

Implementing Art as a Tool to Foster the Written Production in 10th Grade's Students from a  
Public School in Colombia: An Action Research

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UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGE'S DEGREE ENGLISH-FRENCH

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**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

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## **General presentation of the proposal**

The project “Implementing art as a tool to foster the written production in 10<sup>th</sup> grade’s students from a public school in Colombia: An action research” is composed of four main components: the pedagogical component, the research component, the community outreach component and the administrative component. Likewise, it is relevant to mention the introduction, the justification, the general objective, the specific objectives of the project and the general observation of the institution.

With regards to the pedagogical component, the pre-service teacher implements a pedagogical proposal at 10<sup>th</sup> grade’s students from “La Presentación” institution, taking as the main axis the institutional observation, in which the pre-service teacher observes an educational need, in order to solve it, during the integral practice.

Consequently, the research component where the researcher exposes a macro-project called "The formation of the reflective spirit in the PLEX’ pre-service teachers, a training tool to qualify the pedagogical practice", which has as main objectives: to implement the reflection as a transformative tool of the pedagogical processes of the integral practice and to promote in the pre-service teachers the development of a critical spirit that allows them to analyze their pedagogical work.

The community outreach component is based on the help provided by the pre-service teacher in primary students by developing the macro-project called “Awareness to the English language in primary schools in Pamplona", which has as main objectives: to attend training needs in English, of children from the primary school in Colombia, and to integrate the training

in foreign languages of the students to the educational reality of English teaching in the primary school of Colombia.

Finally, the administrative component refers to the students' participation in extra-curricular activities proposed by the institution, so that the students can know the teacher's role outside of the classroom.

## Introduction

"Learning foreign languages is required to research, since much of the knowledge generated in the world is published in different languages to the Spanish, mainly in English. Likewise, English is a language that increases its prominence as a language for business and work" (Ministry of National Education, 2020).

Therefore, teaching and learning of English as a foreign language is significant for the educational, social and cultural field, since it will allow the student to access different contexts from which he will promote not only his personal development, but also his social development.

Although the Spanish language is the official language of Colombia throughout the territory, the country demands to be bilingual, since it has certain advantages in education and current life. In this way, it is fundamental to promote the English language in the field of education to encourage students on learning it and thus, providing them with opportunities to be more competent and competitive.

Furthermore, practice's coordinators of the University of Pamplona encourage pre-service teachers to look for spaces that help them to prepare for the real educational life, since they must adapt the teaching and learning to the actual situation of the institution and students, so that there is significant learning in the students. Moreover, it is evident that the teacher is obliged to update their knowledge and constantly develop skills and attitudes that respond effectively to the challenges, through the development of what their students should know.

In addition, the integral practice is the ideal time to reflect on the importance of the development of bilingualism, as an agent of pluralization and tolerance, to respond to the fact of

living in a globalized world that demands exchanges and internationalization in the diverse fields of education, economics, technology, among others.

It is important to inform that this project could not be implemented due to the health emergency (Covid-19 pandemic); however, the necessary material was designed to carry it out in the future. Besides, the practice process at the institution changed from being face-to-face to virtual classes, in which all the material (workshops, videos, worksheets) was designed using digital and technological tools.

## **Justification**

The reflection process helps to improve teaching practices and acquire vital relevance within the educational process, because these determine the success of student learning. As Mathew et al., (2017) argued “it is the most important source of personal professional development and improvement”. Moreover, for teachers in training, it is important that students learn to communicate in English, by the use of different communication and written skills, appropriating the knowledge provided by the teacher.

Furthermore, the National Bilingualism Plan (2014) requires that students develop communication skills in another language, in this case the English language, allowing better levels of performance in this language. Thus, once students are out of the school system, they achieve a proficiency level in English B1 (Pre intermediate). However, based on observations, many of the primary teachers do not have the required level to teach it, since the institutions do not have English teachers who can contribute to the learning process in the students, so that children receive good basis to continue in the next grades without any inconvenient. In such way, the student’s level will be better and appropriated for the grade.

Consequently, the PEP- Proyecto Educativo del Programa-Licenciatura en Lenguas Extranjeras, Inglés-Francés (2010), keeping in mind the occupational profile of graduates of the bachelor's degree in foreign languages from the University of Pamplona, states that graduate will be competent professionals, capable of working in labor fields in which the English or French language is required. Thus, the University of Pamplona, as a public institution, pretends to educate foreign languages students who can face this present reality in the schools of Pamplona, which are affecting the students’ proficiency level. Nonetheless, pre-service teachers will help to solve this need.

## **Objectives**

### **General objective**

To foster the written production through the implementation of creative activities at tenth grade's students from a public school in Colombia.

### **Specific objectives**

- To implement the reflection as a transformative tool of the pedagogical processes of the integral practice.
- To promote in the pre-service teachers, the development of a critical spirit that allows them to analyze their pedagogical work.
- To attend training' needs in English of children of the primary school in Colombia.
- To integrate the training in foreign languages of the students to the educational reality of English teaching in the primary schools of Colombia.
- To involve pre-service teachers into extracurricular activities proposed by the institution they form part.



## **General conclusion of the project**

Despite the fact that the project could not be implemented, it was only designed to be developed in the future, due to the global pandemic, it can be said that the four components were carried out together. Hence, in the pedagogical component, the pre-service teacher could design and share her pedagogical proposal at 10<sup>th</sup> grade's students, which was upload to Google Drive where the teachers interested on it, could access and implement the workshops.

Consequently, in the research component, the pre-service teacher could implement the reflection as a transformative tool of the pedagogical processes in the integral practice. Thus, reflection promoted in the pre-service teacher the development of a critical spirit that allowed her to analyze her pedagogical work.

Moreover, in the community outreach component, despite the fact that the macro-project could not be carried out in person, due to the health emergency, the pre-service teacher collaborated with third grade primary school teachers, designing the guides and workshops in a didactic way.

Finally, in the administrative component, the pre-service teacher participated in some extra-curricular activities proposed by the institution, in which she could observe the teacher's role outside of the classroom.

## **Institutional Observation**

In order to implement the project, the pre-service teacher carried out some observations with the objective of achieving an approach to the educational reality, to know the characteristics of it; and establish contact with the school environment and institutional life. Hence, this section encompasses essential aspects of “La Presentación” institution, such as: the topographical location, the school authorities, the identification of fundamental issues of the Institutional Educational Project (PEI), relevant aspects of the coexistence handbook, the school structure, the organizational chart, the school calendar, the supervisor’s schedule and pedagogical aspects.

### **Topographical location of the institution**

“La Presentación” school is an institution of an official and confessional catholic nature. The establishment belongs to Hermanas Dominicanas. It is guided by the church's educational principles, the philosophy of Marie Poussepin who was the founder of the congregation. The educational institution is located in Pamplona, Norte de Santander, in the street 6 N° 2-99.

### **School authorities**

Table 1  
*School authorities*

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

## **Fundamental issues of the Institutional Educational Project (P.E.I)**

This educational institution follows the Humanistic-cognitive pedagogical model, in which not only, the teacher would become a mediator between the knowledge and the students, because he/she is the one who teach and guide them, but also the students participate in their own learning. Moreover, to achieve the students' participation and interaction, the institution gives autonomy to the teachers could use flexible methodologic and didactic strategies that allow to the integral human development and students learn collaboratively, taking into account their knowledge characteristics, styles and rhythms.

### **Institutional horizon**

It states the philosophical foundation and the institution projection that gives meaning and orientation to the institutional plans and projects. The appropriation of it and the establishments of collective goals serve as a guide to the institutional action.

### **Mission**

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

## **Vision**

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

## **Quality institutional policy**

"La Presentación" institution takes place in an enabling environment to the sense of belonging for the full integral development of all its members. With an appropriate and engaged work team, they optimize the resources and processes to ensure the quality of equity and participation coverage with the implementation of improvement plans and respond to the students, parents and the environment expectations.

## **Quality objectives**

- To start raising awareness in the quality management system.
- To educate happy people with the human-Christian profile.
- To increase parents and students' satisfaction with the quality of the educational service.
- To strengthen the application of the due process.
- To guarantee the continuous improvement of the institution.
- To initiate a study and awareness to respond to the possibility of the single shift, with the strengthening of the educational quality.

## **Principles of the educational institution**

The following principles and fundamentals guide the action of the educative community and the general objective of the project:

- The person and his full integral human development, is the center of all our educational work with an inclusive look of quality. (TO BE).
- Life and family defense is a vital commitment of every member of the educational community.
- A deep respect for the person dignity will be a cornerstone of participatory democracy and a culture of peace. (TO COEXIST).
- Education is evangelizing, people-centered and the formation of critical human values. (TO BE).
- The civic, social, political and inclusive quality commitment will be crucial in the person integral development. (TO DO AND TO COEXIST).
- Productive labor, science and technology are the basis for the development of the country. (TO UNDERTAKE).
- Research in learning will be deemed as a development progress element and quality to face the challenges of competitiveness. (TO DO).
- Environmental education in our institution will start from a "comprehensive reading of the environment and possible solutions". (TO BE AND TO DO).
- Education with a differential approach.

### **Values of “La Presentación” high school**

#### ***Mercy***

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

### ***Simplicity***

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

### ***Work***

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

## **Symbols**

### **The flag**

The color white means:

- Loyalty that makes the person great.
- Transparency made true, simplicity, sincerity.
- Purity is cleansing the soul and body; spiritual taste.
- Peace that is harmony, charity, tenderness, tolerance and forgiveness.

The color blue means:

- Depth, lack of superficiality.



*Figure A Institutional flag*

- Interiority, interior and exterior silence.

### **The shield**

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



*Figure B Institutional shield*

### **The coexistence handbook**

The coexistence handbook seeks to promote and strengthen school life, and training for the exercise of human rights, education for sexuality, prevention and mitigation of school violence through a justice inclusive policy and solidarity that allows the personality development and construction of a life project.

This institutional coexistence handbook is divided into seven chapters:

**Chapter I:** Institutional identification, adoption, legal nature, generalities.

**Chapter II:** Educational population and their instances of participation.

**Chapter III:** School coexistence.

**Chapter IV:** Rights, duties and responsibilities of the institutional levels.

**Chapter V:** From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.

**Chapter VI.** From the pedagogical strategies for the solution of problems

**Chapter VII.** Agreements and modifications to the coexistence handbook.

## **Students' Rights**

Every student of the Presentation has the right to:

- Receive a Christian, moral, ethical, cultural, academic and scientific education within the framework of customizing pedagogy in order to prepare for an honest, responsible and productive adult life.
- Participate in the planning, execution and evaluation of the PEI according to the mechanisms stipulated for this.
- Elect and be elected to integrate the school government or any committee established by the school.
- Freely express their opinions to any member of the educational community in a courteous manner.
- Receive timely attention from managers, teachers, administrative staff and general services of the institution.
- Know in advance the achievements and standards of each subject and the criteria for the evaluation of academic performance.
- Renew the registration annually following the conduit indicated in this handbook.
- Receive from all the members of the educational community a respectful, fair and cordial treatment without discrimination of ethical, religious, ideological or social character.
- Demand a good academic and administrative performance to teachers and the use of an active, participatory methodology appropriate in the learning process.
- Enjoy a healthy, aesthetic and comfortable learning environment.
- Receive a quality education with clear concrete and updated guidelines.



- Request timely and with due respect the rectification of evaluations when it is considered that the assessment is wrong.
- To be exempted or postponed from any school responsibility when the guardian requests with just cause, timely and in person.
- Enjoy the student welfare services offered by the school: school store, library, computer room, psych-orientation, nursing service and others.
- Represent the school in municipal, departmental or national competitions with the approval of the directives and in the company of the teacher responsible for the activity.
- Receive the incentives and awards granted by the school.
- Remain in the institution as long as you accept and comply with the duties established in this coexistence handbook.
- Enjoy rest, recreation and sports according to the schedules established in the institution.
- Belong to organizations that develop the spirit of community service, youth reflection groups, choirs, musical band, sports groups, theater, dance, ecological or recycling groups, among others that are created for similar purposes.
- Give suggestions or express your opinions on educational process improvement, as long as those are made within respect that people and the institution deserve.
- Enjoy a quiet psychologic environment and an orderly classroom that allows listening to, understand, and assimilate academic disciplines and acquire “intellectual discipline”, team working to optimal use.
- Know the internal regulation of all agencies and services that offered the institution, to an appropriate and rational use.

- Participate in “projects” that contribute to stimulating solidarity spirit and community service inside and outside the institution.
- Convenient express of your disability to prepare didactics materials that overcome your economic condition.
- Be treated in equal conditions, without no one educative community member expresses preferences.
- Be attended in the principal office to express personal, group concerns or projects that benefit the institution and social projection.
- Have access to the agencies and school material, taking into account personal advisors available and proper use of physical plant and equipment.
- Receive and use the student ID as identification in light of different institutions or supplies, books or materials borrowing that belong to the institution.
- Receive reinforcements and opportunities to overcome some difficulties in the learning process.

### **Duties**

All students that signed up is committed to:

- Know and implement the coexistence handbook content within the framework of the Presentation philosophy.
- Discover and cultivate to the maximum their aptitudes and academic, scientific, artistic, cultural and sports abilities.
- Carry materials and supplies indispensable to class to execute the school work.
- Be respectful and friendly with all members of the educational community.

- Use furniture, amenities, material, equipment and other belongings appropriately, replying for them and considering common good.
- Deliver and transmit opportunities to the father/mother of the family or guardian the communications that school sends.
- Don't use weapons, don't consume cigarettes, alcohol, drugs or any element that compromise the own mental or physical health or anybody else of the educational community.
- Avoid assistance to places that are against the institution's prestige and good name.
- Maintain friendly relationships with all, to do this, prevent thread, tasteless jokes, nicknames, ridicule, disregard, contemptuous attitudes, and insulting words.
- Fulfill schedule and activities stipulated by the M.E.N. concerning social work (10<sup>th</sup> and 11<sup>th</sup> grades).
- Carry the student ID or any other distinctive that the institution adopted for effects of identification swift and timely.
- Participate as a responsible and educated citizen, in democratic, civil, and cultural acts inside and outside the institution.
- Recognize and respect the rights of each educational community member.
- Met consciously the academic commitments acquired in each subject. Fulfill with homework, lessons work responsibly, and assessments without plagiarism, impersonation or fraud.
- Properly represent the institution in sporting, cultural, civic, scientific, academic and social events.

- Arrive at the institution, the classrooms, and other places assigned to the development of school work at the hour scheduled. In case of, absence the guardian should appear on the same day to justify and the student is obligated to look for the medium balancing knowledge seen.
- Gracefully wear the uniform and enter with daily or physical exercise uniform according to the schedule. Wear it complete and in perfect order, taking into account the aesthetic and good taste orientations offered by the school, never use large ornaments, or painted nails. The uniform should be only worn at school events, never outside of school activities.
- Keep the school desk, the classroom, corridors, yards, bathrooms and walls, tidy and clean, as a mean of preserving health and creating a healthy, pleased and hygienic environment of acceptance in the community.
- Avoid shouting and abrupt manners as during breaks, as in entrances or exits of classes or the institution, since these indicate lack of control and education.
- Remain the sense of modesty and morals in their assessments, writings, readings, songs, ways of dressing, shows, etc., inside and outside the school.
- Accept respectfully of managers and teachers' observations, recognize their mistakes and make efforts not to commit them again.
- Take care of furniture, materials that are at your service in classrooms, the library, laboratories, computer rooms, the playroom, specialized classrooms; and when leaving lend them in perfect order and clean or repair them when it causes loss or damage.

- Promote in the classroom an environment of listening, silence, respect, interest, order, creative participation that encourages learning and allows individual work, group integration, mutual help, collaboration and access to knowledge.
- Act with righteousness, truthfulness and honesty avoiding lies, deceit, gossip and aggressiveness in words and attitudes
- Abstain from bringing to the institution games, cell phones, sound equipment or other elements that impede the normal development of classes and activities.
- In no case chew gum inside the school or eat food during the development of classes or other events.
- Respect the word and free and spontaneous participation of their partners.
- Timely inform owners or managers about faults that are committed inside or outside the institution.
- Go to school, daily, on the stipulated day and, at the end of vacation periods or cessation of activities, arrive on time on the appointed day.
- Do not encourage quarrels, confrontations, divisions between classmates and teachers, inside or outside the institution.
- Meet the minimum requirements for attending classes regulated by the MEN to be promoted to the next grade or to be proclaimed Technical Bachelor.
- Prepare a degree project, according to specialization as a requirement to obtain the title of Technical Bachelor, in the modality offered by the school.
- Assume the commitment not to become pregnant while enrolled as a student of the institution, as this goes against their life project and the training in values on which the institution guides.

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

### **The school structure**

“La Presentación” technical school has two headquarters: one for primary school from preschool to fifth grade, and the second one for secondary and technical media. Moreover, the primary section has two outdoor recreation areas, and the secondary section has four and a theater.

The institution has common spaces in both primary and secondary and technical media, such as: 40 classrooms, two playgrounds, corridors, two cafeterias, a photocopy room, a chapel, a smart classroom to English classes, a nursing room, a science lab, three computer rooms, bathrooms for girls and teachers, a library and a radio station.

## The organizational chart

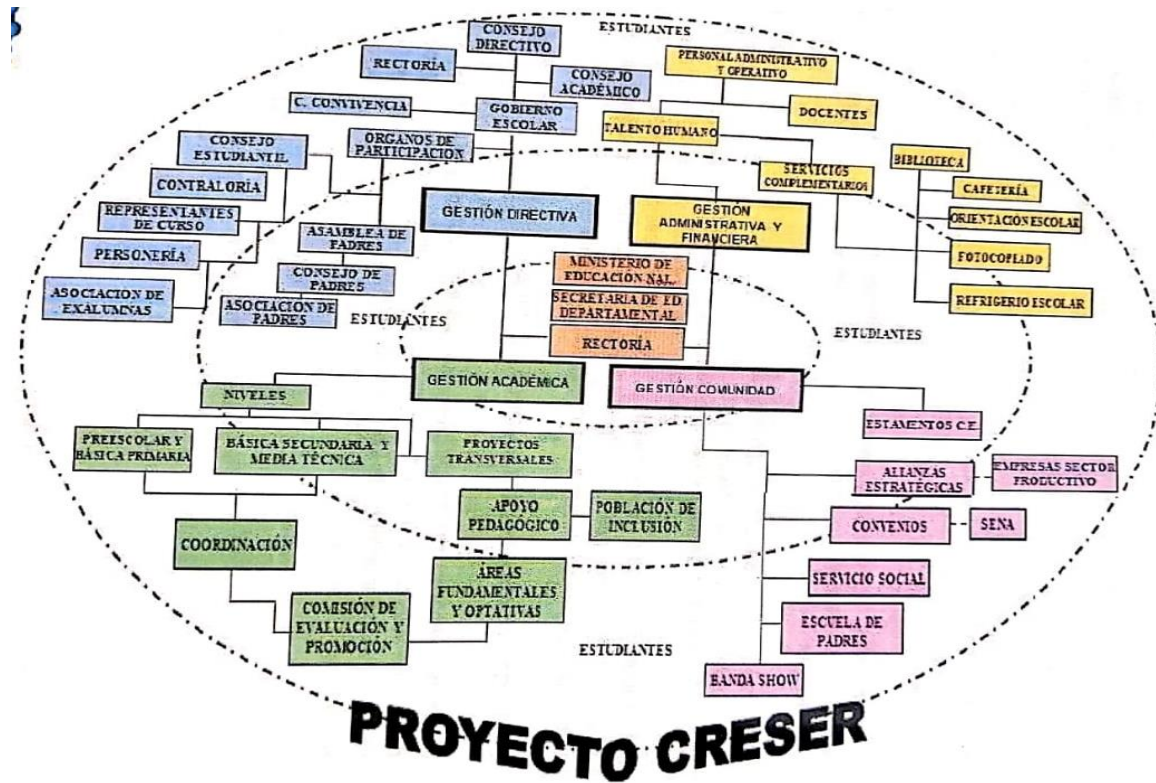


Figure C Institutional organizational chart

## The institutional calendar

The institutional calendar conforms to the provisions of the Departmental Secretary of Education that generally contemplates 40 school weeks, which are work in three academic terms, 5 weeks of institutional development, 12 weeks of students recess and 7 weeks of holidays for teachers and managers. Moreover, the institution works with calendar A.

Table 2  
Institutional calendar

Academic Terms	
First term	From January 20 <sup>th</sup> to April 24 <sup>th</sup>

<b>First term exams</b>	From April 13 <sup>th</sup> to April 23 <sup>rd</sup>
<b>Second term</b>	From April 27 <sup>th</sup> to August 13 <sup>th</sup>
<b>Second term exams</b>	From August 3 <sup>rd</sup> to August 14 <sup>th</sup>
<b>Third term</b>	From August 17 <sup>th</sup> to November 27 <sup>th</sup>
<b>Third term exams</b>	From November 3 <sup>rd</sup> to November 13 <sup>th</sup>

### Supervisor's schedule

The teacher Liliana Parada will be the teacher supervisor. She is actually working with fifth, tenth and eleventh grades' students. In the next table you will find the teacher's time distribution related to the tenth grade's English classes and eleventh grade English classes.

Table 3  
*Supervisor's calendar*

<b>Hour</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:00-8:00	10°B		11°B	5°A	
8:00-9:00			10°B	5°B	5°C
9:00-10:00	11°B	10°C	11°C		
10:00-10:30		Break			
10:30-11:20	11°A	10°C	10°A	10°C	
11:20-12:10		10°A		10°A	10°B
12:10-1:00	10°B	11°B		11°C	11°C
3:00-3:55			11°A		
3:55-4:50			11°A		



## **Pedagogical aspects observed**

### **Planning lesson**

According to the institutional observation, English teachers at La Presentación high school follow the English book called English, please! (Fast track edition), which has been developed in the framework of the “Colombia Bilingüe” Program for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade’s students and teachers who center most of the activities using this book; however, they do not follow a specific rubric to plan a lesson.

### **Class Observation**

During the classes observed, it was possible to identify the methodology implemented by the teacher when teaching a class. The teacher tried to talk in English most of the time, although some students did not understand her. Moreover, she encouraged them to talk in English, when she asked them something in English. Apart from the English book, she looked for other material, like videos and sheets taken from Internet. In addition, students payed attention to her and participated in class.

## **Chapter I Pedagogical component**

### **Implementing Art as a Tool to Foster the Written Production in 10th Grade's Students from a Public School in Colombia: An Action Research**

#### **Introduction**

The arts have a profound ability to enrich the lives they touch and can be an invaluable tool for teachers at all levels to enhance instruction for English Language Learners (Steiner, M et al., 2010), which means through of art, students can foster the four fundamental skills which are listening, speaking, reading and writing. However, it is important to develop understanding and critical thinking when writing since it allows to obtain a degree of analysis through the visual art.

During the observation, it was identified that the oral production is the skill more used by the teacher, which means that it is good in comparison to writing, since they fail to construct a coherent or meaningful text, they only write unrelated sentences and sometimes they write as they speak.

The art is a real or imaginative manifestation that can be implemented into English language teaching and learning, in which students will develop and deepen their understanding of their own and others' human experience, in which in a first instance, through the speaking skill to socialize and share opinions about the visual art, then, to write its analytical process.

This project proposes the implementation of art to foster the written production in tenth-grade's students from a public school in Colombia based on the critical analysis of visual arts so that learners explore their abilities to write a text taking as a main point what they observe in the image. However, it is important to highlight that some changes were presented due to the health emergency, which means that the project was only designed to be implemented in the future.

## **Statement of the problem**

Keeping in mind the observations conducted by the researcher, it is proved that in the Colombian context, especially at the public school where this project will be developed, the written production is not well developed due to some factors, such as the exaggerated use of grammar and translation when giving a class and lack in the students' motivation to learn English from a different way. Thus, as a consequence, students' common mistakes when writing a text or even sentences without sense.

During the development of the class, the teacher focused on the vocabulary and on the students' oral performance. Based on this fact, it is necessary to implement a project through which students can improve their written production. Thus, the following questions will guide the research process:

### **Grand-tour question**

- How does the implementation of art as a tool foster the written production at 10th grade's students?

### **Sub-questions**

- How does various works of art become empowered when comparing and contrasting them?
- How does art explore academic language?
- How does the written production contribute to the development of the students in their learning process?

## **Justification**

In order for a student successfully use art as a writing tool, the teacher plays a significant role in which he must be supportive, facilitator, so that students feel ready and free to express their thoughts and, in this way, to deeper explore their way of thinking, reflection and imagination. Moreover, he must get involved and asks questions in order to understand the creative mind of learners.

English as a foreign language class is enriched when students expand their vision through art, causing the development of their critical thinking and stimulating the development of their language skills.

Consequently, using these activities, in the language classes as a foreign language, to enrich the culture and the integral education of the students is interesting and innovator as an option to motivate the interest in art through the learning of a foreign language. Therefore, by implementing the art as a tool to foster writing skill, learners will be able to understand and compare diverse artistic expression, as a way to enhance students' critical thinking.

## **Objectives**

### **General objective**

- To foster the written production through the implementation of art in 10th grade's students from a Public School in Colombia.

### **Specific objectives**

- To become empowered to compare and contrast various works of art.
- To explore academic language through art.
- To contribute to the development of student when expressing themselves in written production.

## **Theoretical framework**

Since the purpose of this project is to foster the written production through the implementation of art at tenth grade's students from a public school in Colombia. It is important to take into consideration some relevant theories and key aspects such as Art, writing skill and Task Based Learning.

### **Art**

According to Havé (2013: 15) "From a certain point of view, a work of art is quite simply a visual message. Depending on the context it tells the audience something about the artists, about ourselves, or about society in general". It is considered that art can develop the ability to span the critical thinking as Freedman states "the job of art educators has now truly become critical to students' everyday lives. As part of their education, students are being encouraged to develop a critical awareness of the visual culture they encounter every day. (2003: 11)

The development of what a work of art actually is has direct consequences on how art is taught in schools. Thus, Freedman mentions an imperative need for art education to adapt to the changed circumstances.

Today, art education must have less to do with information distribution and more to do with ideas, analysis and appraisal. Teaching visual culture is about students making and viewing the visual arts to understand their meanings, purposes, relationships, and influences. (2003: 11)

There are quite a number of advantages inherent in including art in language lessons, Gower, Philips and Walters illustrate in their handbook *Teaching Practice* that visuals "attract

the students' attention and aid concentration", that they "add variety and interest to a lesson", as well as "help to make the associated language memorable". (2005: 70-1)

Furthermore, it is always important to arouse interest and focus students' attention. Similarly, it is always worthwhile creating occasions, where students can use the foreign language they are learning, since it reinforces their ability for speaking and writing. In this way, Gower, Philips and Walters state that visual image can support the language learning process by stimulating discussion. Hence, discussions help develop students' analytical and critical thinking skills, because they usually force the speakers to form and voice their thoughts and opinions.

### **Writing skill**

Language is fundamental in the construction of ideas; thus, making a written production allows the student reflects on what he knows and what he doesn't. Therefore, writing skill is one of the main skills that should be developed when learning a language since it has significances in improving the student's learning process.

Students learn and acquire language through both written and spoken ways so that they can improve their communicative and linguistic competence. According to Nunan (2003:88) "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader".

Research on written production has resorted to various disciplines to try to explain it effectively and comprehensively (Archibald, 2000). In relation to the temporal development of the research, it is possible to notice changes in approach that have become complementary over time. Hence, in the 1970s the emphasis was on the text itself, that is, on the product of writing; in the 1980s the dominant point of view was the cognitive and psychological, focused on the

processes of writing; Finally, since the 1990s, there has been a greater interest in the social, contextual and didactic elements of written production (Salvador, 2008).

Each one of these approaches has its place in current research, where they are complementary, rather than competing with each other. Thus, the 3 approaches answer the following questions:

- a. What is done when you write? How is this written?
- b. What is written? What are the characteristics of what is written?
- c. How is writing taught? How are the learners' texts corrected?

### ***Writing as a product***

Authors such as Halliday, De Beaugrande, Dressler, Van Dijk, Brown, Yule and Petöfi, among others, contributed to the change of perspective from a linguistic study centered on the sentence until one centered on the text and the speech. Thus, Contrastive Rhetoric and the study of textual genres were two useful and relevant areas of research in the teaching of written expression.

### ***Writing as a process***

There is a line of research that attempts to develop a model that effectively explains the writing process in order to develop strategies that help to teach and learn better this skill. Hence, the most influential model of writing process has been that of Hayes and Flower (1980), which assumes the participation of three major units in the written production process: the task environment, the writer's long-term memory, and cognitive processes (planning, translating, and revising). Likewise, Cassany (1998) indicates that the proposed processes are in relationship to the traditional terms of "pre-writing, writing and re-writing".



Another influential model is that of Scardamalia and Bereiter (1992), whose proposal includes two models, one is to say knowledge and the other to transform knowledge. Moreover, Hyland (2003) proposes one of the most recognized models for implementing the writing process in the classroom, which consists of a topic selection, prewriting, composing, responding to drafts, revising, responding to revisions, proofreading and editing, evaluation, publishing and follow-up tasks.

### ***Writing as objective didactic***

To develop an inclusive model for teaching-learning of writing, different variables should be taken into account, such as: a) the characteristics of written texts; b) The writing processes and their variability among the apprentices; c) the social and educational contexts in which teaching / learning occurs; and d) ways of assessing quality and evaluating learning and its results (Arias 2013:41). That would be the ideal situation, but in practice there is no teaching model that has managed to combine all these elements, so the development of a more sophisticated and complete model is still necessary (Cumming and Riazi, 2000).

In general, teaching methods are classified into two groups that correspond to the previous one: methods focused on the product of writing and methods focused on the writing process.

### **Task Based Learning**

It is essential to acquire the English language through the implementation of diverse tasks in which the student learn from a significant way. Thus, Task-based learning (TBL) proposes the use of tasks as a central component in the English language classroom and lets students to develop a set of strategies which promote the second language learning.

According to Richards and Rodgers (2001), by implementing task-based learning, the language is used immediately in the real-world context of the learner, making authentic the learning process. Furthermore, TBL activate students' knowledge and motivate them, using skills of deduction and analysis to interpret and explore a determinate situation by using the target language.

## **Literature review**

This project is based on preliminary studies that give us the possibility to guide the research. In this way, it is divided into two categories: the first, it is related to the implementation of art as a tool for English teachers and the second, related to the development of the written production through art.

### **Implementation of art as a tool for English teachers**

The implementation of art as a tool in the Teaching and Learning of English allows students to develop critical and reflective thinking. It is what proves the following studies, focused on art: the first entitled “The use of art in English language teaching” written by Philippe Havé in 2013; the second “Art as a Tool for Teachers of English Language Learners” written by David Steiner et al. in 2010; and the third “The impact/s of using art in English language learning classes” developed by Masoumeh Farokhia and Masoud Hashemi in 2012.

According to Havé (2013) there are a number of advantages inherent in including visual material in lessons, whether these are language lessons or other subjects. Moreover, he argues that all kind of visual aids catch the students' attention. For that reason, when showing a picture or an image in class, students answer and react depending on the questions the teacher ask, which means that the teacher is a guide to encourage students in participate.

Stainer et al. (2010) state that the arts can open doors for high levels of analysis, being a great opportunity for students during their learning process. Also, arts challenge students to explore themselves and their surroundings, and thus find avenues for sophisticated comprehension and communication. In addition, through the implementation of art students learn vocabulary taught by the teacher. Havé (2011) states that one of the pillars of progress in

learning a foreign language is enriching one's vocabulary since students will have to use the vocabulary needed to describe the scene that is depicted and its context.

Furthermore, Farokhia and Hashemi (2012) argue that the arts help develop capacities and attitudes central to learning and to life. Besides, in accord with them, engagement in attending a work of art develops the imagination, since to work in the arts, students are required to think critically. Similarly, Havé (2011) states that students are now clearly more competent in describing visual material than before, which means that implementing works of art, it is a way to engage students in both learning and critical thinking.

According to Stainer et al. (2010), the art in the education field allows students to express their ideas visually as well as by speaking and writing. Hence, teachers can make learning relevant and meaningful, foster creativity, promote high levels of analysis, reasoning, and questioning, support creative thinking, emphasize interpreting and communication of ideas. In this way, they consider important to generate the resources for and propel new programs in schools that utilize the powers of the arts as a tool for teaching students English as a second language.

Consequently, it is critical to provide students with exposure to a variety of learning opportunities and styles. Therefore, Farokhia and Hashemi (2012) state that the arts context is a rich reservoir in this regard, since the study of the arts helps students develop a sense of judgment, of choosing, and of asserting their choices. Only they can decide how they wish to interpret the visual art.

In conclusion, all these studies, remark the importance of teaching the English language through the implementation of art, as a pedagogical tool, which allows student to express their

opinions. Besides, discussions are useful classroom activities in their own right, because learners engage in meaningful conversations in the target language.

### **Development of the written production through art**

The following authors based their studies on the importance of teaching of writing through the use of art. Harris (2011) conducted a research under the title “The Benefits of Writing through Art in the Classroom”, similarly Cassano (2014) conducted a study which is “Inspire Thoughtful Creative Writing Through Art” and Michelle Lok (2014) who carried out a research entitled “Integrating the Visual Arts into Writing: Effects on Student Learning and Engagement”.

It is important that students see the connection between art and creative writing and use both processes so that they can communicate orally and in written, the best of their creative ideas. According to Harris (2011) the visual arts can aid in the linguistic process of the teaching and learning, since art and writing can be integrated in the classroom to inspire creative thinking. Likewise, Lok (2014) argues that integrating visual arts into writing benefits, writing performance, impact on engagement, and skill development. In this way, Cassano (2014) claims that Art can be a link for helping students organize their ideas and produce coherent, thoughtful writing.

Lock (2014) in her study proved that arts integration can be a successful approach in teaching writing, literacy and other subjects. Moreover, using this approach will be especially helpful for students who struggle academically. Cassano (2014) evidenced that art can help students to think critically, make connections, and communicate clearly. And Harris (2011) in her study showed how to write a fiction short story through art; she implemented mini lessons,

art workshops and writer's workshops, in which she demonstrated that visual art is an inspiration for students' writing.

In conclusion, all these studies, highlight the impact of visual arts integration on writing, which allows a better development of the writing skills. Also, the implementation of the visual arts in the teaching and learning process, it is largely beneficial to the student since it increases student engagement and learning.

### **Pedagogical Methodology**

At first, the pre-service teacher will look for a visual image related to art, then she will introduce the vocabulary concerning to the image, after that, the participants and the pre-service teacher will be in accord with the schedule established in order to carry out the task implementing art.

In second place, once the students observe and appreciate the visual art, they share their ideas and opinions about it, then, the writing process starts. Hence, Hyland's proposal and pedagogical steps (2003) can be kept in mind considering that it is a model for implementing the writing process in the classroom:

**Selection of a topic:** by teachers or students

**Prewriting:** through brainstorming, collecting data, note taking, outlining, etc.

**Composing:** by getting the ideas on the paper

**Response to draft:** by teacher or peer assessment of ideas, organization, and style

**Revising:** reorganizing, refining ideas, adjusting to the audience, etc.

**Response to revisions:** by teacher or peer who check ideas, organization, and style

**Proofreading and editing:** checking and correcting the form, the layout, etc.

**Evaluation:** teacher evaluates progress over the process

**Publishing:** by class presentation, websites, etc.

**Follow-up tasks:** to address weaknesses, metacognitive awareness, etc.

The writing process involves pedagogical techniques, which include brainstorming, planning, multiple drafting, peer collaboration, delayed editing, and portfolio assessment. In fact, this type of writing process promotes meaningful learning by making learners more aware of cognitive processes as a central activity in writing. (Hyland, 2003, p.11)

This methodology could not be developed since the virtual work methodology did not facilitate the implementation of the project. Student availability, good internet connection, and interaction with participants were required, which was impossible as we are not yet adapted to this new challenge.

### **Implementation of the pedagogical proposal**

To implement the project at La Presentación high school, the pre-service teacher presents the general presentation of the project, in which she introduces; the general and specific objectives, the justification and the methodology.

For the development of the project, four pedagogical tasks will be established where their main objective is to foster the written production through the implementation of paintings. Each task will be carried out in an hour per week.

To begin the writing process, the students will write a free exercise, such as: a poem, a calligram, a fable, an acrostic, a story, among others. Taking into account the writing model in the classroom proposed by Hyland (2003), the researcher will ask her students to do the prewriting process, composing, responding to drafts, revising, responding to revising, editing and follow-up steps.

Hence, on March 12<sup>th</sup>, the first workshop was implemented at tenth grade, in which students contrast various paintings related to social problems ([Annex A](#)) and later they wrote a short story about the topic chosen: teenage pregnancy, taking into account a brainstorming shared in class. As the time was not enough, they finished to write the story at home and sent it via email. ([Annex B](#))

On the other hand, due to the world health emergency, the methodology has been changed, so the practicum could not be carried out face-to-face but in a virtual way. Hence, as for the evidence of the fulfillment of the objectives, there is not yet, since as such the first workshop was carried out in a somewhat incomplete way, so the time was not enough to cover the completion of the project. However, three workshops were designed and consolidated into a technological medium (Google Drive), in order to be implemented by any professor of the institution in the virtual work period or in future face-to-face classes where it could be possible to work with this tic help. ([Annex C](#))



Therefore, in the following link you can see the necessary material (steps and procedure) to fully develop the project:

[https://drive.google.com/drive/folders/1ze6FGI\\_3PvjuITNgG7rEICSXT1ACJk2N?usp=sharing](https://drive.google.com/drive/folders/1ze6FGI_3PvjuITNgG7rEICSXT1ACJk2N?usp=sharing)

The following schedule shows the activities carried out:

Table 4  
*Schedule of the project implemented*

Activities/Months	February			March			April				May				
Weeks	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Institutional observation	X	X													
Implementation of the proposal				X	X										
First task					X										

## Research methodology

This research project is based on the implementation of art as a way of fostering written production, it is undertaken in the form of action research, carried out with tenth-grade's students at La Presentación high school in Pamplona, Colombia.

Action research allows teachers to inquire about learning problems and then reflect on their pedagogical practice. According to Mills (2003) "action research is any systematic inquiry conducted by teacher researchers to gather information about the way that their particular school operates, how they teach, and how well their students learn" (p. 4). Hence, implementing an action research the pre-service teacher can identify the patterns occurring in his/her teaching process through the observation. Thus, he/she can provide the students a sort of strategies which will serve as a tool in the learning process.

This action research is based on the characteristics of a qualitative research. Therefore, Creswell (2007) states that “qualitative research is best suited to solve a research problem in which you do not know the variables and what you need to explore. That is, the central phenomenon is the key concept, idea, or process studied in qualitative research”.

These two research methodologies are important to the project since they will allow accomplish the project goals: to foster the written production through the implementation of art, to become empowered to compare and contrast various works of art, to explore academic language through art, and finally, to contribute to the development of students when expressing themselves in written production.

### **Population**

The research project was carried out at “La Presentación” high school, located in Pamplona- Norte de Santander, in tenth-grade where five students are the participants, whose ages ranged from 14 to 16 years old, who receive three hours of English per week. Due to the extraordinary situation we are going through, the participants were chosen by the convenience sampling, in which the researcher took into account the students’ English proficiency level.

### **Data Collection Instruments**

The instruments that will be part of this study are the following: questionnaires, non-participative observations, reflective journals and document analysis.

### ***Questionnaires***

Questionnaires are “doubtless one of the primary sources of obtaining data in any research endeavor” as stated by (Richards & Smith, 2002, p.438). Besides, it could be structured or unstructured questionnaires; the type of questionnaire selected for the developing of this

research was the unstructured one as “it provides both, closed-ended and open-ended questions” (Zohrabi, M. 2013, p.255). Thus, one questionnaire will be carried out with the participants, in which they must answer honestly the questions linked to the implementation of visual art in the classroom to foster the written production, what results in an efficient way of collecting data linked to students’ opinions and experiences during this process.

### ***Non-participative observations***

According to Creswell (2012) non-participatory observation involves observing participants without actively participating, which is adapted by researchers when they visit a place and write notes without being involved in the participants' activities. That is to say that the observer has no role within the class, but only to see what is going on around and take the most relevant information that is interesting. In general, it is commonly used to comprehend a phenomenon by entering the community while remaining apart from the activities being observed.

Keeping in mind non-participant observation as a starting point for the research, it is a useful instrument to observe the whole class and thus identify the phenomenon, the students’ and teachers’ attitudes and behavior. Therefore, this instrument will be implemented at the beginning of the research, it is to say, in the two first week devoted to the observation.

### ***Reflective Journal***

A reflective journal is a place to write down your daily reflection entries, in which the researcher can self-reflect and learn from the past experience. Through this instrument, the pre-service teacher reflects about the implementation of the pedagogical project and whole integral

practicum. According to Anderson (2012), the use of journals serves as a pedagogical instrument for the encouragement of reflection, criticism, and self-analysis of students.

Throughout the development of this action research study the pre-service teacher will yield a reflective journal in which she is going to illustrate and register many aspects about her experiences and personal reflection during the teaching practicum.

***Document Analysis***

This technique refers to the different documents made or used by an individual or a group, such as: written productions, assessments, various materials in an educational context, which were analyzed and interpreted concerning the subject of the study.

Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin&Strauss,2008). Through a writing evaluation rubric, this analysis will be implemented since there will have several written productions done by the participants.

***Chronogram for the implementation of the project***

For the development of this action research project, it is necessary to establish the dates in which the researcher will do each activity.

Table 5  
*Chronogram of the project*

<b>Activities/Months</b>	<b>February</b>			<b>March</b>				<b>April</b>				<b>May</b>			
<b>Weeks</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>

Institutional observation	X	X								
Implementation of the proposal			X	X	X	X	X	X	X	X
First task			X							
Second task				X						
Third task					X					
Holly week						X				
Fourth task							X			
Questionnaire application								X		
Fourth task									X	
Data analysis									X	X
Delivery of the project										X

### Expected results

Taking into account this project has not been implemented yet, the researcher expects that the participants foster the written production through the implementation of art; however, before that, it is important that participants increase vocabulary and improve their pronunciation when talking and expressing themselves in English. Hence, the Hyland's pedagogical model gives this project some guidelines in order to planning, organize and develop writings tasks.

So when developing the workshops, it could be possible the participants become empowered to compare and contrast various works of art, since they will have the opportunity, to give different opinions, point of view and to share knowledge about what they can see in different paintings. In addition, following the Hyland's model, participants will explore academic

language through art, which will contribute to the development of them when expressing themselves in written production.

## **Conclusions**

After designing and uploading to Google Drive, the class sequences of this project, based on Hyland's pedagogical model, it is concluded that the project is feasible and can be easily executed following this model, since it provides pedagogical steps to develop writings tasks. Therefore, when developing the workshops, the participants have to give different opinions, points of view and to share knowledge about what they can see in different paintings. Thus, this model allows teacher to do a brainstorming, in which students have to look for vocabulary related to the topic, and to share what they observe in the paintings in order to have enough information to start the written production.

In addition, through planning, multiple drafting, peer collaboration, delayed editing, and assessment of the progress, the learner strengthens the writing process since it promotes meaningful learning.

## **Suggestions**

### **Development of the integral practice**

#### **Face to face integral practice**

Based on the work carried out in the two weeks of face-to-face practice in the institution, the topics proposed for those weeks were worked on, the plans were sent and the topics taught were evaluated. Therefore, in the first week, the topic was the modal verbs in which the development of the class was based essentially on the use of the English book, as recommended

by the supervisor ([Annex D](#)). For the second week, the pre-service teacher did a review about modals and introduced the past simple tense and irregular verbs.

### **Virtual integral practice**

Regarding the design of class sequences, during the weeks of virtual practice, two types of planning were carried out (virtual and face-to-face) about the topics that remained to be seen to end with the first trimester, which would be implemented once the institution have decided what steps to take in the current situation.

Consequently, after knowing the parameters established by the institution, these planning were edited, since it was decided that it was best to carry out “Proyecto Escuela Nueva en Casa”, for which, it was necessary to make a guide, by topic, that contained the three moments of the class (inquiry, conceptualization and application), since it was the most viable way for the students, taking into account that not all them have access to internet.

In the activities carried out guides were implemented, as teaching materials, which contain previous knowledge, explanation of the topic, along with the exercises of application, so that it is easier for the student to acquire the working material. ([Annex E](#))

In addition, a table was made in which all the virtual work and activities carried out are shown ([Annex F](#)).

## **Chapter II The research component**

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

#### **Introduction**

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

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

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



## **Justification**

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

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

## Statement of the problem

At school some key aspects of the constitution of subjects are assumed, of institutional life without question, they are seen as imprints, stable and unchanging traits that are part of the identity and academic 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 the academic culture. A practice lacking of reflective is not conducive to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install to the teachers in a traditional making of cultural reproduction transforming in a barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the social needs.

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

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

*How does the implementation of the reflection contribute in transforming own pedagogical processes of the development of integral practice?*

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

## **Objectives**

### **General objectives**

- To implement the reflection as a transforming tool of the own pedagogical processes of the integral practice.
- To promote in students-pre-service teachers the development of a critical spirit that allows them to analyze their pedagogical work.

### **Specific objectives**

- To consolidate a group of pre-service teachers with reflecting critically spirit that presents proposals and alternatives of solutions to the problematic present in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and to be inserted effectively in the institution.
- To identify and analyze the strategies that students used in their pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide reflection of the pre-service teachers.
- To analyze the beliefs that are held on the teaching work and on the students.

## **Conceptual framework**

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

- **Teaching Profession**

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

The teaching profession requires a set of skills, which currently constitute a conceptualization and a mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus, we find that every teacher must fulfill a competence in the discipline that allows him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level in which he develops his activity. Similarly, every teacher must have some skills in the organization of content, that is the pedagogical practice requires not only ordering components to be learned by students but providing conditions of teaching in the educational context or outside it. The most immediate function that teachers should develop is to design or anticipate the teaching practice.

- **Reflection**

Talking about reflection, involves addressing different conceptions of that notion.

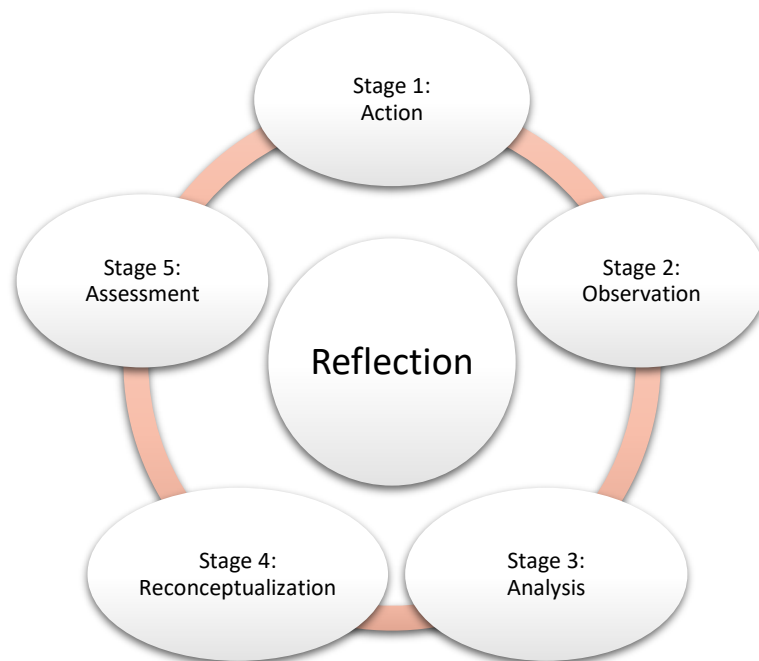
For this reason, to deepen its definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

- ***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), reflecting on experience implies "a kind of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would allow to extract a new structuring situation".

The stages of the reflection's process as process are evidenced in the following scheme:



*Figure D The stages of the reflection's process*

- ***Reflection as a thematic***

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

• **Reflective practice**

To update and qualify the academic proposals in the University and to guide learners towards new ways of relating to the world, it is necessary for the teacher to question his own practice and the impact it has generated; who is able to objectify his 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 subject to constant changes determined by 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 of the practice, of the classroom space require a particular treatment aimed at understanding and social interaction.

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

This study will serve to the 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, the effective application of skills and technical knowledges is given; the reflection is applied to the appropriate selection and use of didactic strategies that the teacher will use.

On a second level, the reflection carries on implicit budgets in the specific practices of the classroom. The consequences of the strategies adopted, of the curricula, the practices are then opted for the application of educational criteria to teaching practice to make pedagogical decisions adapted to the institutional reality and to the contexts.

On a third level, Van Manen establishes an exercise of critical reflection; at this level, he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

- **Pedagogical practice**

For analysis and reflection on practice, it is considered appropriate turn methodologically to a conceptual classification operation of the practice; for that purpose, the proposal of Zeichner is assumed, who has established several Modalities of practice like this:

- ***Academic practice***

It aims to prepare teachers capable of reflecting on the courses they teach, so that they can be transformed into understandable structures for students.

- ***Social efficiency practice***

It is to achieve an effective teaching by applying didactic techniques that are deduced from general principles to which pedagogical research has come. In this case, reflection is a strategic decision: "to select between the range of available techniques which is considered the most effective."

This is the way to proceed from technical rationality.

- ***For development***

The teaching is based on the interests and on the development of students, and at the same time, it considers the teacher's development both as a teacher and as a person.

- ***Social reconstruction***

The object of reflection is the social, economic and political context, so that the real democratic relations in the classroom, and egalitarian and fair in the social sphere are promoted.

- ***Generic***

Programs allude to generically reflection, but without specifying the pretensions of programs or contents on which the strategies to encourage reflective learning should be reflected.



- ***Activators of the reflection***

According to Schulman (1987), these activators are the cognitive basis of the master on the life of the classroom; they are essential because they constitute the element of the reflective thinking which contributes in the process of the own knowledge that a good teacher needs to make decisions in the classroom.

- ***Critical element of reflective thinking***

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

These authors established some classification's categories of knowledge

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

According to Georgea Spark-Langer and Amy Colton, the narrative element is another reflective thinking element that is included in the present study as a tool. It maintains relation with the teacher's narratives, to encourage the stories of his experiences in classroom that are performed in many forms and fulfill diverse functions

in subjectivity, and in the Constitution of subjectivity. In this component, we find the teaching diaries in which the writing triggers the elaboration of the reflective thinking of the teacher, on his objective, subjective and intersubjective experiences of practice.

## **Methodology**

The proposed methodological strategy has as its central axis the continuous reflection, it contemplates the realization of meetings for the strengthening of the collective of practice as an initial space of the approach of the education and work problems. The principles of organization are autonomy, planning and self-observation.

To review the impact of the proposal for reflection on this process of practice, a process of socialization and systematization will be carried out.

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

For data collection in this project, the following instruments were proposed:

### **Reflection workshops**

The main purpose of the reflection workshops is to guide the process of reflection of the students-practitioners, but at the same time to socialize and share experiences of their work to enrich their process and to insert new tools that enable them to transform their pedagogical practices. Therefore, during the integral practice only one reflection workshop was developed.

[\(Annex G\)](#)

### **Objectives**

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives of solution to the educational problems of their pedagogical practice.

- To socialize criteria, to share ideas and guidelines to take on their pedagogical practice.
- To effectively qualify, facilitate and insert the educational center.

### **Self-observation sheet**

The main objective of the self-observation sheet is to guide the student-practitioner towards a proper view of his/her exercise as a teacher and of his/her role in the classroom and in the environment of the educational community he/she is part. Hence, only one self-observation sheet the researcher developed. ([Annex H](#))

### **Narrative**

The exercise of reflection will allow the student to express himself about his work from the narrative of his experience as a way of giving meaning to the daily life of the teacher. Consequently, the pre- service teacher reflected on five narratives, keeping in mind that two of them were focused on the teaching process face-to-face and the other three were based on virtual work due to the health emergency. ([Annex I](#))

### **Class records**

To have evidence of the actions of the students-practitioners in the classroom will allow to reflect different aspects in what the process of teaching/learning of foreign languages respect that they may have been taken into account or not by the teacher in training her exercise of reflection. These records will allow an external and constructive look at their pedagogical practices.

## **Context**

The City of Pamplona, founded in 1549, is the oldest city in the Northern Department of Santander. It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of cities at the time of the colony, it has been throughout its history center of confluences and religious influences; It accommodated a great number of religious communities among which we can mention: the community were Franciscans, the Clarisas Sisters; The Brothers of Saint John of God, the Company of Jesus, the Community the Sallista, likewise, female religious communities: Sisters of the presentation, Bethlemitas Sisters, among others; The presence of these communities in the city brought with them the creation of educational institutions with the projection of their beliefs and values. It is in this geographical context that this study is located, which has the school as an agency in which the school actors work: PLEX's pre-service teachers.

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

Currently, the school is considered the way of life of the community, the school transmits those learning and values that are considered necessary in the community and that lead the students to use and improve their capacities in benefit of society as its own.

At the school, we always find a series of fundamental elements that intervene, such is the case of teachers and students whose ways of acting are subordinated to a social and cultural order that the school itself takes up its organization.

The School is a body dependent on society, a social institution destined, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (Crespo, 2010).

The School as an educational institution fulfils specific functions within which they emphasize:

### ***Socializing Function***

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

### ***Instructional Function***

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

### ***Educational Function***

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

## **Population**

The total population of the study consists of thirteen tenth-semester students, pre-service teachers of the Foreign Languages Program at the University of Pamplona.

### **The direct population benefited**

Teachers in training

Supervisory Professors

Academic community of institutions of implementation of the integral practice.

### **The indirect population benefited**

It is composed of the teaching community of the Foreign Languages Program

The results will help to complement the vision of the program agents on their practices

Integral Practice Collective

### **Institutional units articulated to the project**

Foreign Languages Program

Department of Languages and Communication

Faculty of Education.

### **External institutions linked to the project**

Colegio La Presentación

## Data collection chronogram

In the next table, you will find the dates in which the research project was developed. Hence, the activities carried out were a self-observation sheet, five narratives and a reflection workshop. The class recording could not be done since the integral practice was virtual and the methodology changed.

Table 6  
*Data collection timetable*

Activity	Socialization of the observation	Narratives	Self-observation sheets	Class register recordings	Reflection workshops
1 <sup>st</sup> week Feb 24-28	X Tuesday, Feb 25 <sup>th</sup> 5-7pm				
2 <sup>nd</sup> week Mar 2-6					
3 <sup>rd</sup> week Mar 9-13		X Monday (on Mar 2-6)	X		
4 <sup>th</sup> week Mar 16-20		X Monday (on Mar 9-13)			X Tuesday, March 17 <sup>th</sup>
10 <sup>th</sup> week Apr 27-May 1 <sup>st</sup>		X Saturday (on Mar 17-May 1 <sup>st</sup> )			
13 <sup>th</sup> week May 18-22		X Friday (May 11-20)			
14 <sup>th</sup> week May 25-29		X Monday			

## Conclusions

The reflection is a fundamental exercise for students who perform their integral practice since they self-evaluate and install a critical and constructive look at their work in the teaching role. In this way, during the development of this project, the pre-service teacher could express,



analyze and create a reflective spirit by using narratives, reflective workshop, self- observation sheet as a tool to know how her teaching process was developed.

The main aspects that these instruments could help the pre-service teacher to analyze were the attitude, perceptions and experiences of the pre-service teacher, the development of the class, the teacher-student interaction, discipline, and group management. In general, the teacher could notice that the students are attentive when the teacher involves them in various activities, where they can freely participate, however, sometimes they showed disinterest while the development of the class, which allowed the intervention of the supervisor teacher, giving them a talk as a reflection.

On the other hand, taking into account the current situation we are going through, the educational institutions were forced to change the educational methodology and to look for alternatives to continue with the classes. Likewise, the teacher played a very important role in the planning and execution of the classes; in this case, the pre-service teacher's role was to carry out virtual and face-to-face planning, for each subject. However, taking into account the guidelines given by the institution, she had the need to make changes to the planning, so that the classes were developed through guides that contained the three moments of the class: inquiry, conceptualization and application, allowing a degree of flexibility to students.

Therefore, the pre-service teacher reflected on the role of teachers, students and parents in times of pandemic, transition from classroom to virtual classes, use of virtual and technological tools in times of pandemic in the school context, design, execution and evaluation of material. In general, virtual work is a bit difficult, since teachers are not trained to work in this way, as well as for students, who some of them do not have the necessary tools to carry out the work sent by teachers through technological tools.

Finally, the continuous reflection seems to be an effective tool when developing the integral practice, it helps the teacher to know how her methodology, activities and workshops can affect students learning process when learning English as a foreign language.

## **Chapter III The community outreach component**

### **Awareness to the English language in primary schools of Pamplona**

#### **Presentation**

When reading this proposal, readers will have two goals: on the one hand, to organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary schools' students to the essential foundations of the English language.

Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well. Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram and will be presented as well.

## **Introduction**

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

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. This is why the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

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

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

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

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

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

## **Justification**

Nowadays, learning and acquiring a foreign language allow us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area.

This project aims to raise consciousness of the English teaching process in primary in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector.

The implementation of this project favors both the institutions and the student population of Pamplona, as well as the Foreign Languages Program and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

## **Objectives**

### **General objectives**

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- To serve the needs of English formation of children in primary schools in Pamplona.
- To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

### **Specific objectives**

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

- Familiarizing children from primary schools in Pamplona with the essential foundations in English.
- Engaging students from the Foreign Languages program English - French in the teaching English processes in primary schools in Pamplona.
- Articulating the students from the Foreign Languages program English – French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

## **Typology of the project**

This one is a formative project open to the institutions that offers primary education in which the pre-service teaching process will be carried out in Pamplona. This project is part of the formation of the foreign languages program English - French. This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.



## **Contribution lines**

Contribution to the academic formation in the foreign languages area.

- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system).
- Outreach towards the educational community in terms of University and program.

## **Theoretical framework related to the ELF teaching**

### *Languages teaching*

#### *International linguistic policies*

“The UNESCO has been worried long time ago for the languages’ role in the worldwide context. In its general conference adopted the term “multilingual education” to refer to the use at least of three languages: the mother tongue, a regional or national tongue and an international one. This resolution departed from the idea that the national and global requirements of participation, also the attention of the particular needs of the communities cultural and linguistically different, only can be address through the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

The UNSECO (2003) considers that the languages are not only means of communication but that represents the real origin of the cultural expressions; they carry identities, values and worldviews. Thus, it proposes as principle for the cultural diversity, maintain and strength the languages diversity (Including those with nomadic and isolated populations) at the same time to support the learning of international languages that offers access to the worldwide community and the exchange of information. To achieve that, the UNESCO suggests fostering the Multilingualism and the intercultural dialogue, as well as developing policies for the translation of written and visual material with the purpose of promoting ideas and artistic works”

According to Lima M, (2006), “Currently, the foreign languages learning is an unavoidable need as well as the learning of the cultures that they represent. The languages constitute the spirit and the consciousness of the nations. They are the best instrument to accede to other cultures, histories and other ways to see and understand the world, delete the distances and approach us to the science and the technology”. Every type of learning is vital for the

sociability of the human being as long as allow it to untangle adequately in different contexts.

The learning of one and several foreign languages focus the personal and professional life of an individual allowing him to be successful in his performance.

***National Program of Bilingualism***

Colombia, as other countries in Latin America and the world, has adopted academic policies directed to spread the English as a foreign language, across the national program of bilingualism launched in 2014 with three specific lines of work: basic elementary institutions, high school, and college education, educational programs for working and human development; the ethno-education, and flexible models of education. This program attempts to the formation of the competitive and productive human talent at a global context in different fields of action.

(MEN, 2006, Pag. 6)

The following chart shows the expected levels for the national bilingualism program to the year 2019:

Tabla 7  
*Expected levels of language in the PNB*

<b>Population</b>	<b>Language level target</b>
3 <sup>rd</sup> grade students of basic elementary education	A1 (Beginner)
7 <sup>th</sup> grade students of basic secondary education	A2 (Basic)
11 <sup>th</sup> grade students of basic education	B1 (Intermediate)
College graduated	B2 (Intermediate)
Foreign languages degree graduated students	C1 (Advanced)
Current teachers of basic elementary education	A2 (Basic)
English teachers	C2

### ***Bilingualism***

The bilingualism refers to the different mastery level, which an individual communicates in more than a language and culture. This level mainly depends to the context where the individual is. Therefore, according to how the other language is used, that language is considered a foreign language. MEN (2006).

### ***The English teaching at the elementary school***

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process in which intervene different variables of cognitive and affective feature inherent to the individual like own factors of the sociocultural and educative context such as the curriculum, the methodology employed and the teacher training in the foreign language”. Based on the information written previously Krashen (1991) cited by Yesser, A. & Chacon, C. (2011) makes a differentiation between the terms Acquisition and Learning related to the FL. “The language acquisition occurs natural and unconsciously as a comprehensible input, while the Learning implies to learn consciously the grammar rules”

“This distinction has been questioned due to the difficulty of untangling both terms, which form part of a continue process between the conscious and unconscious (Richard-Amato 1996)”. The authors state their points of view regarding the topic and differ “for the purpose of this dissertation, the terms Learning and Acquire distinctly due to the FL might be acquired across activities in an inductive and natural way that also implies learning processes”. “It is important to highlight, nevertheless, that the contributions of Krashen and Terrel (1983) regarding the natural approach of the language is relevant for the acquisition process of the FL in children and underpin the total physical response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three phases:

Pre-Production: This is the phase in which the child develops the skill to listen and comprehend the language across gestures and actions, this is a period characterized by the silence. Hence, in this phase is recommended utilize the Total Physical Response method (TPR) proposed by Asher to stimulate the development of the FL through psychomotor activities, without focusing in the oral production.

Early production: it begins by producing two words or phrases. It suggests focusing on the meaning, not the grammatical errors.

Extensive speaking: in this period, the child is capable of producing complete sentences and participate in conversations. The teacher must help the students to improve the fluency in the foreign language.

In order to support the information previously mentioned about the process of a foreign language acquisition, it can be said that according to Berko and Berntain (1999), cited by Yessel A & Chacon C, (2011). “The capacity that the children have to learn, comprehend, discover and formulate communicate forms in a foreign language lies mainly on the necessity of establishing new social approaches” (p. 467). In consequence, the children build across the language, meaning of the world that surround them and establish their own criteria of semiotic interpretation to each concept discovered. For this reason, the FL learning should begin from the previous knowledge and the mother tongue schemes, taking into account that the representations developed in previous learning and experience constitute the bases to build through the FL, new mental schemes or to widen the already created”.

Yesser A & Chacon C, (2011) cite Ausubel (1986) who establishes that “From the cognitive psychology’s view point explains that it exists some differences between the child and adult’s cognitive skills regarding the cognition and the affectivity. Which are manifested in the

motivation, creativity, spontaneity and flexibility that characterized the children and adults differ, who generally opts for the affective lock at the moment of expressing in a second language”.

“Having that in mind, the age is a factor that influence the English learning as a FL, particularly in the pronunciation acquisition. In other words, less age, higher the child’s probability to develop a native’s pronunciation”.

### ***Why does a FL should be learned in elementary school?***

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite to Madrid ad McLaren (1981) who affirm that “there are different types of reasons that justify the learning of a foreign language at the school. Highlighting that the real reason is pedagogical and formative. For example, based on different studies, it indicates that:

- The children who begin to learn a FL at the school tend to obtain a more positive performance than others do.
- The kids not only show a special ability to emit sounds and colloquial expressions but a flexibility, spontaneity and audacity that overcome those from the teenagers and adults.
- The children not only are not afraid of making mistakes but tend to acquire and transmit the meaning across gestures.
- The children are in a phase in which their brain’s plasticity facilitates them to learn a foreign language”.

To sum up, it is confirmed that the learning process of the human beings is based on the experiences related to the environment in which they are influenced by other cultures that predominate and identify their autonomy. Especially in the young population, where from a great amount of theories at the psychological and sociological field it is argued that the learning is developed across the observation and the listening of sound that caught the individuals’ attention.

Emphasizing that the cognitive process guides to a meaningful learning in the children that begin to study a foreign language.

### **Sub- project:**

## **Use of didactic material to encourage English vocabulary at third grade from La Presentación School.**

### **Introduction**

Pamplona's public schools lack English teachers who can guide students in their learning process. Because of that, teachers in other subjects are responsible for teaching English, without the mastery of that language, which makes children lose interest in learning and loving English. So, due to that situation, English classes are not well exploited and become tedious for both the teacher who does not have enough knowledge of the language and the student. In addition, the lack of didactic materials in English in some way can affect learning, as well as the way of teaching of the teacher and the vocabulary that he uses to address his students in training.

Regarding the knowledge possessed by students of third-grade from La Presentación School, in the subject of English, you can say that very few of them have basic knowledge of English, since most find difficult to pronounce and write; however, it must be strengthened by some activities using didactic material.

On the other hand, it is important to inform that this project was executed face-to-face for only two weeks and the rest of the project was virtual due to the emergency health that we are facing.

## **Justification**

For children to learn a language successfully, in this case English, they should be exposed to potentially practice the language in a fun and entertaining way. Therefore, it is very important to capture the students' attention, using didactic materials, which allows a better development of the class because, through this, the development of the language is promoted through association exercises and vocabulary which promote children to learn English. Thus, the material to be used in the process of teaching and learning English, must be designed creatively, so that it favors the development of linguistic and communication activities, as well as abilities, skills and strategies that proper an adequate use of English. To achieve all these goals, some alternation of roles by teachers and students must be presented when using the materials for teaching and learning.

Materials such as flashcards, catchy posters, videos, songs, worksheets, games and everything possible for children to work on different materials and encourage vocabulary in a more creative and practical way.

## **Objectives**

### **General objective**

- To promote English vocabulary using didactic materials at third-grade from La Presentación School.

### **Specific objectives**

- To promote learning through association's exercises and vocabulary that encourage children to learn English.
- To promote the development of linguistic and communicative activities as well as abilities, skills and strategies that promote appropriate use of English.



- To achieve a meaningful learning in the student.

### **Conceptual framework**

In order to guide this project, it is important to know what is a didactic material. Therefore, according to Morales Muñoz (2012) didactic material, it is a "set of material resources that involve and facilitate the teaching-learning process. These materials can be both physical and virtual, assume as a condition to interest the students, adapting to the physical and psychological characteristics of themselves, as well as facilitating the teaching activity to serve as a guide ". Consequently, it can be said that the implementation of the didactic materials is essential in the process of meaningful learning of children.

### **Benefited population**

The research project will be carried out at “La Presentación” primary school. Where seventy children at third-grade in charge of Fabiola Sierra (3°A), Rosalba Miranda (3°B) and Martha Mogollón (3°C) will be the participants. The student’s ages are into 8 years old to 10 years old.

### **Third grade’s schedule**

In the next table, you will find the third’s schedule, in which the project was developed.

Table 8  
*Third grade’s schedule*

<b>Hour</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30 – 8:25				3°C	3°B
8:25 – 9:20				3°C	3°B
9:20 – 9:50			Break		
9:50 – 10:45					3°A
10:45 – 11:40					3°A
11:40 – 12:30					

## Methodology

Learning and acquiring a foreign language in basic education, it is a process necessary for children since at the end of this cycle, they will have basis that allow them to continue this learning in the secondary education, vocational media and in the superior education, being ready to face the globalized world.

The material that has been implemented in this sub-project, during the two weeks of classes at the institution, has been really little as far as it was proposed. Generally, in primary section, on Thursdays and Fridays, when there was no class, the institution scheduled activities that involved children in other activities outside the classroom. Therefore, there were only two hours of class with third grade C, and one hour of class with third grade B, with which only the topic of body parts was covered ([Annex J](#)). Here you can see an example of an executed plan ([Annex K](#))

Regarding the weeks of virtual class, five guides of study were made, which contained vocabulary and application exercises, about the following topics: parts of the body and the face, colors and fruits, numbers from 1 to 70, parts of the house and objects of the house. In addition, the pre-service teacher designed and scored the quarterly for the first trimester. These guides were sent via Whatsapp to the teachers in charge of the three third grades. ([Annex L](#))

In addition, a table was made in which all the virtual work and activities carried out in primary, are shown ([Annex M](#))

## Chronogram of activities

Table 9

*Chronogram for implementing the project*

Weeks	Topic	Material
<b>1<sup>st</sup> week</b>	Parts of the body	Songs and poster
<b>2<sup>nd</sup> week</b>	Members of the family	Video songs and flashcards
<b>3<sup>rd</sup> week</b>	Colors and fruits	Video and flash cards
<b>4<sup>th</sup> week</b>	Numbers from 1-70	Word cards
<b>5<sup>th</sup> week</b>	Parts of the house	Poster
<b>6<sup>th</sup> week</b>	Objects of the house	Realia
<b>7<sup>th</sup> week</b>	There is – there are	Game
<b>8<sup>th</sup> week</b>	Prepositions	Flash cards
<b>9<sup>th</sup> week</b>	Jobs and professions	Song and visual material
<b>10<sup>th</sup> week</b>	Days of the week	Poster
<b>11<sup>th</sup> week</b>	Sports and can – can't	Games
<b>12<sup>th</sup> week</b>	Song	Songs

## Conclusions

Keeping in mind the current situation (Covid-19), face-to-face classes in primary school was impossible to carry out. However, the pre-service teacher in one way or another is benefited, since through didactic material, she is imparting her knowledge to the children and although they were few times in which classes were taught in person at the institution, the children really fascinated the material that was implemented (songs, poster, word search, crossword puzzles). Therefore, it can be supposed that using didactic material, the pre-service teacher promotes English vocabulary and students' learning process through association's exercises and vocabulary that encourage children to learn English.

Furthermore, in virtual classes, despite the global health emergency, the pre-service teacher made a great effort to create good material that children liked and that they studied at home. In this way, she put her knowledge into practice and contributed to the children learning. Hence, it can be said that children are interested in learning English through striking material containing cartoons, coloring pages, etc. Besides, this type of material, promote the development of linguistic and communicative activities as well as abilities, skills and strategies that promote appropriate use of English, in that sense, parents provide support to their children, what is an aid for them, since they learn and study English at home.

## **Chapter IV Administrative component**

### **Student's participation in extra-curricular activities**

#### **Introduction**

It is necessary for the teacher to create an atmosphere in the classroom that invites everyone to research, learn, build their learning, and not just to follow what he does or says. The teacher's role is not only to provide information and control discipline, but to involve the constantly participation in different activities which are developed by the institution as a way to demonstrate its values and beliefs, so that students and teachers participate.

As part of the training processes, schools have spaces that allow students to reinforce their skills and talents, strengthening them through painting, sports, theater, flag events and other extracurricular activities, strengthening adequate spare time management and the time out of class.

As pre-service teachers, it is important to be part of the development of these activities in order to better understand how the educational system works and how important is the teacher's role outside the classroom.

## **Objectives**

### **General objective**

- To engage pre-service teachers into extracurricular activities developed by the institution they form part.

### **Specific objectives**

- To know the teacher's role out of the classroom.
- To determine how an institution develops its extracurricular activities

## **Methodology**

When developing extracurricular activities, teachers demonstrate that giving knowledge is not only working in a classroom, but also being part of the institution activities and events.

Once the pre-service teacher is located in a public institution, she introduces herself to each course and get to know some students and the administrative staff of the school such as the principal, the coordinator and the supervisor teacher. During the institutional observation period, the pre-service teacher become familiar with the physical distribution of the school.

Consequently, the pre-service teacher will stay at the institution according to the academic schedule of it, it goes from 7 o'clock to 1 o'clock, the pre-service teacher is required to permanently stay at the school, where he must teach, prepare the lesson planning and grading the students' workshops, among others activities.

## Activities' chronogram

Table 10

*Extra-curricular activities' chronogram*

DATE	ACTIVITY	RESPONSIBLE
22 de enero	Inducción	Directivos y docentes
Viernes 21 de febrero	Jornada democrática	Docentes sociales
Miércoles 26 de febrero	Miércoles de ceniza Primaria: 8:00 a.m. Secundaria: 11:00 a.m. El Carmen	Pastoral
	Momento congregacional: Antes de eucaristía	Undécimo grado
Viernes 27 de marzo	Momento congregacional	Orientadora y administrativos
	Viacrucis	Pastoral
	Instalación Gobierno escolar Izada de bandera	Docentes sociales
Viernes 24 de abril	7:00 a.m. Momento congregacional	Décimo grado
	Eucaristía de pascua	Pastoral
	8:30-10:00 Izada de bandera Juegos interclases	Décimo grado Docentes edu-física
	10:30 – 1:00 p.m. Celebración día del idioma	Docentes Lengua Castellana
Jueves 21 de mayo	Día Mariano	Pastoral
	Momento congregacional	Noveno grado
	Izada de bandera	Noveno grado

During the development of the first four weeks, were carried out some extra- curricular activities such as the democratic day, the woman's day, the academic government election and accountability meeting. ([Annex N](#))

In the democratic day, carried out on 21<sup>st</sup> February, all the aspirants were presented once again along with their proposal in front of all the students. For this event, the social's teachers and the principal were in charge of the organization of it. Moreover, the others teachers helped with order and discipline, including the pre-service teachers.

In the woman's day, carried out on March 5<sup>th</sup>, for secondary students and on March 6<sup>th</sup> for primary students, this event was developed by some teachers and students, who invited all students to the theater where after a pray, projected videos and dedicated serenades to women. After that, all the students were invited to the yard, where they enjoyed seeing and playing basketball, volleyball, listening to music and dancing. At the end of the event, the pre-service teachers helped to distribute ice creams for students.

The academic government election was carried out on March 11<sup>th</sup>, in which were introduced to the academic community, the members of the board, who wore a blue vest which differentiate them from the other students, meanwhile the teachers in charge of each grade maintained discipline.

Finally, on March 12<sup>th</sup> at 5 pm, all teachers were requested to a meeting about the institution's accountability, in order to present the economic balance to the parents, teachers and students.



## **Conclusion**

The teachers' role involves not only the explanation of a topic in front of a class, it also involves the constant participation in different activities that are developed by the institution as a way to demonstrate its values, beliefs and in some cases its religiosity. As pre-service teachers, it is important to be part of the development of these activities to understand how the educational system works and how important is the teacher's role behind the classroom.

Furthermore, all these activities and events carried out at La Presentación high school were focused on its principles, philosophy and values. In addition, by participating in these events, the pre-service teacher learned how human values and beliefs could be inculcated at the schools promoting the punctuality, democracy, tolerance, honesty etc. Even though the English teachers were not the organizers, they could listen and be part of the different acts.

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## Annexes

### Annex A. Paintings implemented for the project





## Annex B Participants' written production

**WRITE A SHORT STORY.**

Two years ago, my cousin became pregnant and for the family it was very difficult since she was studying and her parents did not expect that. Some time later it was time to have her baby, and things got complicated and they moved her to another already. She was very nervous then she was able to have her baby and do well. He returned home and his girl is already big. She went back to study to offer her girl a better future.

**Write a short story**

but Two years ago a classmate was pregnant because had many problems in his house and thought it was cooler to get pregnant so that his parents will pay attention to him but this caused him more problems than he had because he did not have the resources to hold his son and his wife did not want to deliver and she was very depressed, so she decided to face her pregnancy with more maturity so that her son was born healthy and strong and the 9 months passed and she had a beautiful girl.

**March 12<sup>th</sup> 2020**

~~Write a short story~~

One year ago a girl was pregnant her name is Sara and she had a baby, had fourteen years old, the baby's father assumed his responsibility but Sara had problems as bullying in the school, problems in the house, financial problems but she and baby's father confront the situation while responsibility and they are happy with the baby, although the opportunities were closed, she went ahead fighting for her daughter with the support of the family. And now Sara is very happy with daughter and does not regret anything.

## Short story

Once upon a time a girl who was 11 years old and had a boyfriend, her parents did not know she was very lonely, her father had alcohol problems and mother suffered domestic abuse from him, she looked for her boyfriend when she had problems. But he only seemed to love her, with the passage of time she became pregnant, which brought her a lot of problems, she did not know what to do, she had no one to support her, not even her, at least her family, but she had no other to talk to her family and comment on the situation, her father was upset and the first decision he made was to remove her from the house to which her mother desperately refused after a while in an environment of tears and indecision unfortunately the father did not respond so they decided to get ahead, she ~~and~~ and the future baby, with many events in between, but right now she and her baby are very happy.

Grade= 10<sup>C</sup>

Date= March - 12<sup>th</sup> / 2020.

## Maria's history

This is Maria's story, she was 14 years old when a man raped her. She didn't know what to do in this situation, she told her best friend, who gave her advice to tell her parents what had happened. When her parents found out, they took her to the doctor, where they did the necessary tests and sent her an appointment with the psychologist. The tests included a pregnancy test, which came out positive. When her parents found out about this, they decided to withdraw his support because they believed that the baby who was on the way would be a problem for them. Maria, seeing that her parents had reacted this way to this situation, decided to invite them to go to therapy with the psychologist with her. So her parents said to offer their support again and Maria decided to have her son where they are now a happy family.

## Teenage pregnancy

I am going to tell you about the pregnancy of my cousin who was at 15 years old. Before she knew she was pregnant, they were going to give her a party of 25 and everything was normal, but one day she felt very bad and that is where they took account that she was pregnant but she did not want to say anything, they celebrated her birthday and everything normal she lived with my maternal grandparents my grandfather wanted to give her a police career but since she became pregnant they did not accept her, she left many opportunities for the pregnancy after the girl was born for a while and the father did not want to recognize her because he said that the baby was not his but he came to the hospital when the baby was born but now he loves her very much and now the girl turned 7 years old and my cousin graduated from school but the father did not want to continue studying as it helps him but only with what happened to the girl they separated a few years ago and the girl lives with the mother and they are happy that is the story of my family teacher

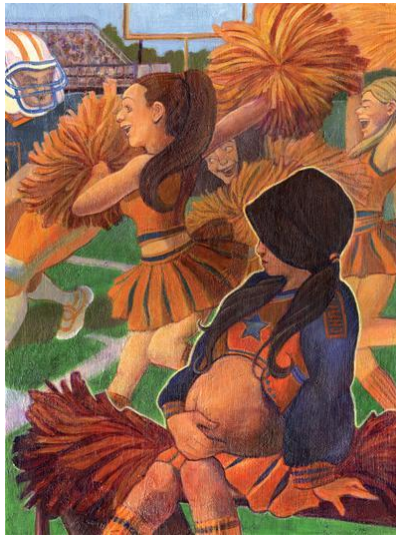
[Annex C](#) Example of a workshop for the implementation of the project

## Workshop 1

**Topic:** Social problems (teenage pregnancy)

**Instructions:**

To develop this workshop, it is necessary that the teacher introduce the topic. For that, she/he is going to show students the following painting:

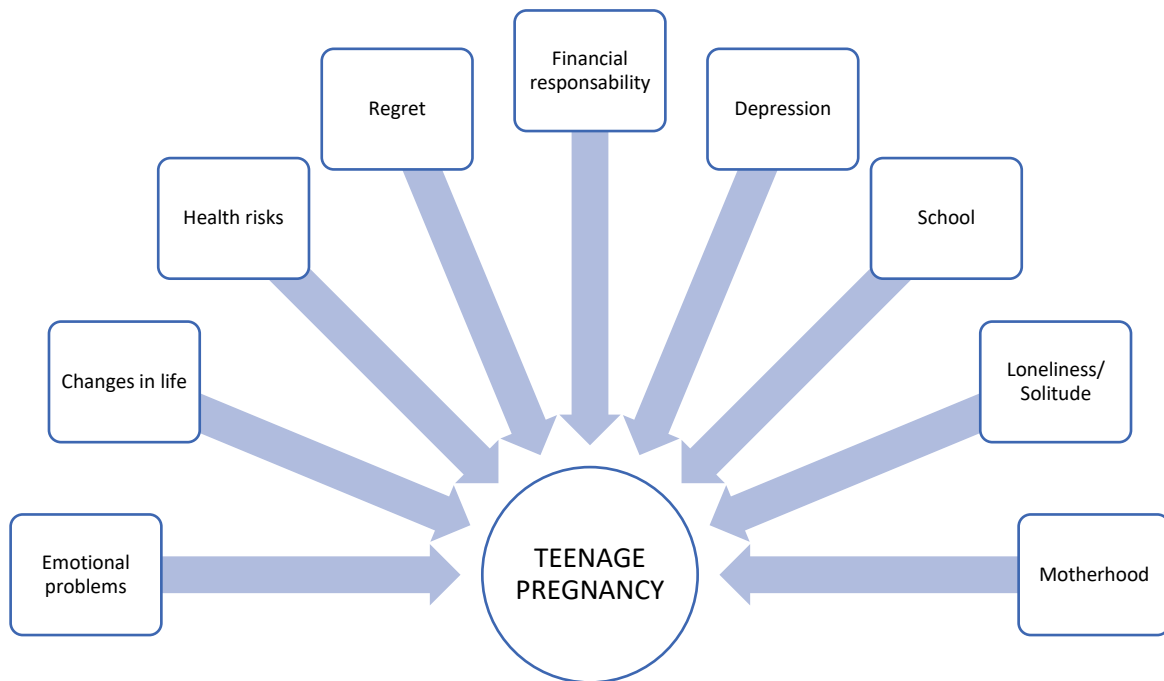


Then, the teacher will ask students the following open-ended questions to draw students' attention to the artwork and to connect students' personal or social experiences and create a narrative:

- ✚ “What do we see here?” or “what is going on here?”
- ✚ “What do we see at the top, bottom, etc. of the painting?”
- ✚ “What small details, shapes, colors, etc. can we find in the painting?”
- ✚ “What is the person in this painting doing? What is she going to do next?”
- ✚ “What do we notice about the expressions on these people's faces? What emotions might they be feeling?”
- ✚ “Does this remind us of any stories from our childhood/adolescence? Which ones?”
- ✚ “What feelings or emotions might the artist be trying to express to his/her viewers?”

In addition, the teacher could rephrase comments and connect similarities between student responses.

After that, the **prewriting** process starts, it could be through brainstorming (providing them vocabulary), collecting data, note taking, outlining, etc.



Once the students share their ideas and opinions about the painting, the **composing** process begins, by getting the ideas on the paper. Therefore, the teacher will ask students to write a short story related to teenage pregnancy.

Consequently, **response to draft** and **revising** the story, by the teacher who help the students reorganizing and refining ideas. Then, the teacher provides **response to revisions**, who check ideas, organization, and style. Afterwards, **proofreading and editing**, that consist of checking and correcting the form, the layout, etc., once all this process is carried out the teacher **evaluates** progress over the process and finally **publishing**, by class presentation, websites, etc.

Annex D Example of an executed planning (face to face)



AREA: INGLES  
IHS: 3H

GRADO: DÉCIMO A –B – C

TRIMESTRE: PRIMERO


FECHA	EJE TEMÁTICO	INDICADOR DE DESEMPEÑO	ACTIVIDADES METODOLÓGICAS	TRANSVERSALIDAD	EVALUACIÓN
March 2 <sup>nd</sup> – 5 <sup>th</sup>	TEEN CULTURE: Modal verbs	<p>Students will be able to discuss and suggest solutions for teenage problems using should and shouldn't.</p> <p>They will practice giving spoken and written advice.</p> <p>Students will learn about social problems.</p> <p>They will discuss which are the worst social problems in Pamplona.</p>	<p>During this week, students will read about social problems in teenagers and will learn to give advices and suggestions. Thus, the pre-service teacher will begin the class with the texts and exercises based on the book <i>English Please! 10th grade</i>, which topic to explain is the use of modals <i>Should</i> and <i>could</i>.</p> <p>At first, the teacher is going to introduce herself once again and she is going to greet the students and will begin the topic doing a brief introduction about the use and the meaning of <i>should</i> and <i>could</i>. Then, she is going to give each student the English book and she is going to ask them to open it on the page 22, in order to review the vocabulary learnt the last class and to socialize the answers of the exercises 3 and 4 in the page 23.</p> <p>Consequently, students will have 10 minutes to do the exercise 5 in which they will differentiate the use of <i>could</i>, <i>should</i> and <i>shouldn't</i>. Then, the pre-service teacher is going to share the correct answers with them.</p>	Academic	

			<p>After that, the teacher is going to ask students for opening the page 38, in which the pre-service teacher is going to introduce the vocabulary related to social problems in order that students know its meaning. Thus, she is going to move on the exercise 2, in which students must read the speech bubbles and decide which social problems the speech bubbles are talking about. Moreover, working in pairs, they have to give advice to the people who said what is in the speech bubbles, using <i>should</i> and <i>could</i>.</p> <p>To finish the class, they must write at home which social problems are worst in their town or city.</p>		
March 2 <sup>nd</sup> – 5 <sup>th</sup>	Modal verbs	They will listen and read about different organizations which try to deal with some social problems.	<p>In the second hour, the pre-service teacher will carry out a listening based on a social problem, so, she will tell students they will hear a woman named Claudia who is talking about one of the problems already mentioned. Thus, as a guide, she is going to ask them: What is the problem?</p> <p>They are going to listen the audio twice in order students write notes and answer the questions in exercises 4 and 5.</p>	Academic	
March 2 <sup>nd</sup> – 5 <sup>th</sup>	Modal verbs	Students will learn to use the modals to give advices.	For the class, the practitioner will ask them to work in pairs and will ask them to write down a problem that they or a friend are facing. Then the practitioner will collect the written productions and distribute them in the classroom, so that each	Academic	<p>Application workshop:</p> <p>Write a story about a problem</p>

			<p>student has a different production than the one they wrote. Then, they will read their partner's problem and give her advice and suggestions to solve that problem. The use of <i>should</i> and <i>could</i> have to be evidenced.</p> <p>At the end of the class, the written productions will be collected.</p>		
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Annex E Example of a workshop (virtual)

	COLEGIO TÉCNICO LA PRESENTACIÓN	Workshop 1	Date:
		Topic: Places of work First conditional	Grade: Tenth ____
Subject: English		Teacher: Liliana Parada	
Student's name:			

PLACES OF WORK

Where would you like to work in the future? \_\_\_\_\_

**LOOK AT THE PLACES OF WORK IN THE BOX. WHICH PLACES CAN YOU SEE IN THE PICTURES?**

**PLACES OF WORK**

- factory (fábrica)
- mine (mina)
- farm (finca, granja)
- market (plaza, mercado)
- restaurant (restaurante)
- university (universidad)
- laboratory (laboratorio)
- office (oficina)
- store (tienda)
- building site (área de construcción)
- airport (aeropuerto)
- hotel (hotel)
- building site (área de construcción)



A



B



C



D



E

## GRAMMAR INFORMATION

### FIRST CONDITIONAL

The first conditional has the **present simple** after 'if', then the **future simple** in the other clause:

El primer condicional tiene el **presente simple** después de 'if', luego el **futuro simple** en la otra cláusula:

**if + present simple, ... will + infinitive**

El primer condicional se usa para expresar una real o muy probable situación en el futuro. Se refiere a cosas que posiblemente sucederán en el futuro si una condición se cumple. El primer condicional es común cuando hablamos de posibles planes, promesas, advertencias, amenazas o para persuadir a alguien.

**if + subject + present simple + , + subject + will + infinitive + complement**

- **If it rains**, I **won't go** to the park. (*Si llueve, no iré al parque*).
- **If I study** today, I'll **go** to the party tonight. (*Si estudio hoy, iré a la fiesta esta noche*).
- She **will miss** the bus **if** she **doesn't leave** soon. (*Ella perderá el autobús si no se va pronto*).
- **If I have** enough money, I **will buy** some new shoes. (*Si tengo suficiente dinero, compraré unos zapatos nuevos*).

The order of the two sentences that make up the first conditional structure can be changed. If we start with the condition (if) we will separate them with a comma. If we start with the sentence that expresses the result, it is not necessary to put the comma.

*El orden de las dos frases que componen la estructura del condicional se puede cambiar. Si empezamos por la condición (if) las separaremos con una coma. Si empezamos con la frase que expresa el resultado no hace falta poner la coma.*

**If** the plane is delayed, she will be late.  
*Si el avión se retrasa, ella llegará tarde.*

She will be late **if** the plane is delayed.  
*Ella llegará tarde si el avión se retrasa.*

**ENGLISH GRAMMAR FIRST CONDITIONAL Woodward ENGLISH**

PRESENT SIMPLE + FUTURE SIMPLE

If we work hard, we will finish the project on time.

↑

IF

↑

CONDITION

↑

RESULT

The **first conditional** is used to express a real or very probable situation in the future. It refers to things that will possibly happen in the future if a condition is met.

The **first conditional** is common when we are talking about **possible plans, promises, warnings, threats or for persuading** someone.

CONDITION

RESULT

PRESENT SIMPLE + FUTURE SIMPLE

- ✔ If I go to Italy next week for work, I'll visit the Colosseum.
- ✔ If I have time tomorrow, I will help you.
- ✔ If you touch that wire, you will get an electric shock.

www.grammar.cl    www.woodwardenglish.com    www.vocabulary.cl

### ACTIVITIES

#### 1. WRITE SENTENCES USING THE FIRST CONDITIONAL.

Example: Wake up late / miss buss → If I wake up late, I will miss the bus

- a. Miss buss / lose job → \_\_\_\_\_
- b. Lose job / have no money → \_\_\_\_\_
- c. Have no money / stay at home → \_\_\_\_\_
- d. Stay at home / sleep a lot → \_\_\_\_\_
- e. Sleep a lot / wake up early → \_\_\_\_\_
- f. Wake up early / get a new job → \_\_\_\_\_

- g. Get a new job / be tired → \_\_\_\_\_  
 h. Be tired / wake up late → \_\_\_\_\_

## 2. MATCH THE SENTENCES HALVES

- |                                    |                                 |
|------------------------------------|---------------------------------|
| a. If the weather doesn't improve, | _____ we will feel sick         |
| b. If I don't go to bed early,     | _____ if they are invited.      |
| c. They will go to the party       | _____ if we don't hurry.        |
| d. We will be late                 | _____ I will be tired tomorrow. |
| e. If we eat all this cake,        | _____ we won't have a picnic.   |

## 3. COMPLETE THE ARTICLE, USE THE FIRST CONDITIONAL FORM OF THE VERBS IN BRACKETS.

Are you an ethical consumer?

Every time that we buy something, we make a choice. It isn't only a choice about the products that we want, but also about the company that makes the product. Is the company ethical or unethical? Is it environmentally friendly? Every choice that we make when we buy is strongly connected with people's lives, and with the future of our planet.

1. An ethical consumer cares about the environment. They ask themselves questions like: What is this product made of? Can I recycle the packaging? If you only \_\_\_\_\_ (buy) products that you can recycle, you \_\_\_\_\_ (help) the environment.

2. An ethical consumer cares about the people who worked on the product. They find out about the company, and how its products are made. If you \_\_\_\_\_ (avoid) products from sweatshops and other places with terrible working conditions, you \_\_\_\_\_ (help) workers in those countries.

3. An ethical consumer supports local businesses. If you \_\_\_\_\_ (buy) products from local businesses, you \_\_\_\_\_ (help) the local economy. This will mean more jobs in your local area.

4. An ethical consumer cares about animals as well as people. These days, it's easy to buy products that are not tested on animals. If we \_\_\_\_\_ (treat) animals well, we \_\_\_\_\_ (create) a more caring society. So, are you an ethical consumer? If you \_\_\_\_\_ (not be), \_\_\_\_\_ you \_\_\_\_\_ (become) one soon?

### Glossary

- **ethical consumer:** *consumidor responsable*
- **make a choice:** *elegir*
- **care:** *preocuparse por*
- **environmentally friendly:** *respetuoso con el medio ambiente*
- **packaging:** *empaquetado/a*
- **support:** *apoyar*
- **test on animals:** *probar en animales*

## 4. READ THE ARTICLE AGAIN AND ANSWER THE QUESTIONS


- a. What is an ethical consumer?
- b. What are the characteristics of an ethical consumer?
- c. Do you consider yourself an ethical consumer? Why?

## 5. COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE VERBS IN BRACKETS.

Example: If we treat animals well, we will create a more caring society.

- If we \_\_\_\_\_ (support) unethical companies, we \_\_\_\_\_ (suffer) the consequences in the future.
- If unethical companies \_\_\_\_\_ (continue) to grow, global warming \_\_\_\_\_ (become) worse.
- People \_\_\_\_\_ (not become) ethical consumers if they \_\_\_\_\_ (not care) about the environment.
- \_\_\_\_\_ you \_\_\_\_\_ (buy) products if they \_\_\_\_\_ (be) tested on animals?
- Where \_\_\_\_\_ you \_\_\_\_\_ (go) shopping if you \_\_\_\_\_ (want) to make ethical choices?

## Annex E. Screenshots of workshops

 <p>COLEGIO TÉCNICO LA PRESENTACIÓN</p>	Workshop 1	Date:
	Topic: Past Simple Regular and irregular verbs.	Grade:
	Subject: English	Teacher: Liliana Parada
	Student's name:	

Dear students, receive an affectionate greeting asking God to continue protecting us in these moments where we are experiencing changes. Taking into account the indications of the Ministry of Education and from the commitment of our dear school with you, we will be working virtually. If you have any questions, communicate through WhatsApp or email.

Queridad estudiantes reciban un afectuoso saludo pidiéndole a Dios que nos continúe protegiendo en estos momentos donde estamos viviendo cambios. Atendiendo a las indicaciones del Ministerio de educación y desde el compromiso de nuestro querido Colegio con ustedes, estaremos trabajando virtualmente. Ante cualquier inquietud comunicarnos a través del Whatsapp o el correo.

### PAST SIMPLE


What did you do last week? ¿que hiciste la semana pasada?

Complete the crossword with the past simple of the verbs (complete el crucigrama con el pasado simple de los verbos)



### ACROSS WORDS

- bring
- forget
- know
- send
- stand
- read
- make
- draw

 <p>COLEGIO TÉCNICO LA PRESENTACIÓN</p>	Workshop 2	Date:
	Topic: Work and employment Present perfect.	Grade: Tenth
	Subject: English	Teacher: Liliana Parada G.
	Student's name:	

WORK AND EMPLOYMENT  
Do you work?

### COMPLETE THE TABLE WITH THESE WORDS

Salary (salario)	Holiday pay (pago de vacaciones)
Overtime (tiempo extra)	Pension (pension)
Break (descanso)	Minimum wage (salario mínimo)
Manager/boss (jefe)	Shift (cambio, turno)
Employee(empleado)	Employer(empleador)
Sick pay (pago de enfermedad o subsidio por enfermedad)	

People	Things that you do at work	Benefits

### GRAMMAR INFORMATION


#### Present perfect

The present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g., we have talked before) or began in the past and continued to the present time (e.g., he has grown impatient over the last hour).

El tiempo presente perfecto se refiere a una acción o estado que ocurrió en un tiempo indefinido en el pasado (por ejemplo, nosotros hemos hablado antes) o comenzó en el pasado y continuó hasta el presente (por ejemplo, él ha estado impaciente durante la última hora). Este tiempo está formado por: **have / has + el participio pasado.**

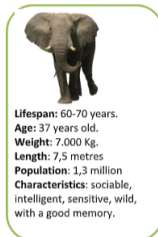
#### Present Perfect Forms / Formas del presente perfecto

The present perfect is formed using **has** (third person singular) / **have + past participle.**  
El presente perfecto se forma usando **has / have + participio pasado**

	I. E. COLEGIO TÉCNICO LA PRESENTACIÓN PAMPLONA N de S. – 2020.	AREA: INGLÉS
	ENGLISH FINAL TEST ONE THIRD	FECHA:
		Fecha de Aprobación
		Aprobado por Resolución No 031119 del 7 de septiembre de 2015

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 10TH \_\_\_\_\_

### 1. Comparatives and superlatives




Complete the sentences.

- Lions have a \_\_\_\_\_ (short) lifespan than elephants.
- The elephant is \_\_\_\_\_ (big) of the \_\_\_\_\_

Answer True (T) or False (F)

- The lion is the lightest. ( )
- The crocodile is heavier than the elephant. ( )

Act  
Ve a

 <p>COLEGIO TÉCNICO LA PRESENTACIÓN</p>	Workshop 2	Date:
	Topic: Holidays Conditionals	Grade: Tenth _____
	Subject: English	Teacher: Liliana Parada
	Student's name:	

### HOLIDAYS

When did you last go on holiday? ¿Cuándo fue la última vez que te fuiste de vacaciones?

### COMPLETE THE TABLE WITH THESE WORDS.

hotel (hotel) – summer camp (campamento de verano) – campsite (camping) – holiday apartment (apartamento de vacaciones) – city break (descanso en la ciudad) – log cabin (cabaña de madera) – farm stay (estancia en granja) – camping trip (viaje de campamento) – skiing trip (viaje para esquiar) – cottage (cabaña) – package holiday (paquete turístico) – youth hostel (albergue juvenil) – adventure holiday (vacaciones de aventura) – cruise (crucero)



HOLIDAYS	
TYPES OF HOLIDAY	HOLIDAY ACCOMMODATION
Tipos de vacaciones	Alojamiento de vacaciones
City break	




Annex F Activities report (virtual)

Type of material	Brief description of the material	Topic	Course with whom it was implemented or will be implemented	Was it reviewed by a tutor or supervisor?	Was it delivered and developed by the students?
3rd planning (virtual and face-to-face) 10th	<p>In this material I included:</p> <p>A link to download the book English Please 10th.</p> <p>A worksheet about simple past.</p> <p>An evaluation about modal verbs (previous topic)</p> <p>Virtual planning:  <a href="https://drive.google.com/file/d/1v513gpCsRGyTkplTEx06ZJ4cmY8KWjd/view?usp=sharing">https://drive.google.com/file/d/1v513gpCsRGyTkplTEx06ZJ4cmY8KWjd/view?usp=sharing</a></p> <p>Face-to-face planning:  <a href="https://drive.google.com/file/d/1QqCXlvrUghysSRXbSJ1pOND1h3MVCgKF/view?usp=sharing">https://drive.google.com/file/d/1QqCXlvrUghysSRXbSJ1pOND1h3MVCgKF/view?usp=sharing</a></p>	Simple past	Tenth A, B and C	It was reviewed by my supervisor, but without comments since the institution had not established the parameters to continue with the classes.	No, at the return of classes some modifications were made according to the demands of the institution.
4th planning (virtual and face-to-face) 10th	<p>Two links (video explaining the use of the present perfect and video past simple vs. present perfect)</p> <p>A worksheet of activities about perfect present.</p> <p>A workshop to differentiate the simple past from the present perfect.</p> <p>Virtual planning:</p>	Present perfect	Tenth A, B and C	It was reviewed by my supervisor	No, at the return of classes some modifications were made according to the demands of the institution.

	<a href="https://drive.google.com/file/d/1WE7anuKsQFTFmLTZlqsQ2fD9vA-iT2/view?usp=sharing">https://drive.google.com/file/d/1WE7anuKsQFTFmLTZlqsQ2fD9vA-iT2/view?usp=sharing</a> Face-to-face planning: <a href="https://drive.google.com/file/d/12f66r4MjDi3hlfA-3VIcKmbEru8RFA6S/view?usp=sharing">https://drive.google.com/file/d/12f66r4MjDi3hlfA-3VIcKmbEru8RFA6S/view?usp=sharing</a>				
First quarterly	Multiple choice questions with unique answer, false / true, matching and to complete, these were the type of questions used in this material. <a href="https://drive.google.com/file/d/12SH-LYxj9CKewtEmFVpBdOq0KJiMMQjw/view?usp=sharing">https://drive.google.com/file/d/12SH-LYxj9CKewtEmFVpBdOq0KJiMMQjw/view?usp=sharing</a>	Comparative and superlative - Adjectives - Modals. - Simple past. - Present perfect.	Tenth A, B and C	It was reviewed by my supervisor	The first quarter is not over yet.
Simple past guide	Some activities and exercises of the 3rd planning were taken into account, complying with the parameters stipulated by the institution (New School Project at home). This guide contains the 3 moments of the pedagogical activities: INQUIRY, CONCEPTUALIZATION and APPLICATION) <a href="https://drive.google.com/file/d/1WP1QGJSQxgUgDN4arVx7Ib4ULmVH1eSq/view?usp=sharing">https://drive.google.com/file/d/1WP1QGJSQxgUgDN4arVx7Ib4ULmVH1eSq/view?usp=sharing</a>	Simple past	Tenth A, B and C	It was reviewed by my supervisor and she made some modifications, which she sent me via email. <a href="https://drive.google.com/file/d/18310VVvd1a-DVkp4b3owIiyG_gymG515/view?usp=sharing">https://drive.google.com/file/d/18310VVvd1a-DVkp4b3owIiyG_gymG515/view?usp=sharing</a>	On April 20 <sup>th</sup> it was published on the <i>Web Colegios</i> platform, with a deadline to develop the guide until May 4 <sup>th</sup> .

Present Perfect Guide	Some activities and exercises of the 4th planning were taken into account, complying with the parameters stipulated by the institution. <a href="https://drive.google.com/file/d/1xEOMloKCbmgiGP-fh6v7q7rzuP9gFBuc/view?usp=sharing">https://drive.google.com/file/d/1xEOMloKCbmgiGP-fh6v7q7rzuP9gFBuc/view?usp=sharing</a>	Present perfect	Tenth A, B and C	It was checked by my supervisor and she made some modifications to it.	It has been uploaded to the platform on 4th May.
Video explaining the simple past 	In this video, I make a brief explanation of the simple past, along with examples and application exercises. <a href="https://youtu.be/r5CM-W20iu8">https://youtu.be/r5CM-W20iu8</a>	Past simple video	Tenth	It was sent to my tutor	It was upload to Youtube and shared in Drive
Review of workshops 10°	I checked the workshops in the first guide (past simple tense)	Past simple workshops	Tenth A and C	It was checked by my supervisor	Yes
Video explaining the present perfect tense 	In this video, I make a brief explanation of the present perfect, along with examples and application exercises.	Present perfect tense	Tenth	It was sent to my tutor	It was upload to Youtube and shared in Drive
First conditional guide <a href="https://drive.google.com/file/d/1EpcylpRrnXgxP4j4y0h2tuMUVAFhKbx/view?usp=sharing">https://drive.google.com/file/d/1EpcylpRrnXgxP4j4y0h2tuMUVAFhKbx/view?usp=sharing</a>	This guide contains the 3 moments of the pedagogical activities: INQUIRY, CONCEPTUALIZATION and APPLICATION. In addition, the vocabulary: places of work was taken into account, along with the topic.	First conditional and places of work	Tenth A, B and C	It was checked by my supervisor	Yes, it was given to the students

<p>Video explaining the first conditional</p> 	<p>In this video, I make a brief explanation of the first conditional, along with examples and application exercises.</p>	<p>First conditional</p>	<p>Tenth</p>	<p>It was sent to my tutor</p>	<p>It was upload to Youtube and shared in Drive</p>
<p>Review of workshops 10°</p>	<p>I checked the workshops in the second guide (present perfect tense)</p>	<p>Present perfect workshops</p>	<p>Tenth A, B and C</p>	<p>It was checked by my supervisor</p>	<p>Yes, it was sent to my supervisor</p>
<p>Conditionals guide <a href="https://drive.google.com/file/d/1zr-GFj2Ke0hbHcj-zQjs8rUa2sm49ASg/view?usp=sharing">https://drive.google.com/file/d/1zr-GFj2Ke0hbHcj-zQjs8rUa2sm49ASg/view?usp=sharing</a></p>	<p>This guide contains the 3 moments of the pedagogical activities: INQUIRY, CONCEPTUALIZATION and APPLICATION. In addition, the vocabulary about holidays was taken into account, to connect the topic.</p>	<p>Conditionals and holidays</p>	<p>Tenth A, B and C</p>	<p>It was checked by my supervisor</p>	<p>Not yet</p>



**PRIMER TALLER DE REFLEXIÓN:**

**NOMBRE DEL ESTUDIANTE:** Luz Adriana Peñaloza Rodríguez

**INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA:** Colegio Técnico La  
Presentación

**CIUDAD:** Pamplona

**DEPARTAMENTO:** Norte de Santander

1. Responda las siguientes preguntas:

**OBSERVACIÓN INSTITUCIONAL Y SOCIALIZACIÓN DE LA OBSERVACIÓN:**

a. ¿Qué aprendió durante la semana de la observación institucional?

Durante esa semana concocí quienes son las autoridades educativas de la institución, los aspectos fundamentales sobre el P.E.I., algunos aspectos del manual de convivencia para tener en cuenta, la planta física. Además aprendí que La Presentación sigue el modelo cognitivo-humanista lo cual la caracteriza por ser educados y respetuosos.

b. ¿Por qué considera importante el desarrollo de la semana de observación institucional?

Es importante porque en esa semana el practicante conoce la institución, los docentes, los estudiantes y conoce varios aspectos de la institución.

c. ¿Por qué considera importante el hecho de socializar la observación institucional con los demás compañeros?

El hecho de socializar la observación institucional con los demás compañeros permite conocer un poco sobre las demás instituciones, su organización y distribución, cómo está distribuido el PEI, conocer los modelos pedagógicos que cada institución adopta, entre otros aspectos.

d. ¿Qué se puede aprender mediante dicha socialización?

Se puede aprender cómo las demás instituciones adoptan diferentes modelos pedagógicos que caracterizan la institución, algunos aspectos del PEI.

### **PRÁCTICA PEDAGÓGICA EN EL AULA:**

1. Mencione algunos cambios que estamos viviendo en nuestra sociedad. ¿Qué consecuencias o impacto tienen estos cambios en el contexto educativo?

Actualmente, es evidente que nuestra sociedad atraviesa muchos cambios significativos en todos los campos. En el campo de la educación específicamente, vemos la implementación de recursos tecnológicos que permiten enseñar de una mejor manera, sumado a esto, el gran interés en la investigación, la cual ayuda a mejorar las estrategias de enseñanza.

2. ¿En qué medida ayudan o perjudican dichos cambios?

A medida del tiempo, la educación ha integrado diferentes medios que sirven de apoyo, es el caso de la tecnología que ofrece una amplia variedad de recursos que ayudan a hacer el proceso enseñanza-aprendizaje más eficaz día a día. Además, este permite realizar un proceso investigativo que, sin duda, es fundamental para el avance en el campo.

3. Mencione y explique al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

- Facilitador de conocimiento
- Guía en el proceso de aprendizaje
- Motivador
- Consultor

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que en su quehacer como docente?

En nuestra labor de docentes, es un diario vivir encontrar una gran variedad de estudiantes, con estilos y ritmos de aprendizaje particulares. Es por eso que todos los estudiantes merecen toda nuestra atención y esfuerzo en cada sesión de trabajo, tratar de adoptar una estrategia donde todos los estudiantes se sientan cómodos ya que son parte del proceso.

5. ¿Qué cosas le preocupan además que sus estudiantes acaben sabiendo contenidos académicos?  
¿Cómo lo trabaja?

Siendo conscientes de nuestro trabajo como formadores, debemos tener en cuenta diferentes aspectos tales como: el aprendizaje del contenido académico es sólo una pequeña parte de nuestro rol, también debemos considerar que estamos trabajando con personas quienes deben recibir una formación integral, esto quiere decir que el desarrollo espiritual y personal de cada estudiante también nos concierne.

## Annex H Self- observation sheet

### Auto-observación de clase, 2020-1

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

\*Obligatorio

Dirección de correo electrónico \*

lzadriana.1296@gmail.com

Autoevaluación

\*

0 puntos

Fecha

dd/mm/aaaa

### Auto-observación de clase, 2020-1

Se ha registrado tu respuesta.

[Ver puntuación](#)

[Ver respuestas anteriores](#)

[Modificar tu respuesta](#)

[Enviar otra respuesta](#)

## Annex I Example of narrative

### **Narrativa 1**

En este informe se reflexionará sobre el desarrollo de la primera semana de práctica integral, correspondiente a la semana del 2 al 6 de marzo, llevado a cabo por la estudiante practicante **Luz Adriana Peñaloza Rodríguez**.

En primera instancia, se desarrolló la fase inicial de clases con estudiantes de décimo grado, un total de nueve horas y siete horas en primaria, desarrollando el proyecto de extensión con las niñas de tercero y transición. Es así que este informe se centrará en la actitud, percepciones y las experiencias del estudiante practicante, el desarrollo de la clase, la interacción docente-estudiante y finalmente algunas recomendaciones.

En cuanto a la actitud, las percepciones y las experiencias del estudiante practicante, en la primera semana la practicante se sintió un poco nerviosa al ser observada por la supervisora y estudiantes, sin embargo, gracias al apoyo de la supervisora, la practicante se sintió confiada y segura de sus conocimientos de la lengua y actuó de acuerdo a la disposición de los estudiantes para aprender.

El desarrollo de la clase, se basó esencialmente en el uso del libro de inglés, tal como lo recomendó la docente, es así que, en primera instancia, se revisó la tarea de manera general en donde se evidenció que hay estudiantes que no la hacen y, por ende, se les llamó la atención, en segundo lugar, la explicación del tema basado en el libro y, por último, se realizaron ejercicios de aplicación. Se considera que es necesario hacer uso de material extra, de modo que los estudiantes se sientan atraídos hacia el aprendizaje de la lengua extranjera y aprovechar más el tiempo, es decir, que cada actividad a realizar sea medida y bien aprovechada.

La interacción docente-estudiante fue positiva la mayor parte del tiempo, las estudiantes estuvieron atentas a los comandos del practicante, participaban conforme se les pedía, sin embargo, algunas veces mostraban desinterés y no colaboraban con el desarrollo de la clase, lo que permitía la intervención de la docente supervisora, dándoles una charla a modo de reflexión.

Finalmente, el docente supervisor dio algunas sugerencias al estudiante practicante relacionado con la gestión del tiempo y con la metodología a implementar del libro de inglés. Además, es importante tener en cuenta que, durante el primer contacto con los estudiantes, se conoce el comportamiento y se tiene una idea de la metodología que el docente podría utilizar al desarrollar las clases, de modo que los estudiantes presten atención y aprendan.

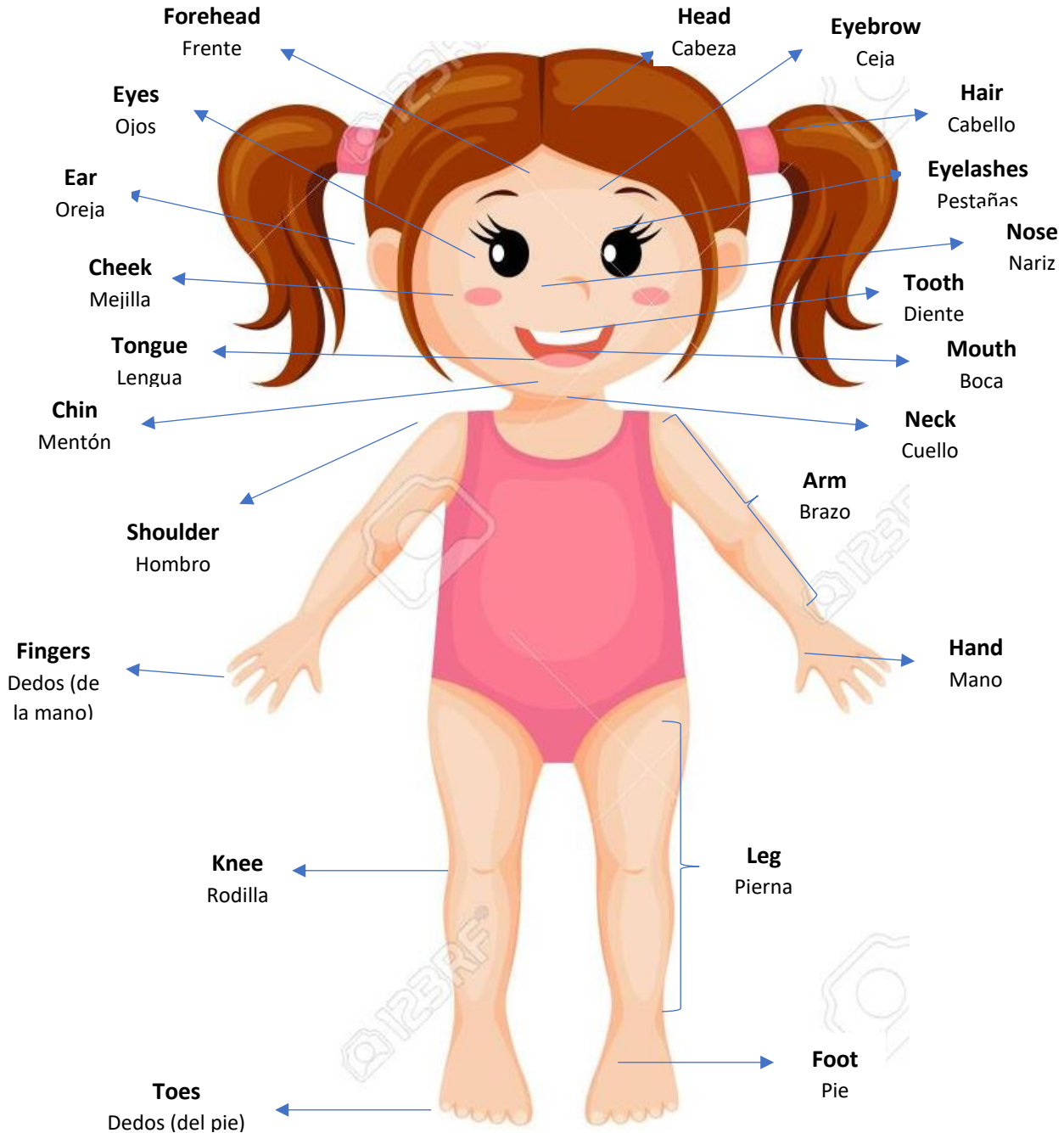
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

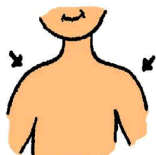
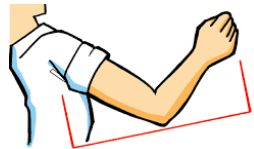
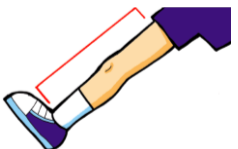
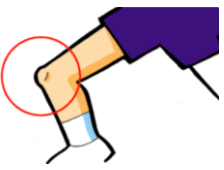

## PARTS OF THE BODY AND THE FACE

### PARTES DEL CUERPO Y DE LA CARA









Learn the following vocabulary (Aprenderse las partes del cuerpo y de la cara)



1. Match the image with the part of the body (Relaciona la imagen con la parte del cuerpo)

	<input type="text" value="Knee"/>
	<input type="text" value="Shoulder"/>
	<input type="text" value="Arm"/>
	<input type="text" value="Hand"/>
	<input type="text" value="Leg"/>

2. Write the missing letters in the boxes to complete the part of the face (Escriba las letras que faltan y completa la palabra)

	<input type="text" value="E"/> <input type="text" value="Y"/> <input type="text" value="E"/> <input type="text" value="S"/>		<input type="text" value="M"/> <input type="text"/> <input type="text" value="U"/> <input type="text"/>
<input type="text"/> <input type="text" value="O"/> <input type="text"/>			<input type="text" value="E"/> <input type="text"/> <input type="text"/> <input type="text" value="B"/> <input type="text" value="R"/> <input type="text"/> <input type="text"/> <input type="text" value="S"/>
	<input type="text"/> <input type="text" value="Y"/> <input type="text"/> <input type="text" value="E"/> <input type="text"/> <input type="text" value="A"/> <input type="text"/> <input type="text" value="H"/> <input type="text"/> <input type="text" value="S"/>		<input type="text"/> <input type="text"/> <input type="text" value="R"/>
<input type="text"/> <input type="text" value="O"/> <input type="text" value="O"/> <input type="text"/>		<input type="text" value="T"/> <input type="text"/> <input type="text" value="N"/> <input type="text" value="G"/> <input type="text"/>	



# Annex 10 Screenshots of workshops

PROYECTO ESCUELA NUEVA EN CASA  
COLTEPRE - 2020  
GRADO TERCERO  
ÁREA: INGLÉS

NUMBERS

1	2	3	4	5	6	7	8	9	10
one	two	three	four	five	six	seven	eight	nine	ten
11	12	13	14	15	16	17	18	19	20
eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty
21	22	23	24	25	26	27	28	29	30
twenty-one	twenty-two	twenty-three	twenty-four	twenty-five	twenty-six	twenty-seven	twenty-eight	twenty-nine	thirty
31	32	33	34	35	36	37	38	39	40
thirty-one	thirty-two	thirty-three	thirty-four	thirty-five	thirty-six	thirty-seven	thirty-eight	thirty-nine	forty

PROYECTO ESCUELA NUEVA EN CASA  
COLTEPRE - 2020  
GRADO TERCERO  
ÁREA: INGLÉS

FRUITS / FRUTAS

Apple Strawberry Lemon Orange Pear Banana  
Grapes Pineapple Cherries Mango Watermelon Peach

COLORS / COLORES

Yellow Red Blue Green Purple Orange  
Pink Brown Gray White Black

Busca en la sopa de letras las frutas y escríbelas / Find in the wordsearch the fruits

PROYECTO ESCUELA NUEVA EN CASA  
COLTEPRE - 2020  
GRADO TERCERO  
ÁREA: INGLÉS

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

PARTS OF THE HOUSE  
PARTES DE LA CASA

Let's learn about the parts of a house! | Aprendamos sobre las partes de una casa!

Bedroom: dormitorio  
Living room: sala  
Dining room: comedor  
Bathroom: baño  
Kitchen: cocina  
Attic: ático  
Wall: pared  
Room: habitación  
Garage: garaje  
Hallway: pasillo  
Stairs: escaleras  
Garden: jardín  
Door: puerta  
Window: ventana  
Roof: techo

1. Write the name of the part of the house.  
Escribe el nombre de la parte de la casa

Wall **Hallway** Roof Door Window Stairs

PROYECTO ESCUELA NUEVA EN CASA  
COLTEPRE - 2020  
GRADO TERCERO  
ÁREA: INGLÉS

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

OBJECTS OF THE HOUSE  
OBJETOS DE LA CASA

Living room	Bedroom	Bathroom	Kitchen	Dining room
Television (TV)	Bed (cama)	Toilet (baño)	Fridge (nevera)	Table (mesa)
Clock (reloj)	Lamp (lámpara)	Shower (ducha)	Microwave (microondas)	Chair (silla)
Bookshelf (librero)	Wardrobe (ropero)	Washbasin (lavamanos)	Oven (horno)	Fork (tenedor)
Sofa (sofá)	Mattress (colchón)	Bathtub (bañera)	Dishwasher (lavaplatos)	Knife (cuchillo)
Armchair (sillón)	Pillow (almohada)	Mirror (espejo)	frying pan (sartén)	Spoon (cuchara)

PROYECTO ESCUELA NUEVA EN CASA  
COLTEPRE - 2020  
GRADO TERCERO  
ÁREA: INGLÉS

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Trimestral

1. Escribe el número que corresponda/ Write the number.  
Example: Fifty-two: 52  
Ten: \_\_\_\_\_ Thirty-seven: \_\_\_\_\_  
Sixty-six: \_\_\_\_\_ Thirty: \_\_\_\_\_  
Eighteen: \_\_\_\_\_ Twenty-three: \_\_\_\_\_  
Forty-nine: \_\_\_\_\_ Fifty: \_\_\_\_\_  
Seven: \_\_\_\_\_ One: \_\_\_\_\_

¿Cómo se dice OJOS en inglés? / How do you say "OJOS" in English?  
a. Eyes b. Ears  
c. Mouth d. Toes

¿Cómo se dice MANO en inglés? / How do you say "MANO" in English?  
a. Forehead b. Eyelash  
c. Hand d. Foot

¿Cómo se dice BOCA en inglés? / How do you say "BOCA" in English?  
a. Eyebrow b. Mouth  
c. Chin d. Tooth

¿Cómo se dice HOMBRO en inglés? / How do you say "HOMBRO" in English?  
a. Shoulder b. Leg  
c. Arm d. Knee

2. Una el número con la palabra correcta/ Match the number with the correct word.

34 Fifty-six  
12 Thirty-four  
56 Twenty

4. Coloque el nombre de cada fruta donde corresponda/ Write the name of each fruit

Annex K Example of an executed planning

**Subject:** English

**Topic:** Parts of the body and the face

**Objective:** At the end of the class, the students will be able to understand the pronunciation of the parts of the body and the face and will point each part out.

**Activities:**

**Opening**

As an opening activity the teacher will greet the students and teach them a song about the parts of the body, they should sing and indicate where is the part located.

**Explanation**

Through the use of a draw in the board, the teacher will teach the parts of the body and she will pronounce the word teaching the students, who must repeat the pronunciation.

To reinforce the topic, they will hold a round where they should listen a new song and then sing it in English.

Similarly, they will do a coloring worksheet, in which they must color and look at the words in the wordsearch.

**Closure**

The teacher will explain the homework, in which they must write the parts of the body, taking into account the image. Then, she will say goodbye to the students.

Annex L Class 3°C (face-to-face)



Annex M Activities' report in primary

<b>Type of material</b>	<b>Brief description of the material</b>	<b>Topic</b>	<b>Course with whom it was implemented or will be implemented</b>	<b>Was it reviewed by a tutor or supervisor?</b>	<b>Was it delivered and developed by the students?</b>
Guide 3° Colors and fruits	A guide was designed with didactic material for 3rd grade children: it contains vocabulary and pictures of fruits along with activities to develop. Likewise, it includes the colors and their corresponding activities. <a href="https://drive.google.com/file/d/1H1XJ14Tni-WSR4GB6YKwDGwIB4EMdyMT/view?usp=sharing">https://drive.google.com/file/d/1H1XJ14Tni-WSR4GB6YKwDGwIB4EMdyMT/view?usp=sharing</a>	Colors and fruits	Third A, B and C	It was sent to 3rd grade teachers.	On April 20 it was published on the <i>Web Colegios</i> platform.
3rd Guide Numbers (1-70)	This guide contains numbers from 1 to 70 in both English and Spanish, two different activities to develop: a crossword puzzle, the numbers to color and write them in English. <a href="https://drive.google.com/file/d/1tjSFJruoxKNSap_h27GvHStdKqB7LIZ/view?usp=sharing">https://drive.google.com/file/d/1tjSFJruoxKNSap_h27GvHStdKqB7LIZ/view?usp=sharing</a>	Numbers (1-70)	Third A, B and C	It was sent to 3rd grade teachers.	On April 20 it was published on the <i>Web Colegios</i> platform.
3° Guide Parts of the body and the face	This guide contains the parts of the body and the face in English and Spanish,	Parts of the body and the face	Third A, B and C	It was sent to 3rd grade teachers.	It was published in <i>Web colegios</i> platform

	<p>also it has short exercises</p> <p><a href="https://drive.google.com/file/d/1j2qackEGMWwnXuAgdpJGRCENIzqSnMNH/view?usp=sharing">https://drive.google.com/file/d/1j2qackEGMWwnXuAgdpJGRCENIzqSnMNH/view?usp=sharing</a></p>				
Quarterly 3°	<p>This evaluation of the first trimester contains points of completing, relating, multiple selection, taking into account all the topics seen.</p> <p><a href="https://drive.google.com/file/d/115RuSg-HP8mRcthQNr1lesqp0S3F47Dg/view?usp=sharing">https://drive.google.com/file/d/115RuSg-HP8mRcthQNr1lesqp0S3F47Dg/view?usp=sharing</a></p>	Numbers (1-70), parts of the body and the face, fruits and colors.	Third A, B and C	It was checked by my supervisor and sent to 3rd grade teachers.	Yes, it was delivered and developed by girls
Parts of the house guide 3°	<p>This guide contains the parts of the house in both English and Spanish. Also, two different activities to develop: a word search puzzle and a matching exercise</p> <p><a href="https://drive.google.com/file/d/15yCx6lF0kgFHhSO04qfgy3RHMnPnabXr/view?usp=sharing">https://drive.google.com/file/d/15yCx6lF0kgFHhSO04qfgy3RHMnPnabXr/view?usp=sharing</a></p>	Parts of the house	Third A, B and C	. It was sent to the 3rd grade teachers.	Yes it was sent to the third grade girls
Objects of the house guide 3°	<p>This guide contains household items, in both English and Spanish. In addition, it contains two different activities to develop: a crossword puzzle and a classification exercise.</p> <p><a href="https://drive.google.com/file/d/164SeHf0xfPHieBnjxHcyUd">https://drive.google.com/file/d/164SeHf0xfPHieBnjxHcyUd</a></p>	Objects of the house	Third A, B and C	It was sent to the 3rd grade teachers.	Not yet.

	<a href="#">GQOjyqlyc/view?usp=sharing</a>				
Quarterly review 3°	The third grade teachers sent me the quarterly and I collaborated with them rating them.	Numbers , body and face parts, fruits and colors were the topics checked.	Third A, B and C	It was sent to 3rd grade teachers.	Yes, it was given to girls

Annex N Extracurricular activities





EGRESOS	VALOR	GASTO	TOTAL
20 Ayuda Escolar	450.000	450.000	450.000
20.1 Salidas	7.807.000		
Mantenimiento	4.946.000	16.659.000	16.659.000
Fotocopadoras	3.846.000		
21. Ferreteria La Fecha	1.148.000	1.148.000	1.148.000
22 Inca Publicidad	5.114.000	5.114.000	7.811.400
	2.130.000		2.130.000
23 Compra de papel	4.777.400	4.777.400	7.554.400
	2.777.400		2.777.400
24. Angaita Religiosa Estudiantes	3.945.000	3.945.000	3.945.000

