

**IMPLEMENTATION OF TASK-BASED SHORT STORIES TO ENHANCE
WRITING SKILLS IN 10TH GRADE STUDENTS AT BETHLEMITAS
BRIGHTON SCHOOL.**

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PAMPLONA
2020**

Dedication

To my mother Julieth Uribe Guerra, who has always inspired me to follow my dreams.

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

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Presentation

This comprehensive project encompasses four chapters:

Pedagogical Component

Chapter I contains the pedagogical methodology, which will be proposed to tenth grade students during their English course at Bethlemitas Brighton Institution. This project will be developed according to the use of Task-Based Learning methodology in order to improve writing skills through short stories production.

Research Component

This section consists of the translation process of a macro project entitled “Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum”. This aims at implementing the reflection as a transformative tool in the pedagogical processes of integral practice that promotes the development of a critical spirit in student–teacher allowing them to analyze their pedagogical work.

Outreach component

This project presents information about a macro project entitled “Awareness project to teach English in primary schools in Colombia”. It aims at integrating foreign language pre-service teachers to the educational reality of teaching English in Primary schools in Colombia in order to know the primary school students needs while learning English. The student – teacher will participate in this project applying a sub-project that consists of teaching English vocabulary through art and paints to third-grade students at Bethlemitas Brighton Primary School.

Administrative Component

In the last chapter, the chronogram activities in the school presents the extra- curricular activities in which the pre-service teacher will be involved during the practicum in order to learn about the role of teachers in the administrative component of the institution.

Introduction

Fluency in English is increasingly necessary for international business and communication; in that sense, it is linked to prospects for economic competitiveness and growth in the global economy.

However, test results indicate that the command of English is very low. The education system is simply not generating students with the necessary levels of English proficiency.

(Dialogue Magazine, Leadership for America, 2017)

The Ministry of Education in Colombia has proposed the goal to achieve Colombian bilingual citizens who can develop naturally within the globalized world in order to allow them to understand other contexts, improve communication and appropriate knowledge in order to expand their opportunities and to be more competitive to improve their quality of life-style (Roldán A, 2016)

In order to reinforce the English learning in schools, the national government through the Ministry of Education, has created the National Bilingualism Program 2004 – 2019 that presents the new standards of communicative competence in English based on proficiency levels presented by the Common European Framework and it is organized in the four communicative skills: reading, listening, writing and speaking. In addition, the government has provided the educational institutions with programs, technologies and tools to facilitate the learning process.

To contribute significantly to this objective, it was initially expected that this strategy would be applied in a public secondary school to improve students' skills and competencies in learning English, while developing an active role within the educational institution in the last semester of the University of Pamplona's foreign language program during the internship stage. However, many changes occurred because of the "Covid-19" pandemic. The coronavirus is instantly changing the way education is delivered, as school and home now become the same place. According to UNESCO, more than 861.7 million children and young people in 119 countries have been affected by the global pandemic that has hit us this year.

"This is a huge educational equity challenge that can have life-altering consequences for vulnerable students," said Ian Rosenblum, Director of The Education Trust-New York. Unfortunately, schools that can offer a complete virtual academic experience, with students who have electronic devices, teachers who know how to design functional online lessons and a culture based on technological learning, are not many. The reality is that most schools are not prepared for a change that recognizes that unequal access to the Internet is only one of many problems facing our education system globally.

On the other hand, due to the above mentioned, several changes were caused in the development and implementation of this project. Likewise, the proposal is presented in chapter 1, which provides the pedagogical component about improving students written skills for the redaction of short stories. It should be noted that this project was intended to be implemented to tenth-grade students from Bethlemitas Brighton secondary school by following the methodology known as Task Based Learning where the teaching process is done entirely through communicative tasks. Through this methodology, students would learn to create short stories that elicit the use of the target language and improving their

writing skills. However, although it was not possible to apply it in person, the virtual methodology was carried out, which made it possible to give continuity to the different components that contribute to this project. In the same way, in the implementation of the pedagogical component, a blog was created and a Google-Classroom account was created to provide step-by-step material to be implemented by teachers in the future when this situation of the Covid-19 is over.

Justification

The current situation that we live in this globalized setting, English has become an essential aspect in learning process. The National Bilingualism Program proposed by the Ministry of Education in Colombia says that it is necessary and urgent to reinforce the learning of English in schools in order to make that students get interested in English as a second language understanding all the benefits that this language offers.

During two weeks of English class observation in tenth-grade students from Bethlemitas Brighton School, I realized that students barely develop their writing competence, since classes are focused on oral production or grammar most of the time.

On the other hand, students have been working on different verbal tenses even if sometimes it is difficult for them to understand English language, they are always working with attitude in which it shows students' interesting. Likewise, this attitude favored the development of this project since by applying entertaining tasks to students following the Task Based Learning methodology, it will be possible to achieve student's commitment in the project. In this way, to improve their written skills and obtain a meaningful English learning.

General Objective

To improve writing skills through TBL short stories collection in 10th grade students at Bethlemitas Brighton school.

Specific Objectives

- To implement the reflection as a useful tool in the pedagogical processes of the integral practice.
- To promote in student–teacher the development of a critical spirit that allows them to analyze their pedagogical work.
- To integrate the foreign language education of the PLEX student–teacher with the educational reality in primary school in Pamplona.

General conclusions of the project:

In summary, many changes arose in the project due to the current pandemic, this produced some difficulties for the development of the different components; some were more affected than other was but finally we worked with the virtual methodology, which allowed reaching some of the expected objectives in the course of the integral practice. The most affected component, I mean that the one that was hardly treated during this period was the administrative component, followed by the extension component, this due to the need for interaction with the public both with parents and then with primary school children. On the other hand, the research and pedagogical component were able to prevail during the quarantine period through workshops and guides that were relayed thanks to institutional platforms.

Institutional observation

This apart presents information about the educational institution Bethlemitas Brighton in which I will carry out my practicum stage as a student–teacher in tenth graders.

Topographical location of the school.

The educational institution Bethlemitas Brighton is located at Carrera 4 N°6-84 in downtown area in Pamplona, Norte de Santander. The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004, which provided the community education in Pre-school, primary and secondary levels. This institution belongs to the calendar A and its character is full-time for all its educational levels corresponding to Transition, Basic Primary, Basic Secondary and Intermediate Technical.

Educative authorities.

This public institution is under the direction of the sister Flor Elba Torres Miranda. Additionally, there are two main school coordinators one in primary school Luz Dary Solano Villamizar and other in high school Maria Socorro Jauregui Torres and the psychologist Gladys Parada.

The School Government in this educational establishment is composed of the following bodies:

The managing board, with the participation of the community, educational, academic and administrative orientation of the institution. The academic council, as a higher participation in the pedagogical orientation of the establishment. The principal, as representative of the establishment face to the educational authorities and he is the executive to make decisions in school government. The representative bodies are chosen

for annual periods; they must continue in their functions until they are replaced. On vacancy, its replacement will be chosen for the rest of the period.

The institutional educational project (P.E.I)

The challenges of Globalization, including technological, scientific, social, and cultural advances, have led to a rediscovery and appreciation of the Bethlehemites education, which are expressed in the following principles:

- The Bethlehemites education has as its main purpose the integral formation of students through a dynamic and coherent process, which develops all the potential at a personal, social and transcendent level and interdependence with the environment.
- The Bethlehemites education is based on the Christian anthropology that conceives the person as "being unique and unrepeatable".
- The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlehemites education invigorates from the curricular development so that students achieve the academic excellence.

General Objective

To establish the route to invigorate the administrative, pedagogical processes of the

Quality Management System of integral formation, based on the principles and values of the Gospel, in accordance with the provisions of the MEN, the charisma and the Bethlehemite spirituality and according to the Institutional Horizon to meet and guarantee high levels of educational excellence.

Specific Objectives

- To strengthen the Pastoral of Human Development from the integrality of the person and achieve a harmonious development of each one of its dimensions (corporal, communicative, sociopolitical, cognitive, aesthetic, affective, spiritual and ethical) to train people committed to their personal development and the renewal and change of society according to the values of the Gospel.
- To strengthen the Quality Management system to guarantee continuous improvement in the educational service, thus fulfilling the expectations of the educational community.
- To invigorate the educational vision of the institution through the pedagogical model which allows students to achieve meaningful learning considering dimensions, processes, performances and competencies.
- To determine the guidelines for making rational use of human, physical and economic for the welfare of the Educational Community.
- To set the criteria for the adoption and implementation of the Holistic Pedagogical Model with the Collaborative, as well as the monitoring and evaluation of the impact of said model.

- To make the Institutional Improvement Plan a tool that allows improving the quality of education according to the educational needs and expectations of the students.
- To strengthen the capacity of the educational institution to advance training processes that promote values and develop individual and group competences to exercise democracy, interact on the basis of respect for their own human rights and from others, handle conflicts appropriately, and participate in alternatives to solve the problems that affect the environment and the educational community.
- To promote the consolidation of an institutional culture that transforms the relationships between pedagogical aspects, participation in school management and relations with the community, in opportunities to learn to coexist in a constructive and peaceful way.
- To contribute to the construction of an inclusive, equitable, just and peaceful society.
- To form Technicians in computer science, in coordination with the SENA to offer a greater possibility for entry into the world of work.

Mission

We are an Educational Institution that in the light of the Bethlehemite philosophy seeks the participation, update and the service in evangelization. We contribute in integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory and environmental principles. We have the strength of God and

the legacy of the Saint Founders, the policies of the state and the commitment of the educative community.

Vision

The Bethlemitas Educational Institution Brighton will be recognized in a society as an entity with projection towards the leadership in educational innovation; investigative; pedagogical and technical inclusive nature consolidated in its highly qualified training processes people.

Educational Community Handbook

Educational community handbook is a tool for the institution to determine rules, criteria, principles and procedures to promote, to prevent, to monitor and to evaluate scholars. It guarantees and defends the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

Its principles are:

- Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.
- Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.
- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- Dignity: recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

1. Learn to take care of yourself.

2. Do not attack the other
3. Learn to communicate
4. Learn to interact
5. Learn to work in group
6. Learn to take care of the environment
7. Learn to value social knowledge.

Finally, we can find some aspects related to each chapter:

Chapter I. Generalities, justification, objectives and legal basis

Chapter II. Philosophy and institutional symbols

Chapter III. Obligations, duties and responsibilities of the institution.

Chapter IV. Organizations of participation

Chapter V. Rules of personal hygiene and public health

Chapter VI. Student profile, rights and requirements of the students, stimuli for the students, procedures and protocol

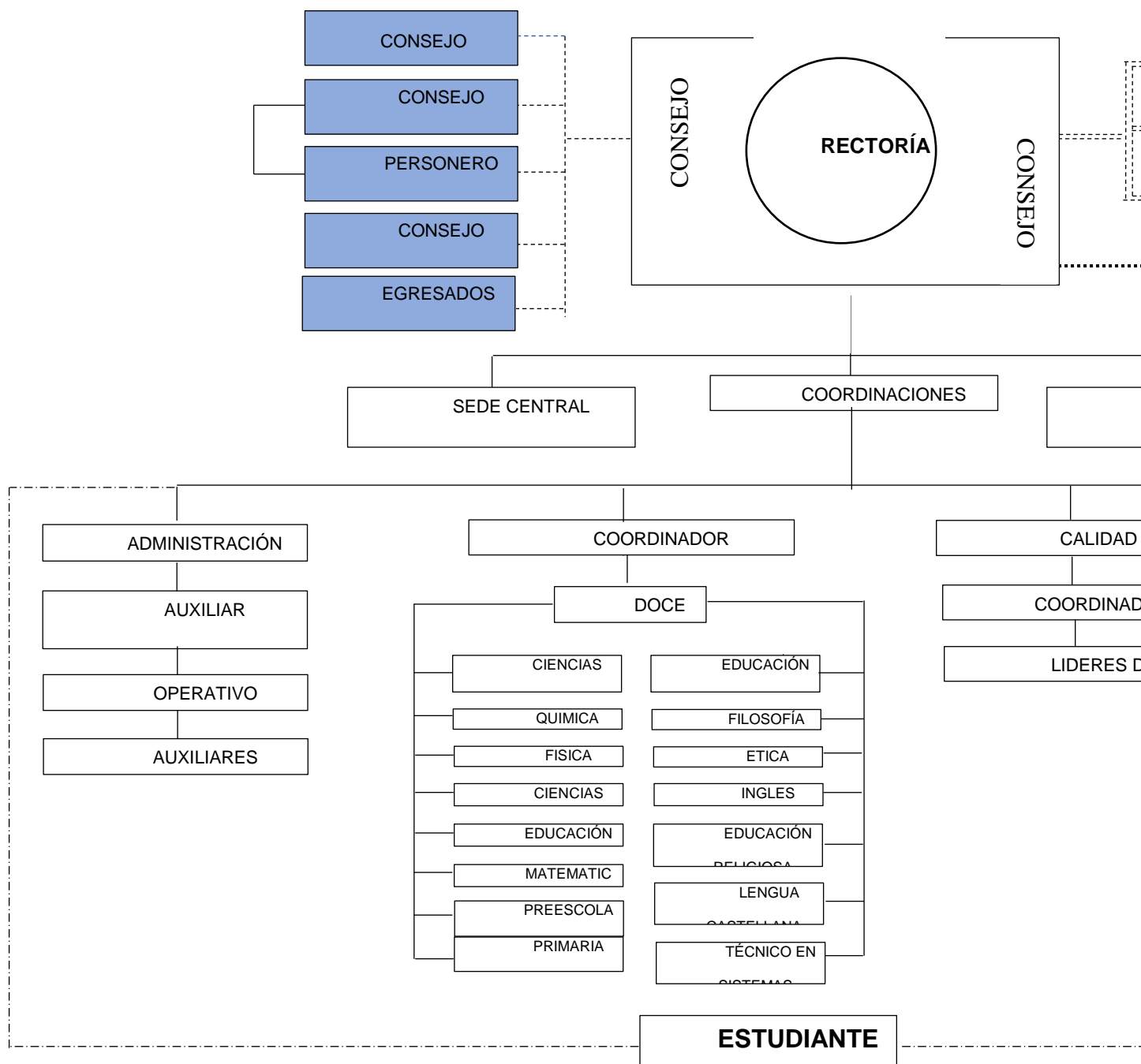
Chapter VII. Prevention, using and trafficking psychoactive substances, teenage pregnancy and environment care.

Chapter VIII. Inclusion process

Chapter IX. Educational community, rights and parents' responsibilities, profile of graduates, rights and requirements of graduates.

Chapter X. Rules for using laboratories, computer rooms, audio-visual, technical, artistic, and games room and chapel.

Institutional organization (Table 1)



Institutional calendar (Table 2)

SECONDARY AND TECHNICAL MEAN VALUES

< Janu 2020		FEBRUARY 2020					March
2020>							
SUN	MON	TU	WED	THURS	FRI	SA	
						T	
						1	
2	3	4	5	6	7	8	
	VALUE LAUNCH: FAITH AFTERNOON : PEDAGOGIC AL DAY PREPARATI ON OF ACTION PLANS, ACTIONS, AREAS.	VALUE LAUNCH: FAITH SOCIALIZATI ON REQUIREMEN TS FOR STUDENTS ASPIRING TO BE COURSE REPRESENTA TIVES AND CONCILIATO RS	7:00 ACADEMIC COUNCIL: LOCALE AFANADOR	MEETING OF STUDENT S WITH DISCIPLIN ARY COMMIT MENT AND PARENTS. MEETING OF STUDENT S WHO RESTART	ACTIVITIES: A HEALTHY LIFESTYLE		

				THE SCHOOL YEAR		
9	10	11	12	13	14	15
FAMILY EUCHARI ST. ELEVENTH GRADE BETHLE MITA	SENSIBILIZA TION SCHOOL GOVERNME NT AFTERNOON : 4:00 MEETING PARENTS OF SECONDAR Y	SENSIBILIZA TION SCHOOL GOVERNMEN T AFTERNOON: 4:00 MEETING PARENTS OF PRIMARY	INDUCTION AND ORGANIZATI ON OF SOCIAL WORK, TENTH GRADE	SENA INDUCTIO N	ELECTION OF GROUP REPRESENTA TIVES AND CONCILIATO RS. ENCOUNTER WITH CHRIST ELEVENTH GRADE	
16	17	18	19	20	21	22
FAMILY EUCHARI ST TENTH GRADE 01	LAUNCH OF THE CAMPAIGN TO: LEGAL STATUS, COMPTROLL ER, PRESIDENT,		MEETING OF STUDENT REPRESENTA TIVES AND CONCILIATO RS		ENCOUNTER WITH CHRIST TENTH O1 GRADE	

	STUDENT COUNCIL					
23	24	25	26	27	28	29
FAMILY EUCHARI ST TENTH GRADE 02	AFTERNOON : NOTIFICATI ON TO PARENTS	DAY OF ATONEMENT AFTERNOON: NOTIFICATIO N TO PARENTS MEETING WITH ALUMNI	ASH WEDNESDAY	FLAG RAISING, ELEVENTH GRADE	ENCOUNTER WITH CHRIST, TENTH 02 GRADE DELIVERY OF ADAPTED LEARNING MESHES FLAG- RAISING, FIFTH GRADE	

Monthly calendar of institution activities (Table 3)

FIRST TERM															SECOND TERM															
JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUN					
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
					3	4	5	6	7	2	3	4	5	6			1	2	3						1	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	9	10	11	12	13	HOLY WEEK					4	5	6	7	8	8	9	10	11	12	
13	14	15	16	17	17	18	19	20	21	16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	15	16	17	18	19	
20	21	22	23	24	24	25	26	27	28	23	24	25	26	27	20	21	22	23	24	18	19	20	21	22	22	23	24	25	26	
27	28	29	30	31						30	31				27	28	29	30	25	26	27	28	29	29	30					

- Institutional development Teachers and Managers: January 07-19
- Start of classes: January 20
- First semester: From January 20 to June 14
- First period of classes: From January 20 to March 27
- Parents Notification : 24 February
- Institutional Development : April 6 to 12
- Quality tests: March 17 to 26
- Platform Closure: March 29
- Evaluation Commissions: March 30
- Secondary grade report : Monday April 13
- Primary Elementary grade report : Tuesday April 14
- DAY E May 16
- Second class period: March 30 to June 12
- Parents Notification : May 27
- Quality tests: June 3 to June 12
- Family celebration
- Platform closing: June 14
- First semester holidays Directors and teachers : June 15 to July 5.
- Completion of the first semester: Friday, June 12
- Evaluation commissions: Monday, July 6
- Delivery of Basic Secondary bulletins: July 13 –
- Delivery of Primary bulletins: July 14

Cooperative teacher timetable (Table 4)

Teacher Genis Emilce Navarro Gómez – Secondary

X	Class 1	Class 2	Class 3	Break	Class 4	Class 5	Class 6	Class 7
Monday			6-03		6-03	7-03	7-03	
Tuesday	9-02	9-02	9-01		9-01	10-02	10-02	
Wednesday	6-03	6-03	11-01		11-01			
Thursday	9-02	9-02	10-01		10-01			10-02
Friday	7-03	7-03	11-01		10-01	9-01	9-01	

Practicum timetable (Table 5)

Timetable

Pre-service teacher Luisa Ramirez – Secondary

X	Class 1	Class 2	Class 3	Break	Class 4	Class 5	Class 6	Class 7
Monday	3-01	3-02				7-03	7-03	
Tuesday		3-01	3-02			10-02	10-02	
Wednesday			11-01		11-01			
Thursday			10-01		10-01			10-02
Friday	7-03	7-03	11-01		10-01			

Key pedagogical aspects observed

Planning model (Table 6)

The teacher used the planning format proposed by The Ministry of Education in the English Kit.

LESSON PLAN: TASK		
PROFESOR	GRADE:	DURATION:
NOMBRE DE LA TAREA:		
ESTÁNDARES		

OBJETIVOS		FUNCIONES DE LA LENGUA
INDICADORES DE DESEMPEÑO		
SABER	SABER HACER	SABER SER
TRANSVERSALIDAD		
CONVIVENCIA CIUDADANA:		
CONTENIDOS		
THE TASK		
1.INTRODUCCIÓN DEL TASK		
2.PRÁCTICA: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)		
LSITENING		
LENGUAJE		
3.TAREA PEDAGÓGICA: INSTRUCCIONES, PLANEACIÓN Y REPORTE		
INSTRUCCIONES		
PLANEACIÓN		
REPORTE		
EVALUACIÓN DE LA TAREA: RÚBRICAS PARA EVALUAR ENCUESTA		
MATERIALES REQUERIDOS: COMPUTADOR, VIDEO BEAM, MARCADORES, TABLERO, VIDEOS, CELULARES, TABLETS, CÁMARAS.		

Material

During the observation week, the cooperating teacher used workbooks called

“Outstanding” from sixth to 11th according to the grade. It is her main resource for developing

classes. On the other hand, students must have their English notebook, as well as access to the use of the English dictionary in each class. In addition, teacher used the book's CD to play some conversations audios or some dictation exercises. Finally, each classroom has a TV, which the teacher uses to play audio and video files from the workbook.

The Outstanding book is composed of four units that includes all of the competences concerning the process of learning a foreign language.

Students' behavior

The cooperative teacher who had a good class management always guided the class development. However, it was a challenge to get students' attention, this could be because most of them wanted to have the teacher's attention and all of them wanted to ask about the student teacher. On the other side, once the cooperative teacher controls the class I could get students attention.

CHAPTER I: Pedagogical component

Introduction

The study of a foreign language is hard work, but today, technology facilitates communication because it provides fastness and practice. Speaking and understanding a foreign language can be easy through the comprehension of gestures or general ideas. However, writing is the most effective form of communication in the study of another language (Gómez & Fernando, 2010)

Writing skills allow more clarity in knowledge of grammar and consequently, a strong understanding of literary language. International students need to learn the technical language of their fields and how to complete academic writing.

The process of writing suggests that we can actually teach students how to write with coherence, an appropriate grammar structure and an acceptable spelling. One of the effective ways to do this is by motivating the students and making aware of the steps involved in effective writing. Likewise, Sen Bartan (2017) stated that literature could stimulate the imagination of students, develop their critical abilities and increase their emotional awareness. She reported in her study that the EFL learners exposed to the extensive short story reading program attained a higher level of writing proficiency post-test scores.

On the other hand, although in this case it was not possible to do the material directly with the students, a blog and a google classroom account were created that seeks to implement the writing of short stories with the help of audio-visual materials in an impressive way.

Statement of the problem

The aim of this study is to inquire about the impact of TBL short stories in improving foreign language writing skills. This approach has its roots in the Communicative Language Teaching method which must have real meaning when used in natural contexts. With task-based learning, teachers ask students to complete tasks with a purpose that provokes the use of the target language. Assessment focuses on the overall outcome of the task, rather than meticulously separating each element of discourse. In order to carry out this project, I propose a main research question and two sub questions; with this in mind, this study attempts to answer two research questions:

Main research question.

How can TBL short stories improve foreign language writing skills in 10th graders?

Sub-questions

- 1) What is the process of TBL short story writing?
- 2) How does the TBL short stories production have a positive influence on the writing skills development in 10th graders in a high school?

3) What challenges do students face when using the TBL short story writing approach?

Justification

The acquisition of the second language is a never-ending awe-inspiring process. However, as surprising as it is for a child or an adult to learn only about something as complex as a language system, it is only recently that researchers have become curious.

In the foreign language, learning process serious problems arise. For example, writing production is often overlooked in ESL teaching and learning. Students are shy away from writing due to its many complicated rules, structures and idiosyncrasies. However, placing importance on English writing skills is essential and has long-term benefits. Likewise, Kohan and Pourkalhor (2013) mention some advantages of teaching English through short stories: "they make the students' reading task easier, they help students to be more creative, they raise cultural awareness, they reduce students' anxiety and help them feel more relaxed, they manage universal language and they involve fiction" (p. 3).

On the other hand, Arias & Leonor (2017) stated, that short stories always had a positive impact on students, as it promotes their imagination, interest and motivation. In this way, I will work with tenth graders from Bethlemitas Brighton Institution. The sample obtained to develop this project is between A2 and B1 English language level (According to the CEFR).

In the institution, this group studies English 3 hours per week.

Objectives

Main objective:

To improve writing skills in 10th graders of Bethlemitas Brighton High School in Pamplona through an intervention proposal for short story creation as a teaching strategy.

Specific objectives:

To describe the process of TBL short story writing in 10th graders for improving skills

To analyze the positive influence that TBL short stories production has on the writing skills development in 10th graders in a high school

To identify the challenges that students face when using the TBL short story writing approach

Theoretical framework

Constructivism

Contemporary education considers constructivism as the dominant position on which the conceptualization of teaching and learning processes is based. This pedagogical current is within a broad body of theories that have in common the idea that people, both individually and collectively, "build" their ideas on a physical and social environment.

Constructivism has a performance in different areas such as philosophy, psychology, sociology and education. The verb construct comes from the Latin "struere", which means, "to fix" or "give structure." Then, it can be named as constructivist theory, everything that understands that knowledge is the result of a construction process or reconstruction of reality that it has its origin in the interaction between people and the world.

Students must be active; they must participate in activities instead of remaining passively observing what is explained to them. Focusing on this theoretical framework corresponds to develop following theoretical foundations on which this work is based, the first one corresponds to the Jean Piaget's perspective and his theory focuses on the construction of knowledge based on interaction with the environment, the student being the main actor of his own learning, making use of his previous knowledge.

Task-based learning (TBL)

Task-based learning (TBL) is a second/external language (L2) approach in which classroom tasks are the primary focus of instruction (Dictionary of Language Teaching and Applied Linguistics, Third Edition, 2003). A *classroom task* is defined as an activity that is goal-oriented, is content, has a real outcome, and reflects real-life language use and language needs. The TBL curriculum is organized around activities and tasks rather than grammar or vocabulary.

Process writing

Process Writing is an approach to teaching writing that allows the teacher and the students to go through the process of producing a text together. In process writing, students have the chance to think about what they are going to write, produce drafts, revise, edit, and give and receive feedback on their work before coming up with the final version of the text. A process approach to writing contrasts with a product approach, where the main idea is to reproduce a model text.

Literature review

In the context of Colombia, Pabón and Bastias (2012) carried out an investigation called "the production of texts as a didactic resource for creative writing". The objective of this study was to promote creative writing through the production of texts as a didactic resource in 5th grade primary school students. The results showed that the development of creative writing in students promotes a reflection on the world around them and allows them to create a world of fiction due to the interaction of reality with fantasy from their personal perspective. Therefore, creative writing as short stories can be used as an effective language learning tool to improve students' writing skills.

In addition, Lopez & Baron (2018) conducted a study focused on the description and analysis of the process of action-research followed by a group of twenty-eight grades from fifth primary level in a public school in Colombia who improved their writing ability in English as a Foreign Language through the application of several creativity writing strategies. Findings revealed that writing mistakes were diminished after each one of the session's applications. Additionally, children were motivated to write in English and to assume different positions about topics of their interest from the advantages provided from new knowledge acquired about diverse topics related to their lives.

In some previous studies, Ahmed Saeed (2017) carry out a project where the objective of this paper was to relate teaching short stories and its efficiency in improving EFL Learners' narrative essay writing. He found that students have developed their narrative writing techniques. This indicates that using short stories in the EFL classroom positively contributes to the progress of the students' narrative writing. In addition, other aspects found in this study were 1) Teaching short stories develops students' narrative writing. 2) Reading short stories enhance writing skills. 3) Short stories are good tools that can be used as a remedy to eliminate the difficulty that students face through their writing process. This demonstrates that reading short stories develops students' imaginative thinking abilities. Hence, teaching short stories is advisably helpful for students' language learning process including vocabulary building and other language skills development.

Likewise, Sen Bartan (2017) inquired the effects of reading short stories in improving foreign language writing skills through Read for Writing model, which is the adaptation of the approach called Talk for Writing (Corbett, 2013). This study indicates that the Read for Writing model has a positive effect on students' short story writing skills in terms of language, content, organization, and communicative achievement. Furthermore, she declared that

creative writing texts and exercises could potentially inspire imaginative student writing through interaction with the text.

Finally, Zuriyah (2017), applied storytelling in conversation class so that beginners are eager to speak in English. The result of the speech test in cycle two explained that the students' speech aspects made good progress. Storytelling improved their comprehension, fluency, vocabulary, grammar and pronunciation. Therefore, it can be said that storytelling could improve students' speaking and writing skills. Likewise, it is evident that the reading of written productions can also generate an improvement in other student skills. This is why it is estimated that once the story is published in the blog, the student can record his/her voice to generate an audio book prototype in the blog's receiver.

Methodology

The methodology implemented for this project was not carried out due to intermittent situations caused by the Covid-19. Public health organizations, including the U.S. Centres for Disease Control and Prevention (CDC) declared cessation of face-to-face activities because of this virus claiming to be a pandemic.

Consequently, the virtual work methodology did not facilitate the implementation of the project due to the lack of student internet access and it was also estimated that students already had a lot of work material assigned by school subjects and no time could be made available for its implementation. However, it was estimated that the methodology would be carried out in the following way:

Historically, the term 'action research' has been long associated with the work of Kurt Lewin, who viewed this research methodology as cyclical, dynamic, and collaborative in nature. Through repeated cycles of planning, observing, and reflecting, individuals and groups engaged in action research can implement changes required for social improvement. Kemmis and McTaggart (1988) view action research as a collaborative process carried out by those

with a shared concern. Moreover, these authors suggest that action research is a form of collective reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out (Kemmis & McTaggart, p. 6).

Within education, the main goal of action research is to determine ways to enhance the lives of children (Mills, 2011). At the same time, action research can enhance the lives of those professionals who work within educational systems. Within education, the main goal of action research is to determine ways to enhance the lives of children (Mills, 2011). At the same time, action research can enhance the lives of those professionals who work within educational systems.

Type of methodology

According to Willis (2007), tasks can be real-life situations or have a pedagogical purpose. In both cases, a task should provide opportunities for students to exchange information with a focus on meaning, not a specific form or pattern/structure; have a clear purpose: learners should know the outcome they are expected to produce when they finish performing the task. The outcome may vary. It might be making a YouTube video tutorial, finding a solution for a problem or writing an email requesting information; result in an outcome that can be shared with more people; relate to real world activities.

Population

The setting where this project was carried out was at Bethlemitas Brighton High School. The population consisted of 10th graders, which was composed of 32 female and male students. I will work specifically with six students that are between A1+ and B1 English language Level (CEFR).

Instruments for data collection

These instruments were previously considered the most suitable for collecting information according to the implementation of short reading workshops for the improvement of writing skills, however as previously mentioned this could not be carried out because of the situation declared as a pandemic by the WHO period. Therefore, the following techniques were utilized:

Short stories writing production

This artefact was collected one per week. The subject of these writing productions was tied to their workbook “Outstanding”. The vocabulary is appropriate for the creation of creative themes.

Participative observation

This instrument provided the development of students during the process of composition. This can provide the efficacy of writing productions in the population.

Timetable - Project development (Table 7)

Project development	Date
Progress of the proposal	Thursday, February 20th 2020. 06:00 PM
Socialization of institutional observation	Tuesday, February 25th 2020. 05:00 PM
Start pre-service Teacher practice – Project introduction to tenth graders	Wednesday, March 4th 2020
Implementation of first Worksheet	Wednesday, March 8th 2020

Implementation of second Worksheet	Wednesday, April 1st 2020
Implementation of third Worksheet	Wednesday, April 15th 2020
First blog publication of writing production	Friday, April 24th 2020
Implementation of fourth Worksheet	Wednesday, May 5th 2020
Second blog publication of writing production	Friday, May 15th 2020
End of practicing	Tuesday, May 29th 2020
Proposal completed	It's now defined

Pre-service teacher schedule. Luisa Ramirez – Secondary (Table 8)

X	Class 1	Class 2	Class 3	Break	Class 4	Class 5	Class 6	Class 7
Monday	3-01	3-02				7-03	7-03	
Tuesday		3-01	3-02			10-02	10-02	
Wednesday			11-01		11-01			
Thursday			10-01		10-01			10-02

Friday	7-03	7-03	11-01		10-01			
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In the implementation of the pedagogical component, only the socialization of the objectives and purposes of the work was achieved. On the other hand, the project was not developed due to the Covid-19, which has become a pandemic. The institutions and all sectors of the industry have stopped and the world population has entered into a "quarantine" activities. Due to this situation, the implementation of this component took another direction and it has been decided by the practice coordinators that the creation of virtual platforms should be carried out to allow future implementation.

The reason why it could not be developed is because most of the students do not have virtual access and the institution has entered a virtual modality in which the space for implementation could not be obtained (*Annex I*)

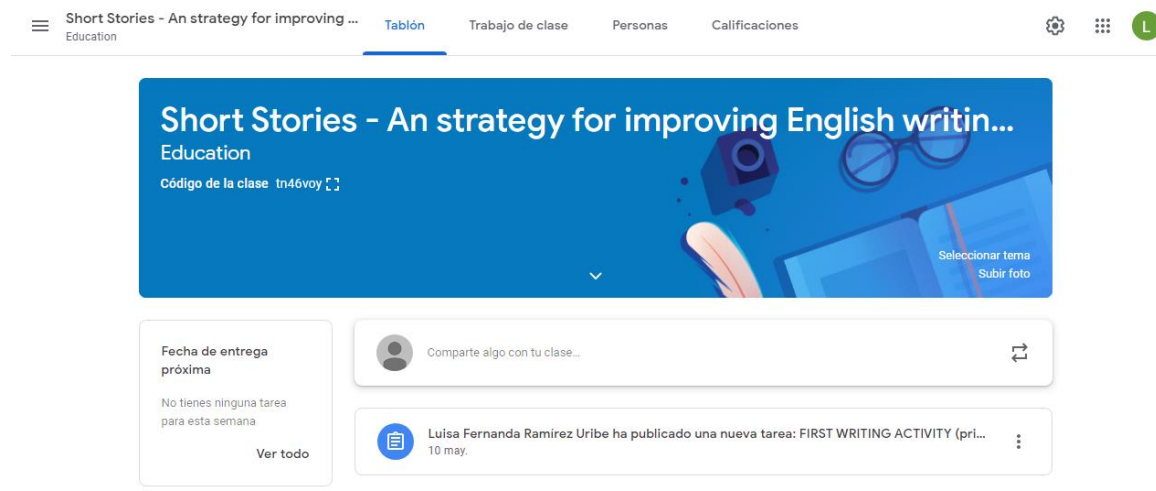
To implement this project entitled “ TBL short stories to enhance writing skills in 10th graders at Bethlemitas Brighton" I decided to create a blog <https://shortstoriesluisafernandaru.blogspot.com/> that was designed to give the theoretical content of the construction of the written material.

Blog: Short stories blog



This blog has the support of videos on YouTube to provide clear information to the student. It also shows the step-by-step activities that will be developed in each intervention. To have more control of the development and implementation of this project a Google Classroom account has been created: <https://classroom.google.com/u/1/c/OTkyNzMxNjQ3ODha> where students and teachers can see the order of activities. In addition, this platform would provide the space for students to post their written productions, allowing evidence of the activity.

Google- Classroom account



This platform will show to the supervisor and she will be given access to it so that he can make pertinent modifications and access the information and submissions of the students who are part of the project. (See the first sequence activity. **Annex2**)

On the other hand, as the pedagogical component is one of the most relevant aspects of the project, another aspect is taken into account such as the work carried out in the teaching role with supervisors and students of the educational institutions. For this reason, since March 16, 2020, the program committee considered that it is necessary for students to continue with the integral practice through the design of material for this population. It is for this reason that the work from the date already mentioned is attached below. (Planning, workshop, guides material for the inclusion population, etc.) (**Annex3**)

Finally, these workshops and worksheets were socialized every 15 days through the Zoom platform and must be sent to the Webcolegios platform with the corresponding grades. My personal email has also been suggested for the sending of material such as audios to evaluate the speaking and texts to evaluate the written production.

All this material has been developed from the suggestions and commands of the supervisor, who has reviewed and made the corresponding modifications. This material is also endorsed by the Rector of the institution.

It should be clarified that the 11th grade students have not been provided with material to prepare them for the ICFES tests; this is because the supervisor does not want to saturate the students with so much work material.

Expected results

In this aspect, it was expected that the realization of these planners in the future can help students in the improvement of writing skills, allowing the development of imagination and creativity in creating these stories. It is also expected that the best written productions of the students will be found on the blog site. Once this work is done,

the blog can be evidence of the students' work and can also highlight the improvement in students' grammar and lexicon when writing their stories.

Conclusions

This approach could generate a positive impact in students. This material will be implemented in the future by the cooperating teacher. As estimated by Şen Bartan (2017) through his study where he found a positive effect on students' story writing skills in terms of language, content, organization, and communicative achievement.

It is expected that students will not only stimulate their imagination with these activities, but also that they can improve their written production in the foreign language.

Recommendations

It is important to suggest to the person who will be implementing this strategy that they need to be creative when carrying out the activities, since the stories that will be used as models are existing stories that carry memories from our childhood and it is important to create a pleasant environment that gives the student the confidence to expand his or her imagination and creativity. In addition, it is important that it is implemented with students who have knowledge of and interest in the English language. This strategy seeks to provide an improvement in writing; this can be in a grammatical, lexical or syntactic way.

Development of Integral Practice




Comprehensive practice on site

During the practice process, two weeks of face-to-face activities were held from March 2 to 13. During this time, I was able to execute a total of 26 hours, corresponding to 8 hours with the seventh grade; 12 hours with two tenth grades and six hours with the eleventh grade.

(Annex 4)

Planning

SARAM (G:) > PLANNING 7 > 7 GRADE WEEK 2-7 MARCH

<input type="checkbox"/> Nombre	Fecha de modifica...	Tipo
 Book_Mart_-_Outstanding_07_-_05.mp3	22/01/2015 18:57	Archi
 Equality, comparative and superlative ...	04/03/2020 22:08	Prese
 PLANNING 7 GRADE.docx	07/03/2020 18:25	Docu

Comprehensive virtual practice

It was carried out through the virtual methodology.

In this methodology, the Webcolegios.org platform provided by the Ministry of Education in Colombia was the first medium as an access point for students. It was through this platform that the first "Guia A, Guia B & Guia C" were presented. Also, a planning sheet was implemented for workshops' developing (**Annex 5**)

When the virtual methodology was introduced, the first period of the year for the students was ending, we started with review guides that contained a series of exercises corresponding to the topics carried out during the face-to-face classes.

Afterwards, an evaluation guide was presented that tried to close the first period of the student year. This evaluation had a total of 20 questions and was posted on the schools' web platform, which provided the final grade of the evaluation.

After this closure, three guides were implemented, these guides were constituted from a student format, there were shown the performance standards and the unit topics assigned by the English book called "Outstanding".

Before I gave these worksheets, I was leading a class through the Zoom platform. This platform allowed us to connect with a stipulated schedule on Fridays. In this way, I explained the topics proposed in the guide and also made it clear what activities the students should send

me in the mail. Finally, two "Virtual Classroom" interventions were conducted.



Moreover, it began with a brief explanation of the subject, followed by exercises and contained a series of tasks that corresponded to the development of the pages and exercises of the aforementioned book.

In addition to the fact that this was done with each topic, the guide could not be longer than four pages, since even though some students could download it from the platform, others who did not have access to it had to print the material and work on it at home. At the end of the sheet there was a "final activity", this activity sought to implement the topics mentioned in this guide in a single exercise. For the delivery of the activities, firstly, it was given the possibility to upload the material to the Webcolegios platform but due to an internal incident in the institution, the practitioners did not have access to it so I offered an email "teacherluisaramirez@gmail.com" as a link to access to qualify the material made by the students. (*Annex 5*)

Workshop material – Guides

Nombre	Fecha de modifica...	Tipo	Tamaño
<input checked="" type="checkbox"/> Guia A - 2nd term	26/05/2020 15:58	Carpeta de archivos	
<input type="checkbox"/> Guia B - 2nd term	28/05/2020 19:33	Carpeta de archivos	
<input type="checkbox"/> Guia C - Junio	03/06/2020 16:08	Carpeta de archivos	
<input type="checkbox"/> GUÍA REPASO - FINAL	03/06/2020 18:15	Carpeta de archivos	
<input type="checkbox"/> Listado de estudiantes	02/06/2020 17:06	Carpeta de archivos	
<input type="checkbox"/> Plan emergente 2nd TERM	11/05/2020 19:09	Carpeta de archivos	
<input type="checkbox"/> quiz May 15th	26/05/2020 12:54	Carpeta de archivos	
<input type="checkbox"/> quiz May 29th	03/06/2020 14:07	Carpeta de archivos	
<input type="checkbox"/> CLASE VIRTUAL - 2st .docx	28/05/2020 20:03	Documento de Mi...	84 KB
<input type="checkbox"/> evaluacion miguel.pdf	05/05/2020 2:58	Archivo PDF	85 KB
<input type="checkbox"/> guia taller 7-01.a.docx	04/05/2020 17:55	Documento de Mi...	2.404 KB
<input type="checkbox"/> HORARIO DE CLASE VIRTUAL - 1st .do...	06/05/2020 18:17	Documento de Mi...	84 KB
<input type="checkbox"/> Reporte 1st socializacion - segundo pe...	19/05/2020 12:36	Documento de Mi...	6.932 KB

On the other hand, as you can see in the image, each guide has its own evaluation test, so that the students can work at home autonomously, reviewing the topics proposed in the guides. This evaluation was presented every 15 days.

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 quality education.

While there is a clear interest in the obvious need to understand and transform teaching practices, 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 establish 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, deepening and conscious exploration of the

subjectivity inherent in the practice of teaching, through asking questions and finding information for the solution of problems.

JUSTIFICATION

In the context of comprehensive practice language students, the purpose of this project makes part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs¹. It is considered that the role of reflection in the teaching process is the first step in understanding the difficulties of the profession to inquire the knowledge about the models and approaches to address a problematic situation and establish an analytical glance about the fact.

Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied teaching to 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 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

¹ PRADO: Teaching Practice

problematic situations; these realities are ignored. 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 social needs.

This situation, which affects teachers, requires that the teacher training process foster a critical and reflective spirit in teachers that contribute to the improvement of their teaching practices, so that you, in turn, are essential elements that influence and transform their work and future professional performance.

In the case of the Foreign Language Program at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice. Pre-service teachers evaluate themselves, from installing a critical and constructive look at the work in the teacher's role. To start, the following questions are guiding this study:

How implementing reflection contributes in transforming pedagogical processes of the development of integral practice?

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

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 process.

SPECIFIC OBJECTIVES

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

- To socialize criteria, share ideas and guidelines to take their teaching practice and insert 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.

CONCEPTUAL FRAMEWORK

The theory of the teaching profession, reflection, reflective practice, and teacher practice constitute the conceptual framework of this study. In order to have a greater clarity of the concepts treated in close relation to this research project, an approach to each of these is presented.

- **The teaching profession**

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

The teaching profession requires a set of skills, which currently are the conceptualization and mode of operation in planning and managing human resources to facilitate coordination between work 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, i.e. not only does the teaching practice requires ordering components to be learned by students but also provides conditions of education in the educational context or outside it.

- **Reflection**

Talking about reflection involves addressing different conceptions of that notion. For this reason, to expand 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".²

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

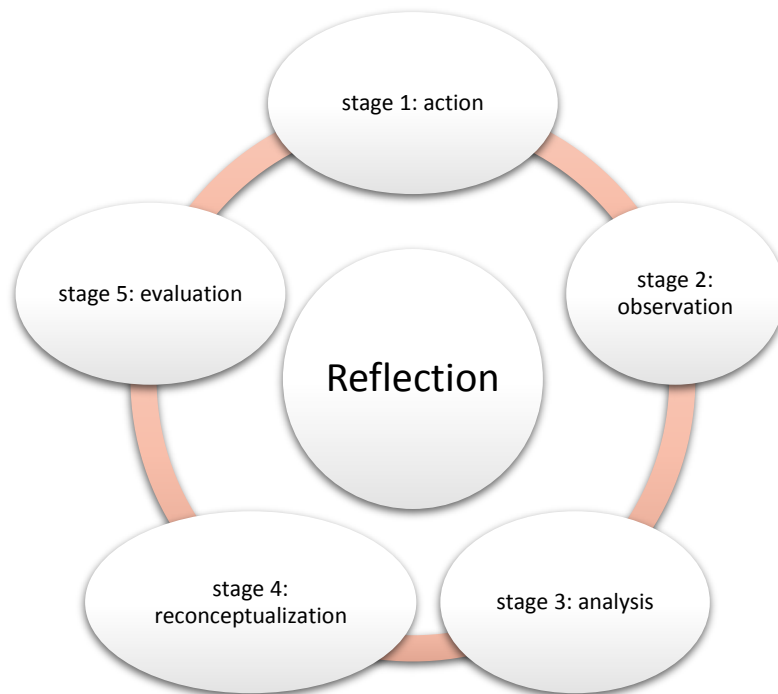


Figure 1: Reflection as process

- **As a thematic reflection**

²Free translation from the document: Concept of Reflection: un regard critique. Correa Molina et al (2010)

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, porta 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 context analyzed.

On a third level, Van Manen 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 the analysis and reflection on practice, it is considered adequate to resort to a conceptual operation methodologically classifying practice; for this purpose, Zeichner's proposal is assumed, which has established various forms of practice:

- **Academic practice**

It aims to prepare teachers able to reflect on their courses, to 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

Reflexion 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 ethic aspects of the compassion and social justice" such as Sparks-Langer and Colton 1991:39 suggest.

SELF-ASSESSMENT PEDAGOGICAL PRACTICE (Table 9)

I. PLANNING

	I realize my educational programming activity having as reference the educational project of the program and programming area.			
	I raise the educational objectives so clearly they express the skills that my students should develop.			
	Selected and sequenced with a distribution content and a progression adapted to the characteristics of each group.			
	I program adopted strategies and activities based on the objectives of the different types of content and characteristics of students.			
	I plan flexibly classes, preparing activities and resources tight as possible to the needs and interests of students.			
	I establish, explicitly, criteria, procedures and tools for evaluation and self-assessment.			
	I plan my educational activity coordinated with other teachers.			

Observations and proposed improvement

II. REALIZATION

Initial motivation for students

	Present and propose a work plan, explaining its purpose, before each unit.			
	Introductory situations pose prior to the subject being treated.			

Motivation throughout the entire process

	I keep the interest of the students from their experiences, with a clear and adapted language.				
	Communicate the purpose of learning, its importance, and actual application functionality.				
	I give information on the progress made and the difficulties encountered.				

Presentation of content

	The content and activities relate to prior knowledge of my students.				
	I structure and organize the contents giving an overview of each topic (indexes, concept maps, diagrams, etc.)				
	Facilitated the acquisition of new content sandwiching clarifying questions, synthesising, exemplifying, etc.				

Classroom activities

	Pose varied activities, ensuring the achievement of educational objectives set and basic instrumental skills and techniques.				
	I propose activities there balance between activities and group work.				

Resources and organization of the classroom

	Properly distribute time (short exposure time and the rest of it for activities that students perform in class).				
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2	Adopted different groupings depending on the task at hand, controlando provided that the working environment is the appropriate				
3	Use varied teaching resources (audiovisual, computer, etc.) both for the presentation of content to practice.				

Instructions, clarifications and guidance to student assignments

4	I find that students have understood the task they have to do: ask questions, make verbalize the process, etc.				
5	Facilitated learning strategies: how to find sources of information, steps to resolve issues, problems and make sure the participation of everyone				

Classroom climate

6	I establish relationships with my students in the classroom they are fluid and from perspectives not discriminatory.				
7	I favor the development of standards of living with the contribution of everyone and react with equanimity to conflict situations.				
8	Promoting respect and collaboration among students and accept their suggestions and contributions.				

Monitoring / control of the teaching-learning process



9	Reviewed and often correct contents and proposed activities inside and outside the classroom.				
0	Provided information to students on the implementation of tasks and how they can improve them .				
1	If insufficiently objectives achieved propose new activities to facilitate their acquisition.				
2	If sufficiently achieved objectives in short time, I propose new activities that facilitate a greater degree of acquisition.				

Attention to diversity

3	I consider the skill level of students and depending on it, adapt the different moments of the teaching - learning process				
4	Coordinate support for change content, activities, methodology, resources, etc. and adapt to struggling students.				

Observations and proposed improvement

III. EVALUATION

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I have in mind the general procedure for the assessment of learning according to the programming area.				
Apply evaluation criteria and qualification criteria in each of the subjects according to the programming area.				
I made an initial assessment in the early going.				
Use sufficient assessment criteria that address so balanced assessment of different content.				
And I use various instruments systematically collecting information on procedures to students.				
Usually, correct and explain the work and activities and give guidelines students to improve their learning.				
Use different evaluation techniques based on the diversity of students, from different areas of topics, content ...				
I use different means to inform parents, teachers and students (evaluation sessions, newsletter, individual interviews) the results of the evaluation.				

Instruments:

Journal entry:

In the world of research, a very important and extremely useful contribution to systematize the knowledge and data that is journal entry. Although, historians and specialists in literature use documents from very different periods as examples of diaries or materials that serve to know data, the notion of a journal is relatively new. However, there is no correct way to keep a journal; the aspects may vary according to researcher's need.

Likewise, during the development of this project, narratives have been elaborated and they are focused on specific issues concerning the educator.

Initially, a narrative was designed to identify the methodology implemented by the supervisor to conduct his courses. In this narrative, characteristics that shape the institution were identified, such as its infrastructure and its governing body organization.

Secondly, I developed a narrative where I told the most important aspects that happened in my first week as a practitioner. In that document, my role as a teacher and the identity I took from the practice can be evidenced.

Finally, in response to the current global pandemic in the first semester of 2020, many activities were redesigned to take a virtual form. Due to this situation, the third narrative was performed where the changes of teaching the English language were shown. The material has been designed in such a way that the students can access them in an autonomous way, it is to say that the guides are explained and help the student to be able to guide him/herself.

These entries can help us to reflect on the changes that have taken place during the evolution of the project and it can give evidence of the transformations that we have had as practising teachers. **(Annex 6)**

Chronogram of entries.

From March 2nd to 9th: Week of observation, aspects of the institution and the role of the supervisor in the classroom First week as pre-service teacher

March 9th to 16th: Second week as a pre-service teacher Experiences, identification of the role as a teacher.

From March 17th to May 1st: Role of teachers, students and parents in times of pandemic, transition from face-to-face to virtual classes, use of virtual and technological tools in times of pandemic in the school context, design, implementation and evaluation of material, etc.

From 11th to 15th May: Role of teachers, students and parents in times of pandemic, transition from face-to-face to virtual classes, use of virtual and technological tools in times of pandemic in the school context, design, implementation and evaluation of material, etc.

From 25th to 29th May: Role of teachers, students and parents in times of pandemic, transition from face-to-face to virtual classes, use of virtual and technological tools in times of pandemic in the school context, design, implementation and evaluation of material, etc.

Reflection workshops:

Due to the current situation, only one reflective workshop has been held, entitled "Reflexive Approach" directed by the teachers Myriam Gómez and Lucy Durán. Finally, this workshop was socialized through the Zoom platform in a virtual way. (**Annex 7**)

Date: March 25th 2020

Conclusion

Reflective research entries have been a supportive strategy for the practitioner. The entries reflect the practitioner's awareness of the different contexts that the practice experience generates. This also shows the process of development and improvement of the perspective and role that the practitioner takes as a teacher.

This instrument has manifested the evident change in the student-practitioner. As we know, experience is what shapes the practitioner, being in a real context applying the knowledge acquired in the course of the program and it provides different changes in both the attitude and beliefs of the individual

Comprehensive practice on site

As far as classroom practice is concerned, I could accept that the role of the teacher is to be the instructional guide and model of the student. This means that it is important to develop the student in front of an entity such as the teacher in an adequate student environment for learning and knowledge acquisition.

On the other hand, as far as the methodology of the teacher is concerned; he took an indelible and rustic role. During my stay at the institution as a pre-service teacher, I was able to learn from the interaction with the students and the time management. I understood that students like to waste time asking unnecessary questions. They look for ways to avoid the subject and sometimes say they do not understand in order to distract from the main objective.

As for the classroom, it had windows to create a pleasant climate, even had fans, a board, desk, desks, television and had both laptops for teacher use and internet access.

Comprehensive virtual practice

In terms of practice in a virtual environment, this generated impacting changes in the educational context. The students', teachers' and parents' role has changed. As we know, the pandemic COVID-19 has affected different sectors in the world's industry. Subsequently, the school education will be discussed in its new virtual methodology.

On the one hand, the role of the teacher has begun to be a mediator of knowledge, but however, in higher education the parent has taken over the performance of the student, who is the main guide in the development of activities.

In other words, the teacher is still the bearer of knowledge who transmits it through workshop guides that present topics and explanations, but on the other hand, the parent intensifies his or her accompaniment in the student's learning process. It is better suitable to say that the parent has always been an entity in the school government; however, his role is intensified because he is who must guide his child to make the teaching process effective.

On the other hand, the new master board has become a virtual platform. The digital media have become more powerful and the use of them has become very important. The goal of this is to create a link to share the teacher's knowledge with the student and even with the parents.

Platforms can vary; they can be educational or even social platforms, which are nowadays the best tool to be aware of everything.

As far as the design of the study guides is concerned, these are short and very concise because there are students who do not have access to internet and must print the guides and cannot exceed 4 pages. These guides can consist of 3 or 4 topics, with exercises from the workbook and links to further information.

To sum up, the reflections produce a reflective critical thinking that helps to denote the changes in the different aspects of the student practitioner. It is important to emphasize that this process entails many changes in itself, but mainly this pandemic generated in 2019 but that arrived in March 2020 in Colombia has affected in all areas. We have had the need to create changes for the fulfillment and continuity of educational schools that cannot be stopped, not even by a pandemic, so even with the different obstacles, teachers and institutional and government leaders will take the necessary measures to meet the needs of students and bring education to the students' home.

Chapter III Outreach Component

AWARENESS OF THE ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN THE CITY OF PAMPLONA

Presentation

This proposal contains a twofold objective: to organize the social influence of the Foreign Language Program from the outreach component implementation to the practicum community to raise awareness through a project for primary school students on the basics of English as foreign language.

The first part of this component consists of the justification, the objectives of the project, its characterization and the lines of contribution to which it applies.

Then, the theoretical framework that guides the proposal, the population that will benefit, the schedule and the budget estimate table that will be prepared by each participant are presented.

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

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

This program has developed throughout the country and has integrated the work carried out by the secretariats of education, public and private universities and language centres. However, the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted on.

Regarding the primary education, the Government is advocating the expansion of the coverage of English language education for boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning

processes, and therefore the results of evaluations implemented at the national level are not very encouraging.

The University of Pamplona of Colombia, seen as a public training institution for trainers and more specifically the Bachelor's Degree Program in Foreign Languages English-French, has come close to the reality facing the primary school in the city of Pamplona as regards the National Bilingual Policy. Many of the educational institutions in this city do not have English teachers to meet the training needs of the primary sector.

Recognizing this real context and the problems arise. The proposal of social projection seeks to meet the needs of English training in primary school population at downtown of Pamplona, Additionally, to integrate the foreign language training of students of the English-French Foreign Language Degree into the educational reality of this sector to deal with, to reduce the gap between public and private schools in the foreign language area.

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

JUSTIFICATION

The learning and acquisition of a foreign language, allows being at the forefront of the needs nowadays the world demands. That is why it is necessary to implement and work on this process from the very beginning of children's schooling so that when they complete their basic education cycle they have a basis for continuing this learning in secondary education, vocational secondary and higher education, so that more people are trained in this area.

The aim of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic foreign language training that is necessary

and essential at these levels. For this reason, it is carried out as part of the extension component to the community of the integral practice developed by students of last semester of the Degree in Foreign Languages of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education sector.

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

General Objectives

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

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

Specific objectives

In order to have a better understanding the issues raised above, this proposal will seek:

- To familiarize the child of the primary Bethlemitas Brighton school of Pamplona with fundamental 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 the city of Pamplona.
- To link the training of students of the Bachelor's Degree Program in Foreign Languages English-French with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

Typology of the project

It is a training project, disciplined in the field of the curriculum; it is open to institutions where integral practice is carried out and offers basic training in primary education in the city of Pamplona, forming part of the training project of the Foreign Languages programme of the University of Pamplona.

This proposal articulates the social projection, transcends the institutional space and makes possible the articulation of the PLEX Degree to the Pamplonesa community.

The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the community of the University and the degree.

Contribution Lines

- Contribution to academic training in the field of foreign languages.
- Citizen education (attention to problems in the educational environment that tend to reduce the inequity of the education system)
- Projection to the school community at university and program level

Theoretical Framework

Teaching of the languages

International Linguistic Policies

For several years, UNESCO has been concerned with the role of languages in the global context. At the 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 different communities, can only be met through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) believes that languages are not just a means of communication, but a true factory 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, at the same time, support the learning of international languages that provide access to global communication and information exchange. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for translation, in all possible ways, of written and visual materials with a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006), the learning of foreign languages is now an inescapable necessity, but it is also the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet points out; they are the best instrument for accessing other

cultures, other histories, other ways of seeing and understanding the world; they erase distances and bring us closer to science and technology too.

All types of learning are of vital importance for the sociability of the human being as long as it allows it to develop properly 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 knowledge.

National Program of Bilingualism

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

Bilingualism

Bilingualism refers to the different degree of dominance by which an individual communicates in more than one language and culture. This degree depends mainly on the context in which the individual finds himself. Therefore, according to how you use another language, other than the native one, these languages are considered second languages or foreign languages. MEN (2006)

The teaching of English in primary school

According to Yesser A, & Chacon C. (2011), the acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character inherent to the individual. As well as factors specific to the socio-cultural and educational context, such as the curriculum are involved, the methodology used and the training and updating of the Foreign Language Teacher, among others. Thus, the importance of reaching the point of understanding how the child learns and incorporates a Foreign Language becomes necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) o LE and how this process relates to the native language of the child. From what was previously written Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to LE. The acquisition of language is done naturally and unconsciously in the form of a comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language about.

This distinction has been questioned because it is difficult to define both terms as part of a continuous process between the unconscious and the conscious (Richard-Amato 1996). The authors raise their point of view on the subject and differ for the purposes of this dissertation, the terms learn and acquire interchangeably because the SL can be acquired through recreational activities in an inductive and natural way that also involves processes of learning. It is important to note; however, that the contributions of Krashen and Terrel (1983) in terms of the natural approach of language are relevant to the process of acquiring SL in children and support the method of Total Physical Response (TPR) proposed by Asher (1976).

According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-production is the stage in which the child develops the ability to hear and understand language through gestures and actions, 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 oral production.

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

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

To support the above mentioned on the acquisition process of a LE it can be said that according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) The ability of children to learn, understand, discover and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches to them (p. 467). As a result, children construct through language meanings of the world around them and establish their own semiotic interpretation criteria for each concept they discover.

For this reason, the learning of the SL must be based on previous knowledge and mother tongue schemes since the representations developed in previous learning and experiences constitute the scaffolding to build through the SL, new mental schemes or expand existing ones.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who states that From the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in motivation, creativity, spontaneity and flexibility that characterize children and that distance them from the adult, who is usually more prone to emotional block at the

moment to express in another language. From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the more likely the child is to develop the pronunciation of a native.

Why learn the English language in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) quoted Madrid and McLaren (1981) who state that there are different types of reasons justifying learning a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who start foreign language study at school tend to achieve more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and daring that exceeds those of young people and adults.
- Children tend not only to be afraid of making mistakes, but they often acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their lives where the plasticity of their brains makes it easier for them to learn languages.

In summary, it is noted that the human learning process is based on experiences with the environment in which it is influenced by cultures that predominate and identify their idiosyncrasy and autonomy; especially in the young population in the childhood life cycle, where from an infinite number of theories from the psychological field. It is argued that sociological learning takes place through the observation and listening to sounds that focus on the senses of each individual. Emphasizing that the process of cognition from mental processes directs and leads to a meaningful learning in children who are at the beginning of learning especially from an LE.

The context of Pamplona

The city of Pamplona has basic and secondary education institutions, mainly of a public nature. General colleges group most of them as follows:

Escuela Normal Superior, which has as headquarters the escuela rural Cariongo, el Instituto la Aurora.

Colegio Provincial San José, which has as headquarters the Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez.

Águeda Gallardo School in Villamizar, which has the Holy Trinity School, escuela el Escorial, Nueva Iser , Jardín Nacional.

Instituto San Francisco de Asís: it is in charge of the Colegio José Antonio Galán, Colegio de Cristo Rey.

There are also two institutions which do not have the status of a general school, but provide basic and secondary education of a public nature. These are the following:

Colegio Técnico la Presentación

· Institución Educativa Brighton Bethlemitas.

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

SUBPROJECTS

This space intends to establish a line of action for the Program of Languages in relation to the Social Projection. In this regard, the implementation of the community outreach component, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which he or she performs the integral practice.

The objective of this proposal is framed within the conception of social interaction of the university with the community of Pamplona through the design and implementation of a project to support training in English.

Name of the proposal: “ART AS A MEDIATION FOR LEARNING AND REINFORCING ENGLISH, A PEDAGOGICAL PROJECT WITHIN 3TH GRADERS PRIMARY SCHOOL.”

General objective

To propose a pedagogical project based on an artistic activity such as painting for teaching English.

Specific objectives.

To transmit basic knowledge of the English language that facilitates communication between individuals

Calendar (Table 10)

The schedule proposed of activities to be developed within a period of twelve weeks, in which the participants will receive classes two days a week throughout one hour each intervention.

DATE	ACTIVITY	RESOURCES	TIME
02-03-20	Saludos en inglés	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
03-03-20	Test diagnostic	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour

09-03-20	Verbo TO BE, pronombres y profesiones	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
10-03-20	Colores, animales	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
16-03-20	Información personal	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
17-03-20	Vocabulario de la familia y presente simple	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
23-03-20	Was were.	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
24-03-20	Conocimiento pinturas a través de diferentes culturas	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
30-03-20	Verbos para expresar emociones	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
31-03-20	Vocabulario sobre arte: verbos, y sustantivos	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour

13-04-20	Past simple	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
14-04-20	Vocabulario de la casa	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
20-04-20	Deportes	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
21-04-20	There is, there are	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
27-04-20	Comparative and superlatives	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
28-04-20	Actividad del arte a través del dibujo a pulso	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
04-05-20	Wh questions	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
05-05-20	Expresiones y dichos en inglés	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour

11-05-20	Test de diagnóstico final	MARKER, BOARD, WORKSHEETS AND AUDIO REPORTER	1 hour
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Calendar primary school – Pre-service Teacher (Table 11)

X	Class 1	Class 2	Class 3	Break	Class 4	Class 5	Class 6	Class 7
Monday	3-01	3-02				7-03	7-03	
Tuesday		3-01	3-02			10-02	10-02	
Wednesday			11-01		11-01			
Thursday			10-01		10-01			10-02
Friday	7-03	7-03	11-01		10-01			

BENEFICIARY POPULATION

The direct beneficiary population:

It is composed of the student academic community of the primary schools of the city of Pamplona in which the Integral Practice is implemented. The number of participants will be defined at the end of the observation period. The population is estimated to range from 50 to 60 students per institution.

- Elementary School Students
- Teachers of Primary Basic Language and Area Courses

- Foreign Language Program Students-Trainees

The beneficiary indirect population:

- Foreign Languages Programme Community
- Pamplona Educational Community

Institutional units linked to the project

- Foreign Language Program
- Department of Languages and Communication
- Faculty of Education
- Directorate of Social Interaction

Instituciones externas vinculadas al Proyecto

Colegio José Antonio Galán

Normal Superior Pamplona

Colegio Técnico La Presentación

Colegio José Rafael Faría

Institución Educativa Cristo Rey

Institución Educativa Brighton Bethlemitas

Conclusion

Regarding the outreach component, I worked both weeks with the primary teacher in grade 3-01 and 3-02 for a total of 4 hours per week. During these classes, my role was to support the teacher, grade attendance, grade notebooks and accompany pronunciation.

When the quarantine began in the city of Pamplona, the cooperative teacher asked us to create worksheets, workshops, etc. for primary school students. In addition, it was proposed that two explanatory videos be made for primary school children for each grade during the remainder of the practice process. We communicated with the supervisor in the primary area to offer our help and availability in the accompaniment and realization of the material for the

primary children. Finally, two videos were created for the primary school children. One about the pains and symptoms of illness and the other about qualifying adjectives. These videos were sent by mail to the primary school teacher who shared them with the parents so that the children could practice pronunciation and vocabulary at home.

Chapter IV: Administrative Component

Introduction

This component corresponds to the administrative and pedagogical activities conducted by teachers at the Educative Institution Bethlemitas Brighton. The aim thereof is to engage student-teachers not only to take part in the classroom activities but also to participate in every event or activity promoted by the educational community during the stage in order to learn more about the institution and to understand the context in which the practicum takes place.

General objective

To understand the functioning of the Bethlemitas School by getting involved in administrative and extracurricular activities.

Specific objectives

- To attend extracurricular activities proposed by the educational institution.
- To take the role of an active member of the institution.
- To participate in staff meeting of the institution context.

Methodology

For achieving the main objective of being effectively involved with administrative activities and events proposed by the school, the student-teacher could fulfill some other functions such as participating in events organized within the educational institution such as religious celebrations, discipline alignment before classes, discipline supervision during breaks, flag-raising, school government election, among others.

Activities timetable (Table 12)

< Janu 2020		FEBRUARY 2020					March
2020>							
SUN	MON	TU	WED	THURS	FRI	SA T	
						1	
2	3	4	5	6	7	8	
	VALUE LAUNCH: FAITH AFTERNOON : PEDAGOGIC AL DAY PREPARATI ON OF ACTION PLANS,	VALUE LAUNCH: FAITH SOCIALIZATI ON REQUIREMEN TS FOR STUDENTS ASPIRING TO BE COURSE REPRESENTA TIVES AND	7:00 ACADEMIC COUNCIL: LOCALE AFANADOR	MEETING OF STUDENT S WITH DISCIPLIN ARY COMMIT MENT AND PARENTS. MEETING OF	ACTIVITIES: A HEALTHY LIFESTYLE		

	ACTIONS, AREAS.	CONCILIATO RS		STUDENT S WHO RESTART THE SCHOOL YEAR		
9	10	11	12	13	14	15
FAMILY EUCHARI ST. ELEVENTH GRADE BETHLE MITA	SENSIBILIZA TION SCHOOL GOVERNME NT AFTERNOON : 4:00 MEETING PARENTS OF SECONDAR Y	SENSIBILIZA TION SCHOOL GOVERNME NT AFTERNOON: 4:00 MEETING PARENTS OF PRIMARY	INDUCTION AND ORGANIZATI ON OF SOCIAL WORK, TENTH GRADE	SENA INDUCTIO N	ELECTION OF GROUP REPRESENTA TIVES AND CONCILIATO RS. ENCOUNTER WITH CHRIST ELEVENTH GRADE	
16	17	18	19	20	21	22
FAMILY EUCHARI ST	LAUNCH OF THE CAMPAIGN TO: LEGAL STATUS,		MEETING OF STUDENT REPRESENTA TIVES AND		ENCOUNTER WITH CHRIST TENTH O1 GRADE	

TENTH GRADE 01	COMPTROLL ER, PRESIDENT, STUDENT COUNCIL		CONCILIATO RS			
23 FAMILY EUCHARI ST TENTH GRADE 02	24 AFTERNOON : NOTIFICATI ON TO PARENTS	25 DAY OF ATONEMENT AFTERNOON: NOTIFICATIO N TO PARENTS MEETING WITH ALUMNI	26 ASH WEDNESDAY	27 FLAG RAISING, ELEVENT H GRADE	28 ENCOUNTER WITH CHRIST, TENTH 02 GRADE DELIVERY OF ADAPTED LEARNING MESHES FLAG- RAISING, FIFTH GRADE	29

Institutional calendar

FIRST TERM															SECOND TERM															
JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUN					
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
					3	4	5	6	7	2	3	4	5	6			1	2	3						1	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	9	10	11	12	13	HOLY WEEK					4	5	6	7	8	8	9	10	11	12	
13	14	15	16	17	17	18	19	20	21	16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	15	16	17	18	19	
20	21	22	23	24	24	25	26	27	28	23	24	25	26	27	20	21	22	23	24	18	19	20	21	22	22	23	24	25	26	
27	28	29	30	31						30	31				27	28	29	30		25	26	27	28	29	29	30				

- Institutional development Teachers and Managers: January 07-19
- Start of classes: January 20
- First semester: From January 20 to June 14
- First period of classes: From January 20 to March 27
- Parents Notification : 24 February
- Institutional Development : April 6 to 12
- Quality tests: March 17 to 26
- Platform Closure: March 29
- Evaluation Commissions: March 30
- Secondary grade report : Monday April 13
- Primary Elementary grade report : Tuesday April 14
- DAY E May 16
- Second class period: March 30 to June 12
- Parents Notification : May 27
- Quality tests: June 3 to June 12
- Family celebration
- Platform closing: June 14
- First semester holidays Directors and teachers : June 15 to July 5.
- Completion of the first semester: Friday, June 12
- Evaluation commissions: Monday, July 6
- Delivery of Basic Secondary bulletins: July 13 –
- Delivery of Primary bulletins: July 14

Conclusions

The administrative component sought to include the practitioner in the extra-curricular activities of the institution, such as flag raising, accompaniment at school meetings with directors or parents, etc.

However, the time spent working on campus was scarce and it was not possible to collaborate or participate in any of these activities in the company of the institutional authorities.

On the other hand, the practice coordinators have decided to remedy this component through training workshops that aim to bring students closer to the primary and secondary school context.

The practice coordinator led these workshops:

From 20th to 24th May: Use of technological tools for virtual classes

From 27th to 1st May: No

May 4th to 8th: Basic learning rights for primary school

From 11th to 15th May: Not conducted

From 18th to 22nd May: Basic Learning Rights for Secondary School

From 25th to 29th May: Disciplinary strategies

The workshops were led by the practice coordinators where different virtual platforms were socialized allowing access to different virtual utilities, such as screen recording or content creation pages such as “storyjumper”. Finally, these workshops gave knowledge of the use of virtual platforms that would generate a great impact on the teacher practitioner. These new tools play a very important role in the development of virtual classes, allowing for no limitations in teaching and encouraging student motivation.

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ANNEXES

Annex 1.

Report of the videoconference with the coordinators. Bethlemitas Brighton Institution

INFORME DE LA VIDEO CONFERENCIA CON LAS COORDINADORAS Y LA HERMANA RECTORA.

El gobierno aprobó un dinero para las fotocopias para los estudiantes que no tienen acceso a la plataforma web colegios.

Todos los lunes nos encontraremos con las docentes a las diez de la mañana en video conferencia en web colegios.

El calendario académico se reformó. Tenemos desde el 20 de abril hasta el 30 para finalizar el primer periodo. Terminar los repasos y terminar de sacar las notas para entregarle a los padres

El lunes 4 de mayo inicia el segundo periodo hasta el 10 de julio.

A partir del 4 de mayo se da inicio la temática del segundo periodo. Estar pendientes a cualquier necesidad.

Tener paciencia y un buen criterio para hacer las cosas con los estudiantes.

Esta semana retomamos el repaso. decirle a los padres y estudiantes que se debe finalizar el primer periodo y colocar las notas. Estas son indicaciones que da la SED (Secretaría de Educación Departamental).

Realizar una guía que sirva de prueba de calidad con esto cerramos el primer periodo. y le damos el comienzo al segundo.

La evaluación puede ser con libro abierto, de interpretación de lectura o como lo deseemos hacer cada una desde su área del conocimiento.

El padre de familia debe vincularse en el trabajo con el estudiante puesto que él debe realizar la coevaluación del estudiante.

Se hizo un diagnóstico de los medios de comunicación. por eso se les pidió a las titulares que pasara la relación de los estudiantes que tienen acceso a la plataforma y quiénes no.

Lo importante es que todos los estudiantes puedan acceder a los conceptos básicos. a lo conceptual para que ellos puedan avanzar. ya que ellos no pueden estar como estaban en el colegio en sus seis horas de clases presenciales.

las profesoras titulares deben enviar los números de teléfono que tienen WhatsApp

y las secretarías organizarían el directorio a todas las docentes.

El estudiante puede comunicarse con las docentes para aclarar dudas, dar una hora apropiada de atención. Los procedimientos para facilitar el estudio en casa:

- las guías talleres es lo más apropiado.
- las video conferencias las que lo quieran hacer

Hay un plan de aula emergente que envió la SED. en esta y la otra semana

(2 semanas para presentarlo). Es un plan de aula (unidad). es retomar el plan de estudio y tratar de ajustarlo al formato que envió la SED. se debe enviar.

Los planes de estudios, los ejes temáticos deben apuntar hacia el aprendizaje pertinente y esencial solo lo básico lo que el docente considere que sepa. la propuesta de aprendizaje se debe resaltar solo lo relevante, las competencias lecto-escritoras y socio emocionales (debido a la situación anómala que se presentó por eso en las competencias socio-emocionales hay que apuntar a que la trabajen. El modelo pedagógico del colegio apunta a toda la parte humana. Se debe tener en cuenta la flexibilidad.

Hay dos formatos que se les van a enviar a las titulares para que se los hagan llegar a los estudiantes, en estos formatos vienen todas las áreas y son el aporte del estudiante como del padre de familia. en qué momento estudia, cuantas horas le dedica, las observaciones si logró avanzar, las firmas de padres y del estudiante. La forma de evaluar va a ser a través de los talleres, de las guías que los estudiantes realicen. no se puede recurrir al quiz y a las evaluaciones como ellos estaban enseñados. Buscar la manera que el estudiante nos demuestre a través de las guías y de los talleres lo que aprendió

interacción con los padres de familia el horario de estudio en casa es flexible

no se trata de trasladar el aula de clase a la casa sino de hacer una nueva forma de aprendizaje teniendo en cuenta que este puede ser autónomo y significativo. Las estrategias de evaluación que nos pide la SED, deben ser cualitativas y formativas. y tenemos que buscar la manera de como retroalimentar. ya que todos no aprenden igual.

ojalá pudiéramos retomar el aprendizaje de escuela nueva que es a través de guías y el estudiante va desarrollando los conocimientos. Tenemos que insistir en la contextualización, en el cuidado del medio ambiente y el desarrollo progresivo y ayudando para que se viva el afecto en casa. Desde hoy 20 de abril se reinicia el proceso.

El formato que envió la SED, vienen los tres aspectos el Saber, el Hacer y el Ser.

Al elaborar las guías, debemos tener en cuenta estos tres aspectos para poderlos manejar. esto debe aparecer tanto en el plan de unidad como en las guías porque esto debe coincidir. A los padres de familia se les va a enviar una guía orientadora para que ellos sepan que nos deben de apoyar. Mirar si ellos estan haciendo el trabajo, que dificultades han tenido para hacerlo, si no hizo porque no hizo, etc. Para esto se va a enviar un formato para que lo refrende con la firma.

En el portafolio del Ministerio de Educación Nacional, aparecen muchos programas en los cuales nos podemos apoyar con el fin de relacionar los temas que tenemos en los planes de estudio con las ayudas que se puedan encontrar. en todos aprender aparecen clausulas educativas, transitando por el saber, secundaria activa. Nos enviarán todos los apoyos que el MEN (Ministerio de Educación Nacional) subió para que los docentes lo puedan hacer. Muchos de ellos son audiovisuales, pero se puede retomar en las guías tomando las temáticas y las formas de conceptualizar.

Si se va a trabajar algo virtual con algunos de los estudiantes, se debe hacer un tutorial con ellos de uso y manejo. se deben dar unas pautas para el uso de materiales. debemos establecer una agenda y horario de

VIRTUAL CLASS

HOME STUDY

SCHEDULE FOR ACADEMIC ACTIVITIES 6° - 9°.

TIEMPO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
3 HORAS	MATEMÁTICA	LENGUA CASTELLANA	CIENCIAS NATURALES	CIENCIAS SOCIALES	INGLÉS
1 hora	Tecnica e Informática	Ética y Valores	Química	Ed. Artística	Física

1 hora	Ed. Física			Ed. Religiosa	
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Annex2.

Plannig sheet for implementation of “SHORT STORIES” project

Docente:
Luisa Fernanda Ramírez Uribe
Asignatura: Implementación proyecto pedagógico “IMPLEMENTATION OF TASK-BASED SHORT STORIES TO ENHANCE WRITING SKILLS IN 10TH GRADE STUDENTS AT BETHLEMITAS BRIGHTON SCHOOL.”!
Curso: 10th graders
Duración: 40 minutos
Objetivo general:
Identificar los aspectos claves en la creación y producción de un cuento corto.
Objetivos específicos:
Reconocer los aspectos claves para la creación de un cuento corto
Producir un texto corto

Fases	Actividades	Recursos	Tiempo
Inicio Warm-up	El profesor deberá saludar a los estudiantes formalmente. Seguidamente les enseñará un video corto sobre la historia de caperucita (en inglés). Se proyectará un video y deberán tomar apuntes para hacerles preguntas como: ¿Cuál es el título de esta historia? ¿Cuáles son los personajes principales? ¿Características de los personajes? ¿Cuál es la secuencia que conlleva esta historia?	Internet Computador Video beam Pantalla para proyectar Televisor	7 min
Introducción y explicación del tema	Una vez hayan visto el video y hayan respondido estas preguntas, el profesor deberá transmitir un video de youtube (en español) que busca enseñar como crear cuentos cortos. La intención es que ellos identifiquen los pasos que se deben seguir: -Inicio -Nudo y Desenlace Una vez ellos hayan visto este video, se procederá a dar las explicaciones de lo que conlleva cada aspecto que conforma un cuento.	Tablero Computador Video beam Internet	15 min

Desarrollo del tema	<p>Al tener claro estos temas, se llevará a cabo una actividad en donde los estudiantes tomarán el texto de caperucita (ficha impresa) y van a señalar con otro color donde se encuentra el inicio, el nudo y el desenlace del cuento.</p> <p>Al terminar la profesora deberá pedirle a alguno de sus estudiantes que lea la estrofa que concierne al inicio del cuento y así sucesivamente con las otras partes del cuento.</p>		5 min
Cierre- evaluación- Tarea	<p>Para dar por terminada esta actividad, el profesor deberá dar los siguientes comandos para obtener un producto final.</p> <ol style="list-style-type: none"> 1. Recuerda que incluso en el "cuento corto" debe estar contener sus tres bases: Opening, development and Ending Line 2. A continuación vas a leer de nuevo el cuento "Little Red Riding Hood" 3. Una vez termines de leer el cuento vas a crear una historia basado en esta y vas a modificar algunos aspectos. (puedes diseñarlo a tu gusto) Como por ejemplo, Caperucita no se encuentra con un lobo sino con el ex presidente de los Estados Unidos Barack Obama Otro ejemplo podría ser que Caperucita va a visitar a su madrastra en vez de su abuelita... Otro ejemplo puede ser que Caperucita sea cenicienta. Teniendo en cuenta estas diferencias deberás crear esta nueva versión. 4. Una vez hayas terminado tu cuento corto (máximo 250 palabras) no olvides darle un título tu cuento que llame la atención. 		15 min

ANEXOS DEL PLANEADOR PARA LA IMPLEMENTACIÓN

1. Link – video caperucita: <https://www.youtube.com/watch?v=e-gSuC8ybMA>
2. [Link – explicación como redactar un cuento corto:](https://www.youtube.com/watch?v=b5PJ9qi8RG8&feature=emb_title)
https://www.youtube.com/watch?v=b5PJ9qi8RG8&feature=emb_title

SHORT STORY TO IMPLEMENT - EXAMPLE



Little Red Riding Hood

A long time ago there lived a young girl called Red Riding Hood. One day Little Red Riding Hood's mum asked her to take some cakes to her granny who was ill. So she put on her cloak, packed up a basket and skipped off through the woods to granny's house.



Little Red Riding Hood hadn't gone far when she met the woodcutter. He asked her where she was going. "I'm going to take these cakes to my grandma's house".

"That's very kind of you, but be careful", warned the woodcutter, "there's a wicked old wolf in these woods and he's always hungry".



Little Red Riding Hood bravely skipped on a bit faster. Behind a tree the wicked wolf watched her. He was feeling rather hungry. He would have liked to have gobbled up Little Red Riding Hood there and then but he could hear the woodcutter near by, so he thought better of it. He thought of a clever plan, and ran off in the direction of grandma's house.



When the wolf got to granny's house he rudely let himself in and greedily gobbled up granny in one bite. Then he squeezed his fat body into granny's night-gown put on her night-cap and glasses and climbed into bed.



A short time later Little Red Riding Hood arrived at granny's house. Granny didn't look like herself at all. "What big eyes you have", said Little Red Riding Hood. "All the better to see you with, my dear", said the wolf. "But what big ears you have!" "All the better to hear you with", said the wolf. "Granny, what big teeth you have!" "All the better to eat you with!" said the wolf with a wicked laugh.

He jumped out of bed and began to chase a very frightened Little Red Riding Hood. She screamed very loudly. Luckily the woodcutter heard the noise and just as the wolf was about to eat up the delicious Red Riding Hood he burst in the door and cut off the wolf's head. Then the woodcutter cut the wolf open and out stepped granny.

Little Red Riding Hood, granny and the woodcutter all sat down to tea and cakes and they lived happily ever after.





Additionally I add the link of the platforms that will be used Blogspot:

<https://shortstoriesluisafernandaru.blogspot.com/>






Google classroom: <https://classroom.google.com/u/1/c/OTkyNzMxNjQ3ODha>

Annex3.

Documentos > PRACT VIRTUAL > ANNEXES > Annex3 >




Nombre	Fecha de modifica...	Tipo
 Guías - grados 7,10 y 11 A - 4-15 de m...	15/05/2020 20:57	Carpeta de archivos
 Guías - grados 7,10 y 11 A - 18-29 de ...	11/05/2020 19:10	Carpeta de archivos
 PLANEADOR COLEGIO- DEL 4 AL 29 D...	11/05/2020 19:09	Carpeta de archivos
 HORARIO DE CLASE VIRTUAL - 1st .do...	06/05/2020 18:17	Documento de Mi...

Documentos > PRACT VIRTUAL > ANNEXES > Annex3 > Guías - grados 7,10 y 11 A - 4-15 de mayo

Nombre	Fecha de modifica...	Tipo
 Socialización de guías a través de Zoom	11/05/2020 19:12	Carpeta de archivos
 guia taller 7-03.a.docx	04/05/2020 23:09	Documento de Mi...
 guia taller 10mos.a.docx	04/05/2020 23:02	Documento de Mi...
 guia taller 11mo Miguel Eugenio. INC...	08/05/2020 19:05	Documento de Mi...
 guia taller 11mo.a.docx	08/05/2020 7:54	Documento de Mi...




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PRACT VIRTUAL > ANNEXES > Annex3 > Guías - grados 7,10 y 11 A - 4-15 de mayo > Socialización de guías a través de Zoom

Nombre	Fecha de modifica...	Tipo
 10th GRADE.pptx	08/05/2020 9:44	Presentación de ...
 11th GRADE.pptx	08/05/2020 0:59	Presentación de ...
 703 GRADE.pptx	08/05/2020 0:52	Presentación de ...

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Documentos > PRACT VIRTUAL > ANNEXES > Annex3 > PLANEADOR COLEGIO- DEL 4 AL 29 DE MAYO

Nombre	Fecha de modifica...	Tipo
 7-03 FORMATO PLAN DE AULA EMER...	07/05/2020 15:38	Documento de Mi...
 10th - FORMATO PLAN DE AULA EME...	07/05/2020 15:39	Documento de Mi...
 11th - FORMATO PLAN DE AULA EME...	07/05/2020 15:40	Documento de Mi...

Annex 4

Planning – Integral practice

LESSON PLAN: Comparatives and superlatives #1		
TEACHER: Luisa Fernanda Ramirez	GRADO : 7th 03	DURATION : 4 hours
SUBJECT: Comparatives and superlatives		
STANDARDS:		
<ul style="list-style-type: none"> I understand the information done by the teacher during the lesson. I can associate emotions with its name. I use short sentences to compare two or more things I identify comparatives and superlatives adjectives in a text 		
OBJECTIVES:	FUNCIONES DE LA LENGUA:	
<ul style="list-style-type: none"> To identify phrases expressing comparative and superlative adjectives. To describe Colombian facts I formulate sentences using comparative and superlative adjectives To practice adjectives To interact with students inside the classroom 	<ul style="list-style-type: none"> To describe physical aspects using adjectives. To establish a communication and interaction in an academic context 	
PERFORMANCE INDICATORS		
KNOW Students will learn the use of comparative and superlative adjectives. Short and simple sentences comparing two or more things.	DOING Students will be able to compare their friends Exchange information about specific situations in the classroom	BEING Students will be active beings inside the classroom Collaborate to get a good environment inside the classroom.
TRANSVERSALITY CONVIVENCIA CIUDADANA:		
CONTENTS: Adjectives Comparatives Superlatives		
THE TASK		
1. INTRODUCCIÓN DEL TASK		
Firstly, the teacher is going to play a game for her students. The activity is to mimic the adjectives in order to introduce the subject: comparative and superlative adjectives. Then, the teacher will present the use of comparative and superlative adjectives by showing its structure		
2. PRÁCTICA DE HABILIDADES RECEPTIVAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA- VOCABULARIO)		
LISTENING	<p>An audio file from the book Outstanding 7 (Audio 5) about Colombia facts. Students are going to listen this audio once and after listening it, the teacher is going to ask the students what they listened and which aspects catch their attention? A general idea about it.</p> <p>Then, students will open their books in order to continue the reading of the text about Colombia information.</p>	

<p>give help and attention to students' doubt. Moreover, graders will develop the exercise 9 and 10 on page 21 and write it on their notebooks. Following the standards, teacher will explain the use of superlatives by showing its structure and finally they will have to apply it to the list of adjectives</p> <p>SHE IS THE PRETTIEST IN THE WORLD SHE IS THE BEST</p> <p>Once, this information is done, students will go on page 21 in order to develop the exercises by using superlative formula.</p> <p>Now, the teacher will introduce an audio 5, which will inform about some Colombia facts. Students are going to listen this audio once and after listening it, the teacher is going to ask the students what they listened and which aspects catch their attention? A general idea about it.</p> <p>Once students have heard the audio about Colombia, teacher is going to demand students to open their outstanding book, and they have to fill a chart (page 18, exercise 2) with facts they know about Colombia, also those facts they want to know in the future. The teacher is going to ask some students to share their opinions, and their experiences in Colombia. After that, teacher is going to propose a reading part about Colombia information. Students have to look for the unknown vocabulary and write it in their notebooks. The teacher is going to start reading the first part of the text, and later he is going to ask some students to continue the reading. When they finish reading it, she is going to ask some relevant information about the text in order to know if students understood the text. Later on, teacher is going to ask some questions and students have to answer it if this is true or false: <ul style="list-style-type: none"> Colombia is not as big as South Africa? Colombia exports coffee as good as that of other countries? </p>

	<p>Students have to look for the unknown vocabulary and write it in their notebooks. The teacher is going to start reading the first part of the text, and later she is going to ask some students to continue the reading. When they finish reading it, she is going to ask some relevant aspects about the text in order to know if they understood the text. Later on, teacher is going to ask some questions and students have to answer it if this is true or false: <ul style="list-style-type: none"> Colombia is not as big as South Africa? Colombia exports coffee as good as that of other countries? Salsa is the most popular music in Cali? Chicamocha cable car is longer than many others? James Rodriguez is the most expensive player in the world? </p>
LENGUAJE	<p>Once, they have this information they will develop an activity which is about compose superlative and comparative adjectives (a list of adjectives)</p> <p>I AM MORE TALENTED THAN MY SISTER MY BROTHER IS TALLER THAN MY COUSIN I AM THE MOST TALENTED IN MY HOUSE MY BROTHER IS THE TALLEST STUDENT</p> <p>Besides, the teacher will ask students to use their outstanding workbook to develop the pages 21, exercise 8. Then they will go to the page 19 in order to carry out a cultural activity about some facts in Colombia. Finally, according to the information obtained in the previous exercise, they will be able to develop activities proposed in the page 21 exercise 10.</p> <p>Once students complete the task, teacher is going to observe if it is correct and she is going to ask some students to share their notes</p>
3. TAREA PEDAGÓGICA: INSTRUCCIONES, PLANEACIÓN Y REPORTE	
INSTRUCCIONES	<p>To use the English language inside the classroom To bring English dictionary To respect classmates To have the workbook Outstanding 7</p>
PLANEACIÓN	<p>Teacher is going to introduce the adjectives vocabulary by doing a mimic, which will correspond to an adjective. Students must be alert in order to win points. Once, we have finished the activity, the teacher will explain how we can compare two thanks by using its structure. She will explain how to compare words with two or less syllables. Besides, she will teach the use of comparative structure for longer adjectives.</p>



REPORTE	<p>HOMEWORK: The teacher is going to ask students to complete the exercise number 10 at home, in which they have to put the correct information about comparative and superlative information. This task has to be wrote on their notebooks.</p>
EVALUACIÓN DE LA TAREA:	<p>Students at the end of the course will be evaluate by proposing some of the exercises propose in the page 22 activity 11. In this way, they will have to structure a sentence using superlatives, equality and comparatives. This exercise will be a grade.</p>
MATERIALES REQUERIDOS: Flashcards, workbook, board, markers, dictionary.	

APPENDIX

Attached you will find the slides and the audio file that are going to be implemented during the class.

Annex 5.

Planning – virtual methodology

 Plan de Aula Emergente para Estudio en Casa  INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON MUNICIPIO PAMPLONA									
Docente	Genis Navarro Luisa Ramírez	Área y/o Asignatura	Inglés	Grado	7º-03	No. De estudiantes	29	Periodo	2º
Semana prevista para el aprendizaje		Del 04 al 15 de Mayo		Hora de estudio en casa		8 horas			
Componente y/o proceso de pensamiento				Competencias					
Estándar (EBC)		COMPRESION: Listening: Identifico el significado correcto de las palabras de acuerdo al contexto. Reading: Distingo el significado correcto de las palabras en un diccionario de acuerdo al contexto. PRODUCCION: Writing: Describo con frases cortas personas, lugares y objetos, relacionados con tópicos o situaciones que me son familiares. Speaking: Establezco comparaciones entre personas, lugares y objetos. Conversation: Hago preguntas sencillas acerca de temas que me son familiares relacionándolos con gestos y repeticiones.							
DBA		1. Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Para la escritura se ayuda de una secuencia de imágenes y un modelo preestablecido. 2. Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Para la comprensión del texto, se apoya en palabras y frases familiares.							
Eje temático		Lección 1: Whose car is it? El posesivo de los sustantivos. Lección 2: Yesterday vocabulary. Pasado simple: There was/ there were Lección 3: Outstanding events. Pasado Progresivo Lección 4: Would you like to go out? Vocabulario de: movies, tv programs, music, sports, books, places		Aprendizaje					

Activa

Guide workshop –



INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON
PAMPLONA

Legitimación: De Estudios según Resolución N° 5337 del 29 de Octubre de 2019
NIT-307.003.043-1 CAJE 154619000753

GUIA – TALLER

CURSO 11-01 ÁREA Inglés DOCENTE Genis Navarro – Luisa Ramírez FECHA: 04 de Mayo 2020 ESTUDIANTE: _____

"Puedes salvarte a ti mismo y a tu familia del Covid-19. No olvides lavar tus manos regularmente con agua y jabón."

TEMA DE APRENDIZAJE:

- Lección 3 y 4: Verbos seguidos de infinitivo y de gerundios, el uso de los artículos definidos e indefinidos y los signos de puntuación. Unidad 2
- Lección 1: Whose car is it? El posesivo de los sustantivos.
- Lección 2 Yesterday vocabulary. Pasado simple: There was/ there were

INCADOR DE DESEMPEÑO

- ✓ CONCEPTUAL: Identifico el posesivo de los sustantivos en frases sencillas en el tiempo pasado simple y pasado progresivo.
- ✓ PROCEDIMENTAL: Utilizo la expresión There was/were en los tiempos pasado simple y pasado continuo con cada una de sus formas afirmativa, negativa e interrogativa.
- ✓ ACTITUDINAL: Soy responsable con el desarrollo del vocabulario de cada una de las lecciones de la unidad 2.

"Quien es auténtico, asume la responsabilidad por ser lo que es y se reconoce libre de ser lo que es". - Jean Paul Sartre

Lección 3 y 4: los artículos definidos e indefinidos y los signos de puntuación.

THE DEFINITE AND INDEFINITE ARTICLE:

Los artículos definen a un nombre y siempre están situados delante del nombre. En inglés, a

Annex 6.

Narratives

Lección 2: Yesterday vocabulary. Pasado simple: There was/ there were

There is / There are : Presente

There was/ there were : Pasado

Es equivalente al verbo "haber" en español, y la única diferencia es entre singular y plural.

There is = hay (singular o incontable). There are = hay (plural).

there was = hubo (singular, pasado) — there were = hubieron (plural, pasado)

EXAMPLES: Aquí unas frases con there was y there were, para que veas la diferencia entre singular (o incontable) y plural...

- o There is a party tonight. Hay una fiesta esta noche
- o There are some close friends. Hay algunos amigos cercanos
- o There were 10 people at the party. Habían 10 personas en la fiesta
- o There was some money in my bag. Había algo de dinero en mi bolso (uncountable)
- o There were 100€ in my bag. Habían 100 Euros en mi bolso (Countable)
- o There was a strange noise in the night. Hubo un sonido extraño en la noche

★ATTENTION: Ahora te vas a dirigir al siguiente link donde encontrarás información detallada sobre el uso del there was / there were:

- <https://www.youtube.com/watch?v=P6m6wev7Azo>

EXERCISES: Complete with THERE WAS/ THERE WERE

- _____ Any students in the library at 3 o'clock yesterday.
- I think _____ a boy waiting for you yesterday.
- _____ any chicken left when I arrived home at lunchtime.
- _____ any water in the fridge last night? I don't think so.

★ACTIVIDAD PARA REALIZAR EN EL LIBRO "OUTSTANDING 7"

- Realizar los ejercicios 4, 5 y 6 propuestos en la página 50 del libro Outstanding 7.

★ACTIVIDAD FINAL:

- En una cartulina o en una hoja de blog, vas a pegar dibujar objetos que posiblemente puedes llevar en un bolso.
- Vas a entitularlo "This is teacher Luisa's bag" (este es el bolso de la profesora Luisa)
- Vas a imaginar qué objetos posiblemente puede llevar la profesora en su mochila. Para esto vas a utilizar el vocabulario aprendido en esta guía, por ejemplo:
This is teacher Luisa's bag. In this bag, there is a pen. There are some sunglasses, there is a dictionary. This is Luisa's cellphone, etc...

Recuerda usar la imaginación. Haz de esta actividad algo creativo, puedes crear, dibujar, pintar o diseñar. Lo importante es que te diviertas mientras aprendes. Demuéstrate a ti mismo que eres capaz de ser mejor cada día. Se responsable con las actividades, esto se trata de trabajo autónomo. Si aprendes a organizar tu tiempo no vas a descuidar a los que ama.

"IF YOU WANT SOMETHING, MAKE IT HAPPENS"

Usuarios ▶ MI PC ▶ OneDrive ▶ Documents ▶ A.. 10th semester ▶ Narrativas

<input type="checkbox"/> Nombre	Fecha de modifica...	Tipo
1ST WEEK narrative 1.docx	09/03/2020 18:16	Document
2nd WEEK narrative 2.docx	02/05/2020 13:12	Document
Narrative 3rd - covid-19.docx	02/05/2020 18:37	Document
Narrative 4rd.docx	22/05/2020 17:52	Document
Narrative 5 .docx	01/06/2020 23:37	Document

Annex 7

Reflective workshop

Luisa Fernanda Ramírez Uribe

[Módulo 1. Enfoque Reflexivo

- 1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? ¿Cuáles? ¿Y qué consecuencias?**

La práctica social es un ejemplo de cómo la comunicación entre las personas ha variado. Uno de los cambios más remarcables de la educación a través del tiempo ha sido la metodología de enseñanza y el rol del maestro. Esto ha creado nuevas estrategias de enseñanza que busca cada vez motivar y atraer la atención del estudiantado.

- 2. ¿Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican?**

Los métodos de evaluación han cambiado en el mundo, mientras que antes se calificaba de manera rígida y los conocimientos impartidos por el docente eran esos mismos evaluados por lo que el estudiante se limitaba a repetir lo que se le enseñaba a clase. Pero actualmente, estos métodos de evaluación han cambiado debido a que hoy en día tenemos mucho más acceso a la información y se acompaña con una retroalimentación con el fin de fortalecer las falencias de los estudiantes. Sin
