies are the most accurate for some specific situations, however thanks to the reflective workshops it was possible to understand that as teachers we never stop learning and we are constantly changing to be better each day.

CHAPTER III– outreach component

Project to raise linguistic awareness of the English language in primary schools in

Pamplona

Introduction

The participation in the global policies in terms of culture and economics has motivate the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. This is how the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal.

A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete

system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this.

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

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regard to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

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

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of Colombia the most educated.

It is important to note that this project was carried out in person only two weeks and the rest was virtual due to the health emergency that prevented classes from being conducted in person.

Justification

Learning and acquisition of a foreign language allow facing the real needs that today's world demand. That is why the above mentioned process is necessary to implement it and work it from the first steps in the educational life of children so that, by the end of this cycle, they have the essential foundations which allow them to continue this process in the secondary, intermediate and higher education, and in this way, to get more trained people on this area.

The current project has as purpose to raise awareness towards teaching English in primary schools of Pamplona city, contributing to the essential formation in foreign language which is necessary and central in these levels. For this reason, this process is implemented as the outreach component of the pre-service teaching process which is carried out by the tenth semester students of the foreign language degree English and French of the University of Pamplona, as a way to contribute to the reinforcement of the teaching English in the primary school sector.

The implementation of this project helps highly and mutually, not only the institutions and the educational population in Pamplona city, but also the foreign

language program and its students who develop their pre-service teaching process. This is an opportunity for children in primary schools in which they can be in touch with a foreign language and in the same way, it will help tenth semester students to conclude their scholar process in the university by facing the educational realities and needs around them, they will thereby contribute by being part of the process that impacts the improvement of these needs.

General objectives of the proposal

The development of this social extension project by the Foreign Languages in English-French Program of the University of Pamplona is heading toward the following purposes:

- To attend the needs of the children of the primary school in the city of Pamplona.
- Integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Pamplona.

Specific Objectives

- Looking toward a better understanding of the aspects mentioned above, this proposal will attempt:
- To familiarize the child of the primary school of Pamplona with basic knowledge of English.
 - To involve students of the Program in Foreign Languages English-French in the processes of teaching English in the primary school in Pamplona.

-To join the preparation of students of the Bachelor's Degree Program in Foreign Languages English-French with the social projection programs offered by the Office of Social Interaction of the University of Pamplona.

Typology of the project

This is a formative project, disciplinary in the area of curriculum; "open to the institutions where the Integral practicum is carried out and offer basic training in primary education in the city of Pamplona. It is part of the training project of the Foreign Languages program at the University of Pamplona.

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX to the Pamplona's community. The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and outreach to the community of the University and the program.

Contribution lines

Contribution to the academic training in the field of foreign languages.

Citizen preparation (attention to issues of the educational setting aimed at reducing the inequity of the educational system)

Projection to the school community at the university and program levels

Theoretical framework

Language teaching International Linguistic Policies

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

UNESCO (2003) considers that languages are not just a mean of communication, but they represent a true sector of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, as well as, support the learning of international languages that provide access to global communication and information exchange. To accomplish this, UNESCO suggests the promotion of multilingualism and intercultural dialogue, together with development of policies for the translation, by all possible means, of written and visual materials in order to promote the circulation of ideas and artworks.

According to Lima M, (2006). The learning process of foreign languages is now an real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long as it allows it to have a proper development in different contexts; The learning of a

foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Bilingual Program

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

The following table shows the levels sought by the national bilingual program for theyear 2019:

Tabla 1. Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

Table 7 Langage level

Tomado de: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

Bilingualism refers to the different level of control by which an individual communicates in more than one language and culture. This level depends mainly on the context in which the individual is. Therefore, according to how another language is used, different from the native one, these languages are considered second languages or foreign languages. MEN (2006)

Teaching English in primary school

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process which involves multiple variables of cognitive and affective character inherent in the individual as well as specific factors to the socio-cultural and educational context such as curriculum, methodology and training and updating of foreign language teachers, among others”.

Thus, the importance of reaching to the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyze the theoretical basis that explain the process of learning or acquiring a second language. (L2) o LE and how this process is related to the mother tongue”. On the basis of what was written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE. “language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language.”

“This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)”. the authors present their point of view on the subject and differ “that for purposes of this discussion, the terms learning and acquisition interchangeably

because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes”.

“It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach of language are relevant to the process of acquisition of LE in children and nourish the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), a child acquires a language in three stages:

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

Early Production. It begins to produce one or two words and / or phrases. It is recommended to focus on the meaning by avoiding grammatical errors.

Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. Now, the teacher must help the child to improve fluency in the foreign language”.

To support the aforementioned about the process of acquiring an LE, it can be said that regarding to Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) “The children ability to learn, understand, discover and formulate communicative forms in a foreign language mainly underlies the need to establish new social approaches” (p. 467). Consequently, children build meanings of the world around them through the language and establish their own criteria of semiotic interpretation to

each concept they discover. For this reason, learning the LE must be based on prior knowledge and schemes mother tongue since the representations developed in prior learning and previous experiences are the scaffolding to build by LE, new mindsets or expand the existing ones”.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who establishes “from the point of view of cognitive psychology, explains that there are differences between child and adult cognitive abilities in relation to cognition and emotions, which are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and far from the adult, who usually is more prone to emotional blockage at the time of expressing themselves in another language”. “From the above statements, it appears that age is a factor that affects learning English as LE, particularly in the acquisition of pronunciation. That is to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native”.

Why learn LE in elementary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) quote Madrid and McLaren (1981) who claim “there are different kinds of reasons for learning a foreign language at school. Noting that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

Children who begin studying foreign language in school tend to achieve a more positive performance than others.

Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity and audacity that surpasses those of young and adults.

Children not only tend not to be afraid of committing failures, but often acquire and transmit meaning through gestures and pantomime.

Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages”.

To summarize it is found that the learning process of the human being is based on experiences with the environment in that is influenced by prevailing cultures and identify their idiosyncrasies and autonomiespecially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that put the main attention of the senses of each individual. Emphasizing that the process of cognition from the mental processes directs and brings to fruition significant learning in children who are at the beginning of learning especially of an LE.

Pamplona's context

Pamplona's city, has institutions of basic and secondary education, being mainly public. Most of them are grouped by general Colleges as follows:

- Escuela Normal Superior, which has as headquarters “Escuela Rural Cariongo, Instituto Aurora”.
- Colegio Provincial San José, which has as headquarters “Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez”.
- Colegio Águeda Gallardo de Villamizar, which has the “Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional”.
- Institución Educativa San Francisco de Asís: which is in charge of “Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII”.

Likewise, there are two institutions that do not have the nature of a General College but that provide basic and secondary education of a public nature. They are:

- Colegio Técnico la Presentación
- Institución Educativa Brighton Betlemitas.

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

Places and scenarios proposed for the realization of project activities II semester 21016

INSTITUTION	PRIMARY COURSE	Number of students
Colegio José Antonio Galán		
Escuela Normal Superior Pamplona		
Colegio Técnico La Presentación		
Colegio José Rafael Faría Bermúdez		
Institución Educativa		

Cristo Rey		
Institución Educativa Brighton Bethlemitas		

Table 8 Places and scenarios

The scenarios in which the activities of the Project will be developed are the educational institutions described above. The specific course will be included once the students - practitioners finish the observation stage and provide the courses and schedules in which they will be implementing the Social Projection component.

Subprojects

This space aims at establishing a line of action for the Languages Program regarding social projection. In this regard, 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.

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.

General Project Schedule

		AUGUST				SEPTEMBER				OCTOBER			
	AC	MONTH 1				MONTH 2				MONTH 3			
	TI												
	VI												

	TH												
	E												
	C												
	O												
	M												
	M												
	U												
	NI												
	TY												

Table 9 General Project Schedule

Project Budget

TYPE OF ITEM (project development expenses)	CONTRIBUTIO N TO PROJECT MANAGEMEN T	Other contributions CONTRIBUTION S STUDENTS INSTITUTIONS	TOTA L
Materials			
Printed			
Remuneration for			

professional services			
Equipment or facilities rental			
Communication, transportation (tickets)			
Incentives and recognition Awards, courses, trips			
Logistical support			
TOTALS			

Table 10 Project Budget

Benefited population

The direct beneficiary population:

It is composed of the student academic community of the primary schools of Pamplona in which the Integral Practice is implemented. The benefited audiences are mentioned below, the number of participants will be defined once the observation

period ends. It is estimated a population that can range between 50 and 60 students per institution.

Elementary students

Teachers of the courses of the Primary elementary language area

Students-Practitioners of the Foreign Languages Program

The indirect population benefited:

Foreign Languages Program Community

Pamplona educational community

Institutional dependencies articulated to the Project

Foreign Languages Program

Department of Languages and Communication

Faculty of Education

Social Interaction Department

External institutions linked to the Project

Colegio José Antonio Galán

Normal Superior Pamplona

Colegio Técnico La Presentación

Colegio José Rafael Faría

Institución Educativa Cristo Rey

Institución Educativa Brighton Bethlemitas

Francisco José de Caldas institution

Video tutorials as a tool to teach English Grammar in Primary school at Francisco José de Caldas institution in Cúcuta, Norte de Santander

Introduction

In the practicum process, we as pre-service teachers have not only the purpose of helping secondary school teachers and students when implementing the pedagogical component. Our mission goes far beyond that, during this process we also have the responsibility to facilitate different strategies in order to give primary students the opportunity to improve their English level. In this case, videos will be used as a strategy to teach English grammar in a creative and amusing way.

Justification

Francisco José de Caldas is a public school located in Cúcuta, this institution is divided in three headquarters: the central headquarter, in which we can find better conditions regarding structure, technology and connectivity, on the other hand, the headquarters: San Pedro and La Santísima Trinidad are in a complex context due to the lack of technology and connectivity.

Taking into account the information previously mentioned, it is proposed the use of videos for teaching grammar in primary school more specifically in 4th grades as a way to support primary teachers because they must teach all the matters including English as a second language and they do not know English that well.

Objectives

General objectives

-To teach English Grammar through videos in primary school in Cúcuta city.

Specific objectives

-To guide primary students when learning English as a second language.

-To motivate students to learn English as a second language.

-To practice grammar through videos.

Methodology

Due to the health emergency caused by Covid -19 the project nature is exclusively virtual with the aim of ensuring people's well-being. Moreover, in order to properly develop this project the use of the platform "Whatsapp" is needed. This useful platform allows us to communicate with children and parents as we already know they don't have some technological devices such as good internet connection or a computer. In addition the tutoring videos will be created using the screencast-o-matic platform because it allows us to record the screen and the teacher at the same time, moreover this platform possesses several visual aids that could increase the students' motivation and imagination as well as encourage children to learn English as a second language.

It is important to clarify that the video will be applied during the class hour by Whatsapp. The teacher will send the video and during this hour the pre-service teacher will be able to solve any doubt about the topic.

School context

This component will be carry out in the institution Francisco José de Caldas” in Cucuta

Beneficiary population

The population are the 4th grade students from the urban zone of the educational institution Francisco José de Caldas

Institutional dependencies articulated to the project

Educational institution Francisco José de Caldas in Cucuta.

Schedule

<i>Day</i>	<i>Monday</i>	<i>Tuesday</i>
<i>Hour</i>	<i>1:00PM-2:00PM</i>	<i>1:00PM-2:00PM</i>

Table 11 Pre-service schedule

Chronogram activities

Date	Activity
6 Sep 2020	Slides and video about Simple present tense
6 Sep 2020	Video about simple present examples
20 Sep 2020	Slides and video about can- can't
20 Sep 2020	Slides and video about present continuous
12 Oct 2020	Slides and video about clothes
12 Oct 2020	Slides and video about weather

Results

It is important to mention that the methodology implemented were classes via Whatsapp, it was not possible to develop synchronic meetings because of the lack of good internet connection, for that reason the workshops and the classes were just implemented by this app and we do not have more contact with the students apart from the two hours per week. In total, six videos and slides have been used to teach grammar in 4th grade students of the Francisco José de Caldas institution.

Each video was no longer 15 minutes; the objective of the video tutorials was to teach grammar to the students in an easy way by showing them some slides. (See appendix I) Moreover, it is important to highlight that along with the explanation of the grammar topic it was sent a video solving some exercises of the worksheets with the purpose of giving the students an example of what they must do to complete each exercise.

The order of the activities was the following: The first video tutorial was related to the simple present tense along with some exercises of the same topic, after that it was sent a video regarding a short explanation of the topic “can and can’t” with some easy to understand slides, then it was explained through a video the present continuous topic by answering some exercises and by using some slides for the explanation; the final activity was related to grammar and vocabulary, it was send a video tutorial regarding the topic “weather” and other video about “clothes” along with the slides of the same topic.

Apart from the video tutorials implementing during the classes, during the two-hour class per week I was available to answer the students- parents’ questions via whatsapp, and some students took advantage of that opportunity to solve their doubts regarding the videos and the worksheets.

Conclusion

The experience when supporting 4th students and teachers has been very enriching since it is possible to analyze that sometimes you have a lot of excellent ideas to implement in a class but unfortunately the resources and the context is not the adequate. However, being able to interact with this community has taught me that there are always more paths to reach a goal, as humans we are really recursive and that is an important attribute teachers must improve.

On the other hand, it was nice for me as a pre- service teacher to realize how much the 4th grade students try to learn English as a second language, they were always able to learn something new, they were active during the hour class asking questions and participating.

CHAPTER IV administrative component

Introduction

The purpose of this component is to give pre-service teachers the opportunity to experiment in a complete way the function of a teacher inside the institution organization, and participate in the extracurricular activities proposed by the schools, in view of the fact that the teachers' role is also to take part in activities out of the classroom context such as events, parents or teachers meetings and flag raising.

Objectives

General objectives

- To participate in extracurricular activities proposed by the educational institution Francisco José de Caldas

Specific objectives

- To understand the role of the teacher in the institution
- To be involved with the principles proposed by the institution

Methodology

During this process the pre-service teachers have the chance to be part in all the activities organized by the member of the institution, activities that can be inside or outside the classroom. As future teachers, we should be prepared to react in an extracurricular context by understanding the importance of each appointment.

As a consequence of Covid-19, the institution Francisco José de Caldas has made some changes regarding the rulebook to follow the guidelines proposed by the

government to better face this situation. Besides, the institution had to adapt the nature of the extracurricular activities from face to face events to virtual events.

Schedule activities







Períodos Académicos	Inicia	Finaliza
Primer Período	2020-01-20	2020-07-12
Segundo Período	2020-07-13	2020-12-04
Receso Académico	2020-12-05	-0001-11-29
Tercer Período	0000-00-00	-0001-11-29

Planeación y Desarrollo Institucional	Inicia	Finaliza
Actividad de Desarrollo Institucional (Inicio Año Lectivo)	2020-01-07	2020-01-17
Actividad de Desarrollo Institucional (Semana Santa)	0000-00-00	0000-00-00
Actividad de Desarrollo Institucional (Receso Estudiantil)	2020-03-16	2020-11-27
Actividad de Desarrollo Institucional (Receso Estudiantil)	2020-10-05	2020-10-09
Actividad de Desarrollo Institucional (Finalización Año Lectivo)	0000-00-00	0000-00-00

Figure 12 Institution Schedule activities

FECHA	TEMA	VALOR	PACTO DE CONVENIVENCIA	RESPONSABLES
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<p>28 de Febrero</p>	<p>Batalla de Cúcuta</p>  <p>Foto Harry</p>	<p>Autoestima</p>	<p>PACTO 1: DEFENDAMOS LA VIDA</p>	<p>1104 Y 1105</p>
<p>16 de Marzo</p>	<p>Día de la Mujer-San José caldista</p> 	<p>Respeto</p>	<p>PACTO 2: RESPETÉMONOS</p>	<p>1005 Y 1006</p>
<p>23 de Abril</p>	<p>Día del Idioma</p> 	<p>Honestidad</p>	<p>PACTO 3: SEAMOS SOLIDARIOS</p>	<p>810 Y 609</p>
<p>11 de Mayo</p>	<p>Día del Maestro</p> 	<p>Responsabilidad</p>	<p>PACTO 4: CONSTRUYAMOS BUENAS RELACIONES</p>	<p>607 Y 608</p>
<p>19 de Julio</p>	<p>Grito de Independencia</p> 	<p>Liderazgo</p>	<p>PACTO 5: PRESERVEMOS EL AMBIENTE</p>	<p>907 Y Mireya SANTIESTEBAN LOPEZ</p>
<p>15 de Agosto</p>	<p>Batalla de Boyacá</p> 	<p>Solidaridad</p>	<p>PACTO 7: SALUD Y VIDA</p>	<p>T 07</p>

13 de Septiembre	<p>Día del Amor y la amistad</p>  <p>© Can Stock Photo - csp12133285</p>	Amor	<p>PACTO 8: ESTAREMOS BIEN PRESENTADOS</p>	<p>906-809 Y Manuel José Sanjuán</p>
18 de Octubre	<p>Descubrimiento de América</p> 	Puntualidad	<p>PACTO 9: SEREMOS PUNTUALES</p>	<p>808-709</p>
30 de Octubre	<p>Aniversario Caldista 59 años</p> 	Productividad	<p>PACTO 6: CREZCAMOS CON LA INSTITUCIÓN.</p>	<p>708, Nelly Hincapié y Docente nueva de técnica</p>
08 de Noviembre	<p>Independencia de Cartagena</p> 	Tolerancia	<p>PACTO 11: PERMITAMOS QUE SE VALORE NUESTRO DESEMPEÑO</p>	<p>606- GIOVANNI ALEXANDER Veloza</p>
	<p>Entrega de Símbolos de 10-11</p>		<p>PACTO 12: VIVAMOS LA DEMOCRACIA Y</p>	


16 de Noviembre		Gratitud	LOS DERECHOS HUMANOS EN PAZ.	1104 y 1105
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Table 12 Extracurricular activities schedules

Results

As a consequence of Covid-19 the development of the extracurricular activities suffered some changes; however, the institutional members were always looking for ideas to develop the extracurricular schedule even though it could not be face-to-face events. One of those activities was the English day, an event in which the students and teachers can show their talents, they can sing in English, recite a poem, tell a story, dance, etc. The main idea is to communicate something by using the second language.

In the institution, the pre- service teachers were welcome to participate in this activity. It is important to mention that two meetings were implemented to organize the ideas each individual had to develop the event. It was decided to create a video to celebrate the English day and for that reason, each pre-service teacher and supervisor must think of short texts or activities for the students to participate in.

Regarding the collection process, it is essential to express that it was a little difficult because some students were not keen on participating in these kinds of activities. Another issue was to help the students to create a very good video because it was not possible to have a meeting with them, for that reason we used WhatsApp for practicing and solving doubts about pronunciation. However, sometimes the students did not have the physical resources to create a high-quality video.

On the other hand, it was important to express that some other students looked really happy and motivated about the idea of creating a video showing any talent they

would have. Likewise, a couple of students expressed that they love listening to English songs and they sent a video singing a song in English.

The methodology we implemented to collect and analyze each video, it was to create a collaborative drive in which each pre-service teacher could upload the videos made by the students, in that way the English teachers could revise and decide if the video is ready or if there was something to improve and record the video again.

At the end, the videos were published the 14th November 2020 via Facebook and Youtube, (See appendix J) in total there were published four videos because of the amount of performances recorded by the students, it was really nice to see students from primary to high school presenting their talent while using English as a second language.

Conclusion

Being part of an institution as a teacher is not just teaching a grammar topic, it is important to know the students inside and outside a classroom, in order to realize which are their abilities, preferences, and ambitions, because with the previous information it is possible to personalize the classes to increase the students' motivation and the way they perceive the second language.

Moreover, as a pre- service teacher it is interesting to participate in the extracurricular activities to be prepared in a future, and to learn how to manage some situations we can experience outside a classroom. It is important to mention that sometimes we do not realize the importance of the extracurricular activities for the students, because it helps students to feel motivated and to understand that learning

English as a second language is more than just learning grammar and it is about learning a whole new culture.

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Appendixes

Appendix A. Survey

<https://drive.google.com/drive/folders/1PclZV11CDs39yFFewvd1y1HN0tiSc9zu?usp=sharing>

Appendix B First approach material

<https://drive.google.com/drive/folders/1oUm11uZ4JH9fKEY9bM3gdzkFyDd9AD0J?usp=sharing>

Appendix C First activity material

<https://drive.google.com/drive/folders/1pUKXr0F5OWevTm3MrtMiI9E3xSpZww3p?usp=sharing>

Appendix D Second activity material

https://drive.google.com/drive/folders/1w-_Ub5-HzSz6RZrBc6WiZstVLRoLBTK_?usp=sharing

Appendix E Third activity material

<https://drive.google.com/drive/folders/18m8gllh28iWNf4Z7WUAWYGGdjBC3dq7f?usp=sharing>

Appendix F Reflection workshop

<https://drive.google.com/drive/folders/19vev6ryVuNOwHg6Y3P1fwIVm6ic5o5So?usp=sharing>

Appendix G Self-observation

https://drive.google.com/drive/folders/1DSLAYDr_XfegvhjaJ0I1f85SZgE5ChI-?usp=sharing

Appendix H Narratives

<https://drive.google.com/drive/folders/1pVd8hciplabH7Lkzto5tzwtMb70Ie6LP?usp=sharing>

Appendix I Videos 4th grade

<https://drive.google.com/drive/folders/1x5Sy2gqM78NUC2Dhk736x86TUgw4rSgn?usp=sharing>

Appendix J Videos English day

https://drive.google.com/drive/folders/1eQhvWCDvxKQL_G47MXg4fQdu4XGB7oXO?usp=sharing

Appendix K Supervisor's activities

<https://drive.google.com/drive/folders/14kduoUdhifgV-rX5rsGCin309R2nzCTo?usp=sharing>