

**The use of pictures as a strategy to foster the speaking skills of 11th grade students  
at the Francisco Jose de Caldas High School in Cucuta.**

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## CHAPTER I

### General Presentation of the Project

The following project is presented as a stage of enrichment and development that allows student- teachers to integrate teaching and learning experiences along with professional practicum that in turn forges the identity and reflection of these individuals in relation to their work. Likewise, this proposal constitutes an opportunity for pre-service teachers to improve their English language teaching practices in Colombia.

This work is structured in a series of seven chapters whose components reflect the integral practicum process that pre-service teacher carried out at the end of the training. In this first chapter the reader will find general aspects of the practicum project such as the reasons that motivated the realization of the present study, as well as the objectives that led to the development of the three practicum' components. Concerning the second chapter, it presents relevant aspects of the institutional observation that took place at the beginning of the integral practicum.

In the third chapter, the reader can find the pedagogical-research component that outlines the research questions and objectives that guided the present project, as well as the type and design of the research, the population and the sample. In like manner, the different activities and data collection instruments implemented in the pedagogical proposal are described, along with the results and conclusions obtained from data. The fourth chapter contains the outreach component, which also includes the objectives, a description of the activities developed, the timetable, the methodology adopted, and the conclusions. On the other hand, the fifth chapter

presents the intra-institutional component, which points out the objectives, a description of the activities in which the pre-service teacher participated and the experiences that arose from it, this section also includes the conclusions.

With respect to the sixth chapter the reader will find the reflective approach to integral practice which not only describes the process of creating reflective narratives developed weekly from the teaching exercise in the schools, but also presents the most significant aspects that this instrument made evident. This component is also accompanied by some conclusions. Finally, in the seventh chapter there is a presentation and description of the pedagogical materials designed by the pre-service teacher at the end of the practicum.

## **Introduction**

The three components that frame this project offer pre-service teachers a wide range of experiences and possibilities that shape and enrich their teaching practices, thus giving rise to reflection and recognition of their roles as a vital part in the formation of a society that is increasingly globalized, thoughtful and open to knowledge. Nowadays, the teaching of the English language has been postulated as one of the main axes of education in Colombia that is why the Ministry of National Education established the National Bilingual Program whose main objective consists of promoting the learning of language English in order to improve the educative process mainly the teaching.

It is important to mention that these efforts to improve educational practices in the country have particularly enabled schools to highlight the importance of teaching English at all levels of education in order to improve the quality of education. This seems more understandable and convenient especially if one takes into account the prevailing need of today's society to transcend barriers through communication, hence Srinivas (2019) concluded that "English has

attained the status of a global language in order to meet the needs of the people across the world" (p.68). It means that English language has become vital in any field, but above all, in the educative field.

This project adjusted to the need to teach and learn the English language in the San Francisco José de Caldas school, San Pedro Claver, in this way, the three basic components of the integral practice allowed the pre-service teacher to conduct a teaching process in which the elementary and secondary school were taken into consideration. Consequently, through the outreach component, it was possible to meet the English language training needs of the child's population, benefiting both the educative institution and the students and pre-service teachers. Additionally, the research and pedagogical component led to the implementation of a pedagogical proposal that took into account the teaching and learning needs of secondary school students. This project, through the intra-institutional component, also contributed to the involvement of the students teachers in the school's academic and extra-academic activities, what was key for them to acquire knowledge of all the processes that took place there.

However, it should be noted that given the current situation of public health emergency due to the Covid-19, this process of integral practice in the institution was conducted virtually, following the guidelines issued by the Ministry of National Education. As a result, the teacher adopted a virtual methodology combining synchronous and asynchronous lessons to better facilitate the guidance to the students' community.

### **Justification**

The integral practicum stage has constituted a great opportunity for pre-service teachers to experience and strengthen the exercise of teaching and also to provide schools with the possibility of receiving pedagogical guidance and support. This project made possible the

integration of three components which purposes favored the teaching and learning process in a real context. Hence, in the pedagogical-research component, a pedagogical proposal was implemented derived from the need to promote speaking skills in 11<sup>th</sup> grade students, after having realized an institutional observation that revealed the passive use of this communicative skill. According to Bashir & Hussain (2011), the speaking skill sometimes tends to be overlooked in and out of the classroom and the students have fewer opportunities to practice it. The task of teaching this skill can often be somewhat difficult, especially considering the fact that students tend to use their mother tongue in English classes and teachers prioritize the development of other communicative skills, which can limit the options for learners to express themselves through speaking. Subsequently, there is a need to design and implement strategies that promote this ability in both primary and secondary school students.

On the other hand, this project also included the outreach component whose importance lay in the fact that pre-service teachers could respond to the English language training needs of the children in the first years of schooling, which are key for them to acquire and strengthen their basic knowledge of the language. Finally, the intra-institutional activities component appeared to offer the pre-service teacher a range of experiences and interactions within the school, thereby, her involvement in each of the extra-academic activities constituted a source of knowledge about the realities of public school around the students' learning and needs.

## **Objectives**

### ***General objective***

To foster the speaking skills through the use of pictures as a pedagogical strategy in 11<sup>th</sup> grade students at Francisco Jose de Caldas High School in Cucuta.

***Specific objectives:***

- To improve the 2th grade-students' vocabulary learning by implementing short and engaging videos.
- To participate in the academic and extra-academic activities proposed by the Francisco Jose de Caldas School.

**Conclusions**

Through its three central components, this project led to the achievement of some objectives aimed at satisfying an educational need and offering teaching spaces that not only favored the school's students and teachers, but also provided pre-service teachers with experiences that enable them to assess teaching practices, learn about the dynamics inside and outside the classroom, and ultimately, reflect on the possibility of practicing or not the teaching profession. In short, the culminating stage of the teacher formation process along with these three pillars of the integral project were essential to approach the English teaching from different pedagogical strategies at the Francisco Jose de Caldas school.

## CHAPTER II

### **Institutional Observation**

In order to design and execute this project, it was essential to undertake an institutional and diagnostic observation that facilitated the approach and recognition of the different situations that occurred in the school context. This diagnostic and institutional observation was carried out at the San Francisco José de Caldas school in Cúcuta; and it was done in order to get to know in detail not only the members of this community and their interactions but also to discover needs that could be addressed through a strategy implemented by the pre-service teacher. The following are key aspects that contributed to the development of the practicum project.

#### **Preparation of the Fieldwork**

##### *Exploratory questionnaire*

The application of this questionnaire made possible to recognize the different pedagogical work methodologies adopted by the Francisco Jose de Caldas School during the pandemic period. This questionnaire had also contextualized the pre-service teachers with regard to their future teaching practices in the school. As shown in Table 1, the supervisor provided information regarding the courses, the type of meetings, and the pedagogical and technological resources she implemented to accomplish the teaching process and the percentage of difficulty they had presented when using the Information and Communication Technology.

**Table 1***Questionnaire on Teaching Methodology*

Name of the school	Francisco José de Caldas
City	Cúcuta
Nature	Public
Courses in charge.	8th, 9th, 10 <sup>th</sup> and 11 <sup>th</sup> courses.
¿What work modality have you implemented with the courses after the Covid-19 emergency?	Synchronous and asynchronous modality
¿What educative and communication platforms are implemented to carry out the teaching process in this context?	Ms Teams, Web Colegios, WhatsApp, Jitsi Meet.
¿ What educative and communication platforms do you privilege in your academic activity?	Ms Teams, Web Colegios, WhatsApp, Jitsi Meet, Written worksheets, Photocopies y Workshops.
If you use the synchronous modality, choose one or two options from the following list.	Virtual encounters, Chats of WhatsApp.
If you use the asynchronous modality, choose one or two options from the following list. You can add another option in “Others” case you use uses another asynchronous modality.	Groups of WhatsApp, Creation and distribution of worksheets, personalized tutoring.
¿Have the school chosen to use of educative platforms?	Yes
If the previous answer is affirmative, choose the corresponding options. You can add another option in “Others” if you don’t find the platform you are using to work. If not, please select the option “None”.	Web Colegios, MS Teams



In case you select the option “Asynchronous”, we invite you to describe the work modality that you implement with your students. If you don’t implement this modality you can answer “We don’t use this option”. Printed worksheets

Rate as a percentage the degree of difficulty you have had in the use of ICT in your classes during the health emergency. Between 25% and 50%

According to your experience, ¿ How difficult have been for your students to access and use the ICT during the health emergency? Between 50% and 75%

### **Characterization of the Context**

The educational institution Francisco José de Caldas is a Colombian public school located in the department of Norte de Santander, specifically in the neighborhood La Libertad in Cucuta. It comprises three headquarters, the main school, and two other seats which are: the school San Pedro Claver and the school Santísima Trinidad. On the one hand, the main school and the school San Pedro Claver offer primary and secondary education starting at the pre-school level and extending through high school, and on the other hand, the Santísima Trinidad School offers an elementary education that encompasses only primary education.

### **Design of the Community Immersion Strategies**

For the development of this immersion process in the target community, it was necessary to carry out a meeting in which the pre-service teachers met with the supervisors, and the coordinator of the educational center, as well as the tutors; members of the University of Pamplona who were also part of that encounter. In that meeting, the representatives of the school introduced themselves and welcomed the practitioners to their educational community. On the other hand, the pre-service teacher contacted the supervisor via WhatsApp in order to know about the courses she had, her schedules, work methodologies and aspects related to the students’

characteristics and needs. The pre-service teacher also joined several synchronous meetings where she observed the dynamics of the classes and the attitudes and interactions that took place there.

### **Types of Activities Developed in the Target Community**

Regarding the activities developed within this educational community, these included accompaniment activities targeted at the student community and parents; many of these meetings were held via Facebook Live with the participation of the principal, the psychologist, the priest, and the students and parents. As for the activities that took place specifically in the English courses, the teachers were also holding virtual meetings to explain the topics of the worksheets prepared for the students, in this way it was possible to solve doubts and questions that could arise. Similarly, within these synchronous spaces, the English teacher disposed of two hours per week to familiarize the students with the ICFES exam, so they could know its structure and at the same time reinforced their linguistic knowledge of the English language, mainly the reading comprehension skills.

### **Perceptions of the Impact of the Pandemic on the Educational Process**

Undoubtedly, the public health crisis originated by covid-19 has greatly impacted the different spheres and fields of life, including education. This is due to the fact that the pandemic managed to expose some shortcomings of the Colombian educational system to deal with the situation and to give continuity to the educational processes. Schools were challenged by the effects caused by the pandemic, however, these worked not only to prevent dropping out but to promote teaching and learning spaces in a more accessible way to students. In this respect, based on the institutional observation and the informal interviews conducted with supervisors, coordinator, and other teachers, it was possible to note that despite the limitations and difficulties

that the health emergency has triggered, the educational community has put its efforts in searching for spaces, platforms and strategies that give continuity to the formation process of the students. This is how they have been integrating and following this educational process within the school.

### **Teaching Work Methodology**

The educational institution Francisco Jose de Caldas had a work methodology adjusted to the situation of virtuality in which the teaching processes are undertaken. Therefore, teachers elaborated teaching worksheets for all areas, this pedagogic material had been worked by “lapses” namely, the periods of time fixed for students to develop the activities of each worksheet, so, once concluded a lapse, the next one was continued, and each lapse comprised two weeks. In order to provide guidance to students for them to understand the lessons or topics of each worksheet, teachers hold synchronous meetings through platforms such as Web Colegios, Zoom, Google Meet, or Jitsi Meet. In the case of eleventh-grade students, the English teacher provided 4 hours per week of support and guidance to students to solve their questions and doubts.

### **Documental Analysis**

Next, 4 important items are presented which outline what was observed at the Francisco Jose de Caldas school; they provide information about the student, teacher and administrative population. They also point out elements that show the functioning of the school at the pedagogical, technological and administrative levels.

**Administrative level*****IEP of the institution.***

The institution Francisco José de Caldas is a Colombian public school ruled under the social constructivist model, that is why it emphasizes the search for the formation of an individual transformer of society and skilled to act in accordance with human values and principles. This school offers the whole student community an educational quality service based on pillars such as respect, academic excellence, responsibility, and the formation of integral and critical thinking students with social transformation.

***Mission***

The school Francisco Jose de Caldas has the mission of educating individuals with autonomy and critical thinking, capable of putting institutional values into practice in and out of school. Furthermore, learners are supposed to attain a perspective considering aspects such as inclusion and entrepreneurship in the productive field in order to ensure the welfare of society and naturally of its vital unit which is the family.

***Vision***

The school Francisco José de Caldas in order to reach an integral and quality education, it sets out its vision:


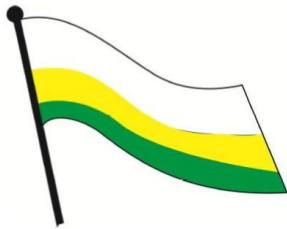
- To educate autonomous, critical individuals and strengthen the school's values and principles.
- To include the community and encourage its participation in institutional project.
- To strengthen the students' entrepreneurial skills.
- To enhance the technical education by creating inter-institutional alliances.


### ***Institutional symbols***

The School Francisco Jose de Caldas has 3 institutional symbols that condense all its identity and represent relevant aspects contained in its mission and vision. Figure 1 shows the institutional symbols and the meaning of each one of them.

**Figure 1**

### ***Institutional symbols***

<p style="text-align: center;"><b>The Institutional Crest</b></p> 	<p>The school's crest contains elements such as a triangle that represents the Holy Trinity, inside this triangle in the upper part one can see the image of the sun that symbolizes knowledge. In the lower left part appears a computer that indicates that the school works linked to science and technological development. In the lower right part is the male figure of Francisco Jose de Caldas, a wise man interested in research and science who left a great legacy and example for the youth. It can also be seen within the triangle three words; Science, Love, and Service.</p>
<p style="text-align: center;"><b>The Institutional Flag</b></p> 	<p>The flag of the school Francisco Jose de Caldas has 3 colors that indicate the union of the three seats that constitute the whole institution. The white color represents peace, honesty, transparency and purity; the yellow color means light, life, energy, and wisdom; and the green color represents ecology and hope.</p>

<p style="text-align: center;"><b>The Institutional Pet</b></p> 	<p>The institution's symbolic pet is the eagle, which represents the rebirth of dignity, freedom and fascination.</p>
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### *Organization chart*

The Francisco Jose de Caldas School is organized in a hierarchical way, so each of its members has a specific function as indicated in Figure 2.

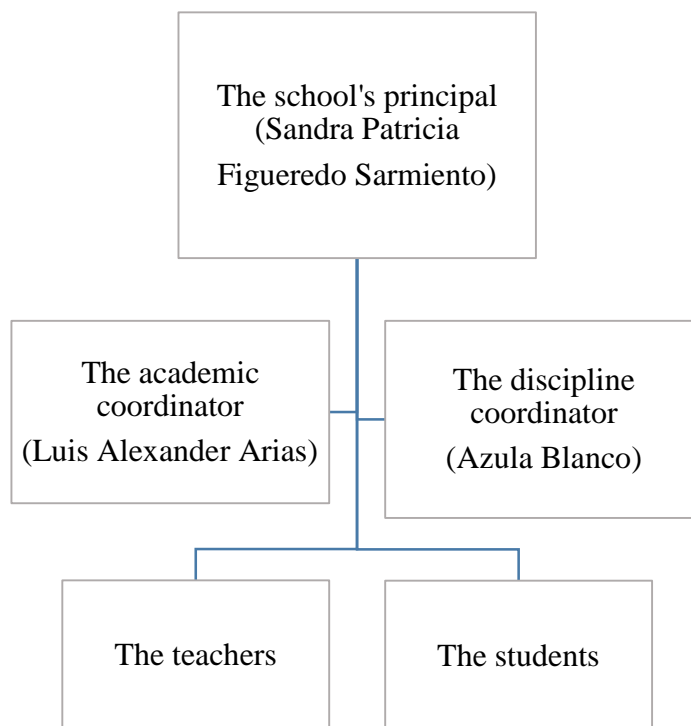
**The school's principal:** Sandra Patricia Figueredo Sarmiento is the legal representative of the school and the person in charge of the management of resources. Likewise, she has the authority to make administrative and academic decisions.

**The academic coordinator:** Alexander Arias organizes the teachers' schedules and manages the organization of administrative, academic and cultural activities.

**The discipline coordinator:** Azula Blanco has the function of ensuring the respect of the rules of coexistence within the school. She is also in charge of communicating the parents about the students' misconduct in order to find solutions.

**Teachers:** their function is to accompany students in their cognitive, personal and social development. They also evaluate the students' progress and monitor their discipline inside the classroom.

**Students:** they are the reason of being of the school, they learn collectively and individually. In the same way, students have rights and duties that they must comply with within the institution.

**Figure 2***School organization chart****MNE guidelines and normativity to face the health emergency***

One of the main functions of the Ministry of National Education in relation to public education is to design the general guidelines of the curricular processes (MNE, 1994) that orient educational institutions in the exercise of academic and pedagogical formation as well as in the planning of mandatory areas. In this way, this official organism serves as a guide for the development of all educational processes that involve many institutions in the country, such is the case of the elaboration of the Institutional Educational Project.

Consequently, the Ministry of National Education also considers and sets forth new conditions and proposals that seek to give continuity to the teaching-learning process during the public health crisis due to COVID- 19. From the above, measures and indications have been

established to offer an education service mediated by virtuality, homework and alternation, the latter is a methodology that demands educational establishments the compliance with biosafety regulations to ensure the students' safety and wellbeing. It is also important to point out that these guidelines are the result of the collective work effectuated by the Ministry of National Education together with the Ministry of Health and Social Protection, and local and educational authorities (MNE, 2021).

Considering the aspects referred before, it is imperative to mention that the School Francisco Jose de Caldas has adopted part of the guidelines proposed by the Ministry of National Education, since it develops a methodology that combines autonomous work at home and the accompaniment or guidance of teachers through virtual platforms. However, the school has not yet applied the alternation model as it is a process that takes time and a detailed evaluation of the conditions of the institution to determine whether or not it can be adapted following biosafety protocols.

### ***Chronogram of the institutional program***

The educational institution Francisco Jose de Caldas presents a great variety of activities in its institutional program, among which can be highlighted the socialization of the student handbook, the meetings of the directors and teachers, the institutional week, the celebration of special dates, the delivery of worksheets, and the student recognition award ceremony. Table 2 illustrates this institutional program set up by the school.



**Table 2***Institutional program*

DATE	PERIOD	ACTIVITY	MANAGERS
<b>FEBRERO</b>			
<b>1</b>	1	Inicio Año Escolar 2021, Periodo1. Encuentro virtual con miembros de la comunidad educativa.	Rectora. Docentes y coordinadores
<b>2 y 3</b>	1	Recibimiento de estudiantes Webcolegios Video Equipo Directivo.	Coordinación y Docentes.
<b>8</b>	1	Encuentro por Facebook live: Presentación del personal Directivo, Docente y Administrativo	Rectoría, docentes y orientadora escolar
9 al 12	1	Profundización Manual de Convivencia y SIEE por cursos.	
17 al 19	1	Entrega de Guías a estudiantes (acudientes), lapsos 1, 2 y 3	Rectoría y administrativos
22 febrero al 5 marzo	1	Inicio Lapso 1	Coordinación
<b>MARZO</b>			
8 al 19	1	Inicio Lapso 2	Coordinación
22 marzo al 9 abril	1	Inicio Lapso 3	Coordinación
29-31 marzo al 2 abril	1	Semana Institucional 4 Entrega de guías a estudiantes-acudientes (4, 5, 6 y 7)	Rectoría Rectoría-Administrativos
<b>ABRIL</b>			
12-23	1	Inicio Lapso 4	Coordinación
23 abril	1	Izada de Bandera. Batalla de Cúcuta, Día de la Mujer y San José, Día del Idioma.	Docentes Docentes
26 abril-7 mayo	1	Inicio Lapso 5	Coordinadores
<b>MAYO</b>			
15	1	DÍA DEL MAESTRO	SEM- Rectoría
10-21	1	Inicio Lapso 6	Coordinadores
24 mayo-junio 4	1	Inicio Lapso 7	Coordinadores
<b>JUNIO</b>			
7-11	1	Recuperación Primer Periodo	Coordinadores
17	1	Cierre de plataforma (10:00 pm)	Coordinadores
18	1	Entrega de Informes Académicos Primer Periodo Finalización Primer Periodo	Coordinadores-Titulares SEM Coordinadores
19	1	Inicio Vacaciones Estudiantiles	

## **Pedagogical Level**

### *Planning of the language area*

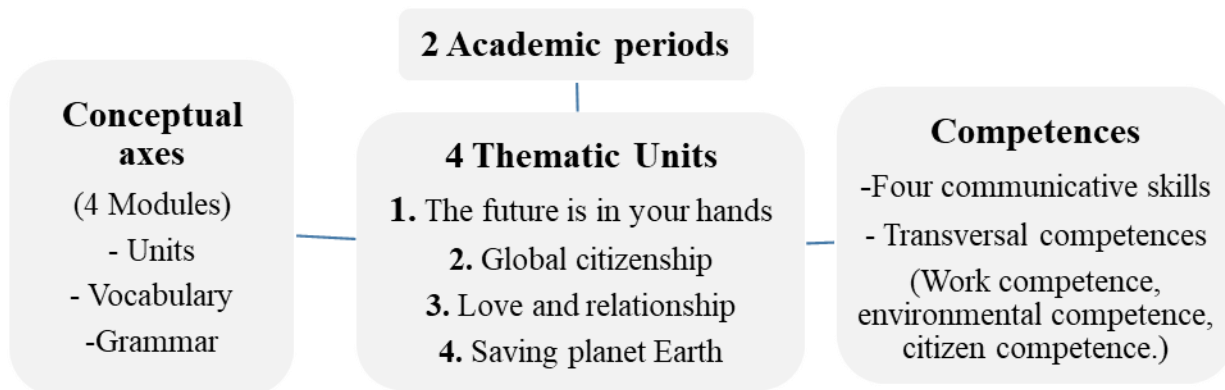
The planning of the English area presents its objectives, among them the strengthening of the students' linguistic competence and their linkage to the English culture through experiential situations that may lead them to identify social and cultural conditions and, at the same time, to express themselves in that language. This planning is designed to encompass the teaching and learning of English from preschool to 11th-grade courses, it also specifies the axes or conceptual and procedural elements that must be taught.

With regard to the planning of the 11th grade course, Figure 3 shows that it is organized taking into account the academic period, the thematic units, which are derived from conceptual axes that in turn work by competences. Accordingly, in the first period the teacher works on the thematic units "The future is in your hands" and "Global citizenship", for that first period students work on two modules that include the units and the vocabulary and grammar that they must learn. In the same way, the students develop the competences of writing, reading, and labor, citizenship and environmental competences.

For the second period, the teacher addresses the thematic units such as "Love and relationship" and "Saving planet Earth" derived from modules 2 and 3. For this second term, the students work on the four communicative competences plus the labor, citizenship, and environmental competences.

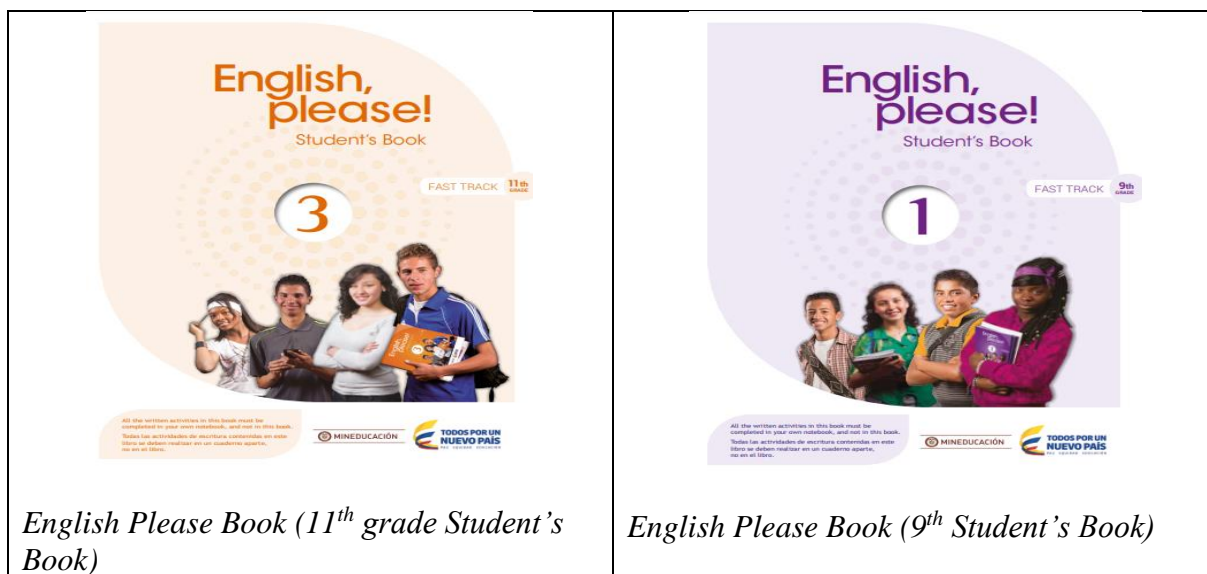
**Figure 3**

*Planning corresponding to the 11<sup>th</sup> grade courses*



***Knowledge of the available didactic resources***

The educational institution Francisco Jose de Caldas counts with some didactic resources and virtual platforms such as Web Colegios, WhatsApp, but above all, books to strengthen the teaching and learning process of English. In this sense, English teachers use the books developed by the National Bilingual Program; the book "Way to go used in primary and secondary courses, and the book "English Please" as shown in Figure 4, is used in the ninth, and eleventh grade-courses. With this book it is intended to foster the English language learning through formulation of projects, communication dialogues, etc. The first orange cover book is an exclusive guide book for the 11th grade students, while the second purple cover book is used for 9th grade courses.

**Figure 4***English Books**Learning accompaniment methodologies*

The English teacher used virtual platforms that made possible the contact and interaction with the students. These virtual channels are the Web Colegio platform, Jitsi Meet, Microsoft teams and the WhatsApp social network specially used to develop some tutoring for students to ask questions and solve doubts regarding the assigned activities, this social network also serves to reach students who could not attend the synchronous meetings as the teacher put them up to date. Generally classes were given through Jitsi Meet platform, however, due to connectivity difficulties, there were several students who did not actively participate in the development of the classes.

*MNE guidelines (Standards)*

The Ministry of National Education in its efforts to improve the quality of the educational system proposed a series of documents called Basic Competence Standards, which are designed

by areas. These standards are derived from the curricular guidelines and provide parameters about what students should learn and know how to do in a specific area of knowledge (Magisterio, 2020). In this way, the MNE seeks to achieve the expected level of quality in education.

The area of foreign languages also has its own standards that evidence the learners' performance in the scope and development of communicative competence, which is divided into linguistic, pragmatic and sociolinguistic competences. Accordingly, the group of English teachers of the Francisco Jose de Caldas School has specified in the foreign languages area planning the appropriation of the Basic Competence Standards issued by the Ministry of National Education in order to guarantee an integrated formation of the English language through the different levels.

### *Courses*

The courses that were assigned to the pre-service teacher correspond to the 9th grade course which consists of two groups; i.e. 9° 7 and 9° 8. She is also in charge of the 11th grade course whose two groups are 11° 5 and 11° 6 as can be seen in the schedules.

### *Schedules*

Next, as shown in Table 3 and Table 4, there are schedules for both the supervisor and the pre-service teacher. In the case of the teacher's schedule, it was adjusted to the modifications made which took into account the virtual teaching methodology, since she offered 1 hour of classes per day for each course. On the other hand, the pre-service teacher had her own schedule which had been designed according to the courses she was assigned, and also it included spaces to offer tutoring to students in case they required it.

**Table 3***Supervisor's schedule*

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:30-8:30</b>	English 10° 5		Technology- English 11° 5	Art 9° 8	Technology 10° 5
<b>8:30-9:30</b>	English 9° 8				English 11° 6
<b>9:30-10:30</b>	English 8° 9		Technology - English 11° 6	English 11° 5	English 9° 7

**Table 4***Pre- service teacher's Schedule*

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:30-8:30</b>		Preparation of activities and study material	Technology- English 11° 5	Tutorials (Students)	Tutorials (Students)
<b>8:30-9:30</b>	English 9° 8	Tutorials (Students)			English 11° 6
<b>9:30-10:30</b>		Tutorials (Students)	Technology – English 11° 6	English 11° 5	English 9° 7
<b>11: 00 -12: 00</b>	Tutoring (Practicum Teacher)				Growing up together
<b>1:00- 3:00</b>			English 2°5	English 2°5	

## **Technological Level**

### ***Digital platforms and connectivity***

The school authorities established a series of virtual platforms and communication channels that favored not only the teaching and learning process but also the school's administrative matters. In this regard, it is worth noting that the digital resources available comprised websites and platforms such as Web Colegios, Google Meet, Jitsi Meet, WhatsApp, Microsoft Teams, and Facebook Live, the latter facilitating the approach of the educational community with parents and students. Although the school is equipped with these platforms, not all students had access to them, since in many occasions they presented connectivity problems which in turn made the total integration of these space difficult. Bearing this in mind, teachers also opted for the use of WhatsApp to provide guidance to students. Likewise, parents could get involved in those interactions to get know the progress of their children and thus create an accompaniment that allowed them to give continuity to the learning process.

### ***Types of virtual encounters and duration (Synchronic and asynchronous)***

Due to the need to offer education in the best possible way, the school prioritized both synchronous and asynchronous meetings. The first offered the teachers the possibility of explaining the topics of each lesson, in order to solve the students' doubts instantly, for this, the teacher provided guidance ranging from 2 to 3 hours per week for each grade. The second type of meeting was given through the autonomous work that students did at home, where they took advantage of the time to develop and advance the activities. In this way, a joint work is achieved allowing both parties to fulfill their functions.

## **Population information**

### ***Number of students***

With regard to the number of students, it is important to point out that out of the 4 courses that were assigned to the pre-service teacher, there were a total of 132 students; 84 that corresponded to the 9th grade course and 48 that belonged to the 11th grade course.

### ***Gender***

In this case, the whole school has heterogeneous groups of students which makes it very diverse and rich school in terms of exchanging thoughts and perspectives.

### ***Age***

In the 11th grade, students' ages ranged from 15 to 18 years old.

### ***Language level of the students***

According to the Common European Framework of Reference, students from tenth to eleventh grade should reach a language level B1 by the end of the school year. In this way, considering the subdivisions made by the CEFR, it is expected that eleventh-grade students acquire a language level B 1.2 (Pre-intermediate 2). However, despite this approach, it is difficult to ensure that these levels are reached. So, it can be suggested that the language level of the 11th grade students ranges between A 2.1 and A 2.2, this taking into consideration the diagnostic observations that the pre-service teacher made, and the analysis of the teacher in charge who stated that the students had many shortcomings in the mastery of the foreign language.

### ***Teachers staff***

The English teachers' collective is formed by the chief of the English area as well as the teachers in charge of each of the secondary courses. These teachers work collaboratively in order to achieve common objectives such as creating pedagogical spaces for students to develop skills



to foster an autonomous, participative, critical, creative, independent and self-confident individual when using the English language.

### ***Administrative staff***

The administrative collective is headed by the school's principal, Sandra Patricia Figueredo Sarmiento who is in charge of the management of the school resources. In the same way, she is the person with the authority to make administrative and academic decisions, the academic coordinator Luis Alexander Arias who manages the organization of cultural, academic and administrative activities, and the teachers' collective structured by areas of knowledge.

### ***Parents community***

The parents' community is a fundamental element in this time of health crisis, since they have also become part of the teaching process of the students. Parents have actively participated in the meetings via Facebook Live, where they have closely followed the school's informative activities. The above resides in the fact that the pre-service teacher could observe and explore the several meetings that were held through this medium, and thereby, she found that parents and students participated in those encounters.

## CHAPTER III

### **Pedagogical and Research Component**

#### **The use of pictures as a strategy to foster the speaking skills of 11th grade students at the Francisco Jose de Caldas High School in Cucuta.**

#### **Introduction**

The teaching of English language has been gaining priority within the strategies and proposals put forward by the National government in its quest to improve the quality of education, perhaps this trend lies in the fact that one lives in a world mobilized by culture and its exchanges, where also stands out the rise of the media and technology and of course the use of the English language, as stated by Taufiq and Rintaningrum (2020), when indicating that English is "widely used in every aspect of life such as science, education, business and entertainment".

The following proposal aimed to strengthen the English language, specifically the 11th grade students' speaking skills of the school Francisco Jose de Caldas. Consequently, based on a proposal that combined the pedagogical and research element, the use of pictures was proposed as a strategy to foster this important skill that required an intervention in which the pre-service teacher applied her knowledge and teaching techniques.

On the other hand, this pedagogical and investigative component adopted a practical action research approach through which the use of pictures was implemented in order to foster the students' oral production and favor the teaching of the foreign language based on the solution to a shortcoming or difficulty. In addition, this section also sets up the problem statement, the

research questions, the justification, and the objectives that shed light on the development of the proposal. Finally, the theoretical constructs and methodologies corresponding to the pedagogical and research work of the proposal are included.

### **Problem Statement**

As a result of a diagnostic observation of the school and some informal interviews conducted to the supervisor, it was possible to identify a need that demanded a pedagogical and investigative intervention. As a consequence, it was evident that the 11<sup>th</sup> grade students of the school Francisco Jose de Caldas presented difficulties when using the English language orally, namely, the speaking skill.

In view of this situation, this proposal was oriented to the development and improvement of the speaking skill and for such reason, the following research questions arose to guide the achievement of this objective.

### **Research Questions**

#### ***Main research question***

How does the use of pictures as a pedagogical strategy foster the speaking skills in 11<sup>th</sup> grade students at the Francisco Jose de Caldas High School in Cucuta?

#### ***Specific questions***

- How effective is the use of pictures in fostering speaking skills in eleventh-grade students?
- What are the most effective speaking activities in fostering the 11<sup>th</sup> grade students' speaking skills?

## **Justification**

The main purpose of this pedagogical proposal was to foster the speaking skills of eleventh-grade students, after noticing the low participation of some students during the virtual lessons, this could be due to lack of motivation, lack of confidence to speak, etc. especially if one takes into account that the predominant language in the classes was the Spanish language, so there was no opportunity to practice the English language as well as build confidence when using it.

This youth population is at a crucial stage that demands them to master the English language and use it in different contexts of real life. This becomes even more important for the National Government that stipulates in the National Bilingual Program the commitment of the country's institutions to reach the expected levels in the learning and teaching of the English language. Dueñas et al. (2015), state that the oral production is not only a matter of grammatical aspects but also of the individual's capacity to produce and understand messages in any communicative situation. In this regard, fostering speaking skills also requires the teacher to design and implement strategies that encourage the student to orally convey the vocabulary and grammar learned, thus correcting errors of intonation, pronunciation or fluency.

In order to foster this communicative skill, this proposal also intended to implement pictures as a strategy to awaken the students' interest and initiative when expressing their ideas orally. This strategy would also allow the development of students' creativity as their minds tend to create hypothetical and discovery situations in which any perspective is acceptable.

## **Objectives**

### ***General objective***

To foster the speaking skills through the use of pictures as a pedagogical strategy in 11th grade students at the Francisco Jose de Caldas High School in Cucuta.

### ***Specific objectives***

- To assess the effectiveness of the use of pictures in fostering the speaking skills in eleventh-grade student.
- To identify the most effective speaking activities in fostering the 11<sup>th</sup> grade students' speaking skills.

## **Theoretical Framework**

The following are the key concepts that will help the reader to contextualize and understand the topic that required pedagogical intervention. Such concepts include speaking skill, pictures, pronunciation, grammar, vocabulary, and fluency.

### ***Speaking skill***

According to Torcky (2006), the speaking skill is "the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints". It is clear that this communicative skill has become fundamental for individuals who are in constant interaction and communication and who do not only express themselves in written form.

On the other hand, this skill also contemplates a series of components that make it integral, in this regard, Harahap et al. (2015) declare that vocabulary, grammar, fluency, pronunciation and comprehension are key to achieve good oral communication. Therefore, this communicative skill requires the integration of aspects such as grammar which is also worked on

in writing. This proves that the speaking is not an isolated skill from the others and this proves that the speaking is not a skill isolated from the others and for this reason it is convenient to address taking into consideration these linguistic elements that make possible the effective learning of the language.

### ***Pictures***

Throughout the history of teaching, pictures have been a fundamental didactic material for teachers to create spaces and activities that motivate students in obtaining knowledge. According to Rahmawati (2014), pictures can be any drawing, painting, or photography that depicts something or someone. Perhaps these visual resources are attractive to encourage students to learn a language because it is the type of support material that promotes their interest and which can generate positive attitudes towards learning a foreign language.

Pictures are the most effective, most available and least expensive teaching aid available to the teacher and that is why this didactic material becomes an interesting strategy for all educators to apply in their classes, whether to teach vocabulary, grammar or even to propose and develop oral production activities.

### ***Pronunciation***

Pronunciation is part of the characteristics that make up the oral language system and it is also a key element that tends to be neglected in the classroom; few teachers guide students to polish pronunciation, hence many of them make very serious mistakes that prevent a true understanding of what is being conveyed, since the communicative purpose seeks that the speaker understands but also that he or she is understood.

Considering the above, Yates (2002) affirms that pronunciation is a sounds construction process that is given in order to make meaning to something. This definition is accurate because

if one tries to convey an idea or point of view without paying more attention to the pronunciation, the result will be a complex and not very understandable message.

### ***Grammar***

According to Richards (2021), the grammar can be defined as the "system of rules used to create sentences and it also refers to the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in English". With this in mind, it seems that grammar plays a vital role in regulating the use of language in both oral and written form. Moreover, this component of language enables learners to recognize in detail other concepts such as syntax, morpho-syntax, and semantics; each one of them interconnect with grammar to make it a matter of easy comprehension.

### ***Vocabulary***

According to Nushi and Jenabzadeh (2016), vocabulary is not just a set of single words but rather idioms, compound phrases or even sentences. Bearing in mind the richness of each language, vocabulary becomes equally proportional to this enrichment and it empowers the learner to expand the possibilities of using and varying grammatical structures depending on the communicative context. Vocabulary also makes it possible for individuals to express their ideas without any restriction. That is why not having enough vocabulary limits the possibilities of communicating with others.

Vocabulary is also important in foreign language teaching and its use is almost mandatory, since if one wants to communicate something it is unavoidable to make use of words to construct utterances. Asyiah (2017) supports this idea by stating that "rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking,

reading, and writing" (p.294). This means that vocabulary is the central axis that interconnects the different forms of communication that are determined by the four skills.

### ***Fluency***

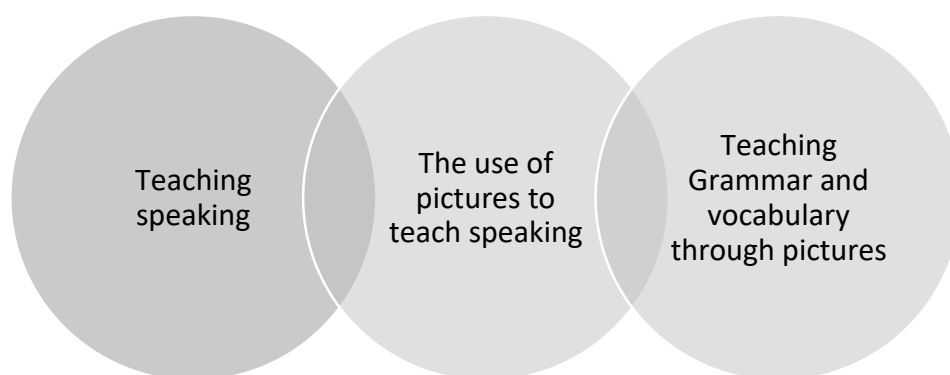
This term is sometimes confused with the pronunciation; however, Thomson (2015) affirms that fluency has to do with aspects related to accent, comprehensibility and intelligibility. In other words, fluency can be defined as the speaker's ability to make himself/herself easily understood when using the language orally. For this reason, fluency can determine the is a key element in the development of speaking competence, which is undoubtedly an activity that is not only a question of uttering poorly structured and incomprehensible utterances.

### **Literature Review**

Three categories are presented below based on some previous studies that help to understand aspects related to the pedagogical proposal developed. As can be observed in Figure 5, the categories correspond to teaching speaking, the use of pictures to teach speaking and teaching grammar and vocabulary through pictures.

### **Figure 5**

*Emergent Categories of the Literature Review*





### ***Teaching speaking***

Learning a second language has become a common interest in this globalized world, and that is why many people have dared to learn a foreign language. However, this often implies a certain degree of difficulty for the learner, as it is not always easy to fully develop all the communicative or linguistic skills. The above, highlights the role of teachers in improving these processes of a second language learning through teaching. In the case of speaking skill, Burns (2019) mentions that for many English educators the teaching of this skill still represents a great challenge. Undoubtedly, it is a task that demands a significant effort and willingness on the part of the learner, but above all, it requires the teacher to apply all available strategies and resources to achieve the development and mastery of this skill.

Considering that this speaking skill is one of the most used due to its speed when expressing ideas and views, it is important to highlight the Pakula's approach (2019) who states in his study on Teaching speaking that this process entails the development of sociolinguistic competence, pragmatics and the teaching of the three modes of speech that refer to interactional and transactional discourse and spoken mediation. Therefore, this idea that speaking is an activity worked and developed in an integral way in different communicative situations is not far from being true, and it is here where teaching revitalizes its importance because it enables the learner to know the implicit elements of this communicative act that one calls speaking.

On the other hand, Harmer (2007) provides three main reasons why speaking should be taught. He asserts that speaking tasks permits the learner to practice this skill as realistically as possible in the comfort of the classroom, and that these speaking tasks provide the teacher and the learner with feedback that permits them to recognize some weaknesses and strengths. In addition, he states that the more the student practices the language elements that have been

learned and kept in the mind, the easier it is to automate their use. Hence, the importance of developing this skill is established as a central focus in the processes of teaching a foreign language, since this communicative competence provides opportunities not only to expand the individuals' knowledge but also to use the language in its oral form in order to interchange ideas and experiences with others.

### ***The use of pictures to teach speaking***

Al-khresheh et al. (2020) conducted a study on the efficiency of using pictures in teaching speaking skills. The researchers concluded that the use of pictures as a pedagogical support facilitates the process of language learning and thus the development of the speaking skills. The researchers found that this strategy entertains learners, reduces language anxiety, increases confidence and motivates them to speak, likewise, pictures also permits students' imaginations to expand and creates more enjoyable learning spaces. Most importantly, implementing this didactic aid not only develops speaking skills but also takes into account holistic pedagogy, in other words, the student is able to process linguistic knowledge through the use of language while improving behavioral and personality aspects such as motivation, confidence and enjoyment of learning by doing.

By the same token, another study also concluded favorably on the use of pictures in teaching speaking. Episiyasi et al. (2015) applied a pre-experimental method with a pre-test and post-test design to a group of students that were given treatment by using pictures in order to determine their effectiveness in improving their speaking skills. The findings show that "students' speaking scores improved after the teacher gave treatment by using pictures as teaching media". Thereupon, it is convenient to note that although teachers make little use of this

didactic resource, it is one of the most effective for developing speaking skills, while promoting the development of social abilities and the integral formation of the learner.

### ***Teaching grammar and vocabulary through pictures***

In a study conducted by Uswatun (2015) on teaching grammar using pictures, he argues that "grammar is a description of the rules that govern how a language's sentences are formed" (p.104). He also asserts that this aspect of language can sometimes be a challenging and tedious subject to explain but that teachers have a range of strategies at their disposal which can make teaching grammar fun, as in the case of pictures. Indeed, it is not surprising that many teachers consider grammar as an activity that in some way becomes boring for students, as regardless of whether they are children or not, learners will want to learn in an environment full of entertainment, creativity and motivation. That is why the teacher must act and adopt all the strategies and activities that help to improve the learning of grammar, which is also linked to vocabulary.

As stated above, grammar is not an isolated issue from vocabulary, since one element needs the other to create complete and meaningful structures. Unlike grammar, vocabulary does not require so much effort to teach, it is a matter of knowing how to put its use in context and applying a good strategy to teach it. In a study on the teaching English vocabulary, Sholihah (2009) used pictures to know their influence on the learning of this linguistic element. The findings of this research suggest that pictures help to improve the students' motivation, attract their attention, help them to memorize the vocabulary, and make teaching and learning an interesting process.

## **Pedagogical Methodology**

In order to implement this project, the pre-service teacher adopted and adapted the Mingle model initially proposed by Pollard and Hess in 1997 to work on the teaching of speaking. However, this model underwent some modifications by Darmayenti and Nofiadri (2015); among these changes is the incorporation of warming activities. This model originally represented a game to be integrated in the classroom, now it can be considered as a process or set of procedures to develop students' speaking skills. That is why it became useful to apply in this project, but for that, it was necessary to adapt it to the students' needs and characteristics and the setting.

This models propose a series of steps or procedures to take into account in the speaking class development:

- *Preparation*: preparation of the material containing the information students want to learn
- *Informing topic*: in here the teacher inform and explain the topic
- *Warming up*: the teacher gives examples
- *Set the Rule*: the teacher informs the rules students need to consider.
- *Act Mingle model*: the teacher shares the material, sets the time and give instructions
- *Presentation*: the students perform in front of the class
- *Review and discussion*: the teacher gives reinforcement toward the topic

### ***Description of the activities implemented and chronograms***

The following is the pedagogical chronogram which activities aimed to promote the speaking skills through pictures. It is important to clarify that the activities of this chronogram were completely modified and adapted due to the conditions observed in terms of the students'

language level and the limitations that the virtual environment often implied, such as connectivity problems. Taking this into account, another schedule was conceived as shown in Table 5. This chronogram evidences the four speaking activities proposed in the present project which were; Talking about my daily routine (Present simple), Speaking cards (Past simple), Describing celebrities and Giving advice. Although four speaking workshops were originally planned, only the first two activities were held due to time constraints. These two activities were consigned on a blog so-called “Look and speak”. (Appendix A).

With respect to the implemented speaking activities, the first one named "Talk about my daily routine" (Appendix B) took place on the 14<sup>th</sup> of April, 2021 and its main objectives were to recognize the simple present tense, its uses and structure, and to talk about daily routines based on a series of pictures. It should be noted that this activity, like the others, was aligned with the topics proposed in the curriculum, hence the topic present simple tense was used to reinforce both the speaking skills and the learning of the English language.

Similarly, this virtual session was framed in three stages that led to the organization and execution of the speaking exercise; the initial stage consisted on giving instructions and indications about the activity. The students were shown a series of pictures from which they had to talk about their daily routines, they were also given an allotted time to organize their ideas and to share them with their classmates and teachers. As a recommendation, they were asked to make a list of possible vocabulary that would facilitate the formulation of sentences. In the second stage, once the 5-minute preparation time was completed, the pre-service teacher used an online roulette to randomly choose the students' names who would participate. Many of them talked about their daily routines based on the pictures and as they intervened the pre-service teacher gave them feedback and helped them to pronounce some words correctly. As a last stage, the

student-teacher gave a brief explanation about the topic, so the students could better understand it.

The second activity (Appendix C) took place the 16<sup>th</sup> April, 2021 and its main objectives consisted on recognizing the simple past tense, its uses, rules and structure, and providing information about actions in the past based on the images. As in the first activity, this one also followed three stages for its development. The first stage involved the assignment of speaking cards to each student. The cards contained an image from which the students had to form several sentences in the simple past tense. For the development of this activity, they were provided with a link to a list of irregular verbs.

In the second stage, students brainstormed about the vocabulary that each picture provided and the pre-service teacher chose by name the name of the students that would take part on the activity, some of them did it and it was possible to hear their pronunciation as well as the way in which they used this verb tense. Finally in the last stage, the student-teacher provided a feedback on the speaking activity by giving a review of the simple past tense.

**Table 5**

*Chronogram of activities (Pedagogical proposal)*

Week	Date	Activity
1	April 14 <sup>th</sup>	First speaking activity Talking about my daily routine (Present simple)
2	April 16 <sup>th</sup>	Second speaking activity Speaking cards (Past simple)

3	May 5 <sup>th</sup>	Third speaking activity Describing celebrities
4	May 19 <sup>th</sup>	Fourth speaking activity Giving advice

On the other hand, it is worth mentioning that the speaking activities also followed an organization from didactic sequences elaborated in order to reach the objectives proposed in this project. In this way, each didactic sequence was structured (Appendix D) taking into account the type of activity, the students' level, the time estimated to develop each activity, the objectives and three stages which are the pre-speaking stage, while-speaking stage and post-speaking stage. Each of them detailed the steps and instructions that students and teacher had to follow. Furthermore, the didactic sequences contained the links of the list of verbs and the blog with the cards and pictures.

## **Research Methodology**

### **Type and Design of Research**

This study adopted a qualitative approach as it focuses on exploring and providing detailed and in-depth information of a specific phenomenon in its real context while considering the participants' views and perceptions regarding the experience of teaching the English language, specifically the development of the speaking skills (Creswell, 2012). On the other hand, the research design implemented in this study was the action-research method that according to Mills (2011, as cited in Creswell, 2012) refers to "systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and

subsequently improve, the ways their particular educational setting operates, their teaching, and the student learning” (p.577). In this case, bearing in mind that this study focused on the English teaching with special interest in the development of the speaking skills, this design made possible for the research teacher to explore this process while participating in it with the aim of improving the problem or need.

### **Population and Sampling**

This pedagogical proposal is implemented in the educational institution San Pedro Claver, secondary seat of the main school Francisco José de Caldas which is located in the city of Cúcuta, Colombia. The target population of this qualitative study were the students of the 11th grade course, a homogeneous group whose ages ranged between 15 and 18 years old. On the other hand, with regard to the research sampling, this project was based on a purposeful sampling also known as judgment or selective sampling that according to Creswell (2012), it is a “procedure in which researchers intentionally select individuals and sites to learn or understand the central phenomenon” (p.626). In considering the foregoing statement, it is appropriate to point out that the sample of this project comprised four students who were chosen following the type of sample adopted in this study, in addition, although the number of students who were part of this sample was minimal, these were the ones who agreed to get involved in the project without any inconvenience.

### **Data Gathering Methods**

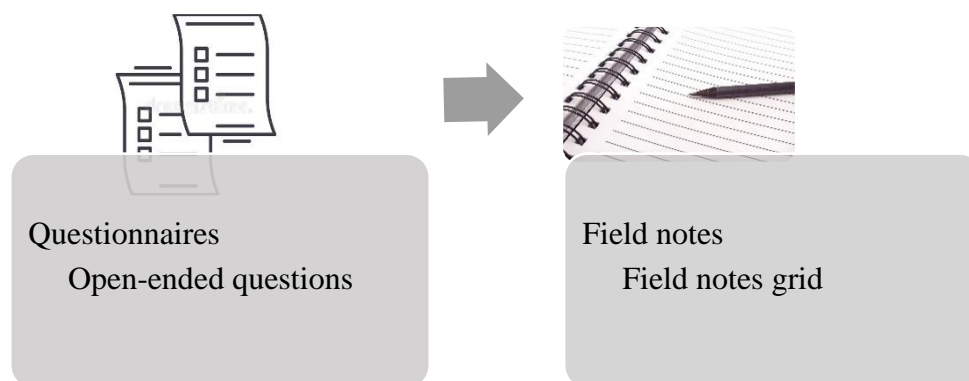
In order to collect data, this pedagogical project implemented two research methods as shown in Figure 6, these correspond to field notes and questionnaires; the first one empowered the pre-service teacher to record the events that occurred in an activity and thereby detail each situation that may be relevant to the data collection, whereas the second one enabled to obtain



more information about the phenomenon or problem of the study through a series of open-ended questions that led to an understanding of the scope of the objectives. A definition of each of the data gathering methods is given below:

**Figure 6**

*Methods and Instruments to gather data*



### ***Field notes***

Field notes are used as a method for data collection to “aid in constructing thick, rich descriptions of the study context, encounter, interview, focus group, and document’s valuable contextual data” (Phillippi & Lauderdale, 2018, p.381). In this case, the field notes served as a complement and support to the questionnaires, in this regard, by using this tool the teacher-researcher could record every moment of the participants' interactions, situations and behavior in the setting. This record was made during the online session to avoid missing any details but the researcher also took notes after each session in order to achieve a more reflective description or record of what had been observed

### ***Questionnaires***

Etikan and Bala (2017), point out that a questionnaire “is a set of questions with a space for answers used in assembling of information from respondent” (p.219). This data collection method was used in this project in order to know the students’ perspectives on the development

and impact of the pedagogical proposal. In like manner, it was designed a set of open-ended questions that according to Roopa and Rani (2012) help the participant to respond according to his or her own criteria, without imposing response options that may limit his or her ideas or points of view.

### **Design of Research Instruments**

As stated above, the present project implemented two main research methods for data gathering which comprised field notes and questionnaires. For each method, instruments were created which are described below:

#### ***Field notes grid***

This instrument (Appendix E) was implemented in the first two speaking workshops as it was necessary to record real-time data on the students' attitudes and responses to each speaking activity, as well as to know more in detail about the effectiveness of these activities, in other words, to reflect on the impact they had in fostering the speaking skills and on how it had been reflected on students' performance. This grid was designed taking into account several aspects such as the objectives and description of the activity and the situations generated in class, a reflection that integrated what had been worked on along with the results obtained, some considerations and a small observation in which the teacher could also record the students' quotes.

#### ***Open ended questions: Questionnaire***

The questionnaire (Appendix F) was designed with the main intention of knowing the participants' perspectives and views about the Speaking activities. This instrument consisted of five open-ended questions that allowed the students to deepen and expand their answers without any kind of limitation.

## Research Chronogram

As shown in Table 6, the chronogram of data collection indicates the two instruments that were applied during the implementation of each speaking activity, which encompass field notes and questionnaires. For each of the proposed speaking activities the pre-service teacher used both research instruments. In the same way, this chronogram presents the dates stipulated to execute the speaking activities and other ones such as the data analysis, the presentation of results and the final socialization of the proposal and results.

**Table 6**

*Chronogram of data collection*

<i>Week</i>	<i>Date</i>	<i>Activity</i>	<i>Instrument</i>
1	April 14 <sup>th</sup>	First speaking activity Talking about my daily routine (Present simple)	Questionnaire Field notes
2	April 16 <sup>th</sup>	Second speaking activity Speaking cards (Past simple)	Questionnaire Field notes
3	May 5 <sup>th</sup>	Third speaking activity Describing celebrities	Questionnaire Field notes
4	May 19 <sup>th</sup>	Fourth speaking activity Giving advice	Questionnaire Field notes
5	June 15 <sup>th</sup> – 25 <sup>th</sup> June	Data analysis	Analysis matrix
6	June 15 <sup>th</sup> - 25 <sup>st</sup> June	Presentation of the results	
7	July 6 <sup>th</sup> -7 <sup>th</sup> June	Final socialization of the proposal and results	

### **Limitations and Ethical Considerations**

The main implication derived from this project was related to the connectivity difficulties during the English lessons, mainly when developing the speaking activities, which led to a low participation of some students. Another limitation had to do with the data collection instruments applied, since only two instruments were applied since, although from the beginning it was intended to use the semi-structured interview, the participants did not agree due to their time availability. This hindered the gathering of enough data to answer all the research questions.

Additionally, there was also a constraint due to the National Strike that started on the 28th of April 2021, which prevented the continuity of the classes, the pedagogical proposal and therefore the collection of more data.

On the other hand, some ethical considerations were taken into account, among them the previous presentation of a letter of consent to the participants (Appendix G) in which the purpose of the proposal was stated, the gratitude to the participants, as well as the declaration of their rights with respect to the handling of the information provided by them, thereby stating that it would be treated under complete confidentiality and privacy. It should be noted that prior to this letter there was also a first contact with them in which they agreed to participate in the present study under the foregoing conditions.

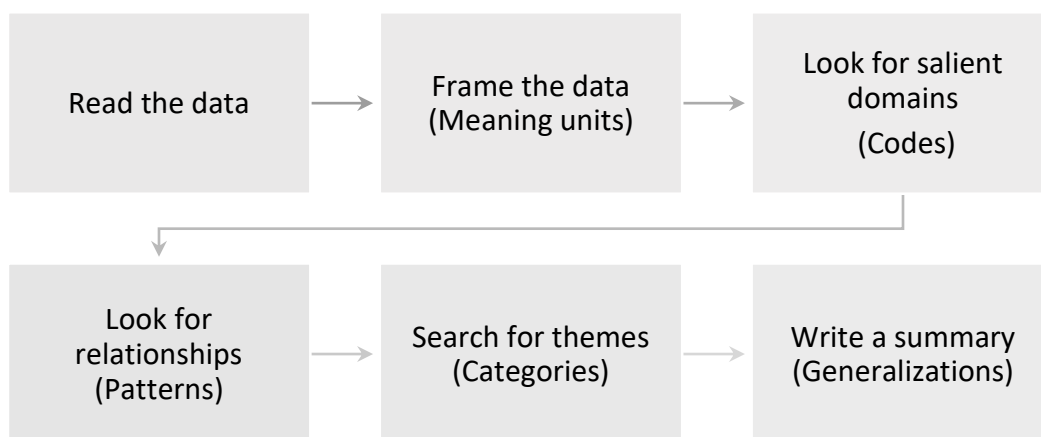
### **Analysis and Interpretation of Data**

According to Creswell (2012), qualitative data analysis is a process that “reflects description and themes as well as the interrelation of themes” (p.18). Likewise, this process also implies the presentation of some findings that allow to respond and understand the phenomenon under study.

On the other hand, it is essential to point out that in order to analyze the data gathered (Appendix H) from the application of research instruments, the type of data analysis adopted was determined and it corresponded to the inductive one which “is a search for patterns of meaning in data so that general statements about phenomena under investigation can be made” (Hatch, 2002, p.161). In this regard, this type of analysis would enable the researcher teacher to relate and contrast data from particular experiences to a more general understanding and explanation of the experiences. As illustrated in Figure 7, the researcher followed the steps suggested in this type of analysis, as a consequence, a detailed reading of the data collected from the field notes and questionnaires was undertaken, then, the data was framed looking for units of meaning to establish and draw out salient domains in order to find relationships between the codes. Afterwards, themes were created to structure overall data. Finally, a summary (generalizations) was written about the findings obtained in each category. Similarly, a selection of excerpts was made to support the interpretations at the end of the analysis process.

**Figure 7**

*Steps to Organize and Analyze the Data*



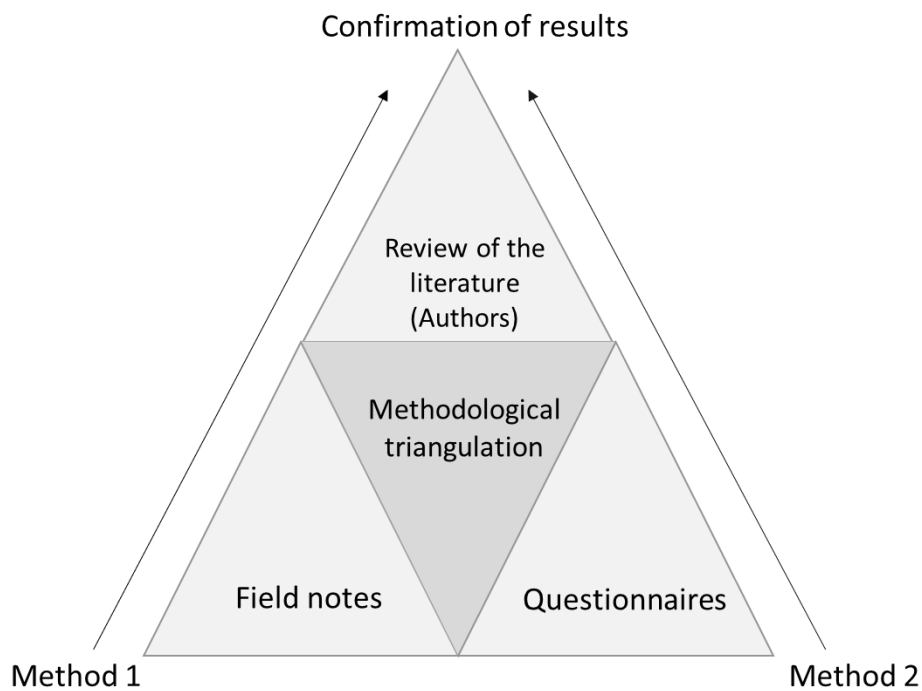
The foregoing steps were followed using Microsoft Word as the main tool to organize and condense the data through analysis matrices (Appendix I). After this process, 3 categories emerged to describe the results obtained.

At the same time, the researcher implemented the triangulation technique that contributed to the integration of different perspectives in order to achieve the analysis and validation of the results obtained. Denzin (1970) provides a definition of this method:

Triangulation, or the use of multiple methods, is a plan of action that will raise sociologists about the personalistic biases that stem from single methodologies. By combining methods and investigators in the same study, observers can partially overcome the deficiencies that flow from one investigator and / or one method. (p. 300)

This author also proposes four basic types of triangulation which are; 1) Data triangulation that corresponds the use of several data sources; 2) Investigator triangulation that involves multiple researchers or observers in a same object of study, 3) Theory triangulation that incorporates more than one theoretical construct and the 4) Methodological triangulation that implies to use more than one option to collect data.

As indicated in the Figure 8, this research focused on the methodological triangulation approach as the two data gathering methods proposed in this study were used, each focused on the same issue. Both methods led to the same results, which increased to some extent the reliability of the findings. Although similar results were obtained, it appeared necessary to cross-check the data with the literature review based on some authors' arguments. This last step favored the confirmation of results.

**Figure 8***Process of triangulation*

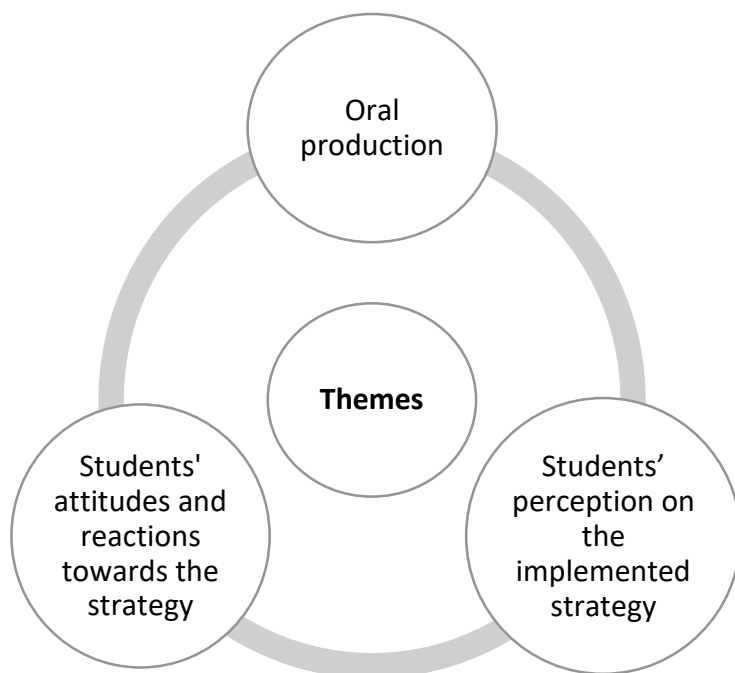
Source: The author

**Results**

After reading, organizing and analyzing the data, three overarching themes were found to emerge following Hatch's (2002) inductive analysis, which enabled to narrow data into a set of categories or themes aligned with the research questions. As can be seen in Figure 9, the results are reported under the following themes: oral production, students' perception on the implemented strategy, student's attitudes and reactions towards the strategy.

**Figure 9**

*Salient categories/themes from data*



### ***Theme 1: Oral production***

All the participants agreed that the strategy of using pictures is a very useful pedagogical resource which facilitates the improvement of the pronunciation while receiving the teacher's guidance. This was expressed as follows:

*“Algo que me gustó fue que pude aprender la pronunciación de algunas palabras que creí se pronunciaban de otra forma”* Questionnaire.

Furthermore, it is established that despite the students' lack of knowledge regarding the correct pronunciation of certain words, they recognized the importance of implementing speaking activities using images as they reinforce feelings such as confidence. To better understand this affirmation, the following excerpt is shown.

*“Es algo que sirve bastante para tomar confianza en la pronunciación”*. – Questionnaire.



On the other hand, as far as vocabulary is concerned, some participants concurred that the experience of working on the speaking skill by using pictures allowed them to acquire and learn more vocabulary. The data gathered from the field notes also support the aforementioned statement, as they suggest that there was a certain degree of vocabulary learning prompted by the application of the pedagogical strategy. Similarly, the students' achievement in formulating more complete and structured sentences is highlighted. During each speaking class, students used the whole set of words learnt as well as the verb structures taught before, that is why it was easier for them to correlate what one image conveyed with the knowledge acquired in class. This statement is definitely suitable with the Rohman's approach (2016) when stating that "picture is used by teacher to stimulate student memory and it is one of strategy to attract students' attention in learning vocabulary" (p. 14). Most of the participants were able to retake the vocabulary worked on in class, and autonomously searched for new words that were used in the formulation of sentences based on the topic observed in the pictures.

### ***Theme 2: Students' perception on the implemented strategy***

The data suggest that the use of pictures makes possible to expand the imagination by having this important resource as the main stimulus, which in turn can give students the possibility not only to freely express what they observe and construct in their minds but also to break the ice and open the way to the improvement of this communicative skill. Additionally, some participants stated that they found the activity implemented in class attractive and appealing, which may indicate the good reception and acceptance of this pedagogical strategy. The following excerpts provide evidence of this.

*"Este ejercicio permitió que los estudiantes imaginaran otras posibles acciones que las imágenes pudiesen transmitir". – Field Notes.*

*“Fue una experiencia un tanto entretenida ya que es diferente a todo lo que hemos hecho”*. – Questionnaire.

Generally speaking, images have become a medium that provides the teacher with the possibility of fostering any communicative skill, which is a different and attractive mechanism for students to learn. In like manner, as Wright (1989, as cited in Lavallo & Briesmaster, 2017) stated, the use of images engages learners in using their imagination. This notion is not far from being true since indeed with the application of pictures the participants responded positively to this pedagogical aid and they expressed its acceptance and importance.

***Theme 3: Students’ attitudes and reactions towards the strategy.***

It was found that despite the favorable acceptance of the strategy of using pictures, the participants experienced feelings of insecurity and concern before and during the speaking exercise. Meanwhile, the passive participation and interest of some students emerged as an obstacle that hindered the proper development of the speaking activities and, therefore, the learning and improvement of this communicative skill. The following excerpts from the researcher’s field notes exemplifies the above.

*“Algunos de ellos antes de participar me expresan que sienten inseguridad frente a lo que han hecho y consideran podría no ser como se espera”*. - Field Notes.

*“Pueden sentirse un poco nerviosos e inseguros a la hora de hablar en la lengua inglesa”*. - Field Notes.

According to Nakhalah (2016), the development of the speaking skill has been neglected by teachers who are usually the ones who use it more than students. In like manner, the author claims that one of the difficulties students face when it comes to speaking is a lack of confidence. This correlates with what was observed during the speaking activities since there was low

participation from some students, and perhaps this is explained by the students' fear of making mistakes and the constant use of the mother tongue, that is why they are inhibited from expressing themselves freely.

### **Conclusions**

The results of this project appear to suggest that implementing pictures as a pedagogical strategy promotes speaking skills in 11th grade students; some of the linguistic aspects boosted were pronunciation and vocabulary, and in a certain way grammar. This was perceived in the two speaking activities carried out.

The analysis of the data also confirms that the strategy adopted in this study was endorsed by the students who perceived it as quite different and interesting, and most importantly, pictures really play an important role in improving not only the speaking skill but also the other communicative skills, this arises because of the way this resource gave way to the stimulation of the participants' imagination which in turn provided them with the opportunity to expand the options of speaking in class.

Nevertheless, it is worth noting that there were some difficulties that prevented the learners from having a better performance while speaking, aspects such as lack of confidence, nervousness and concern are some of the feelings that can be experienced and evidenced in a speaking class.

In conclusion, the result of the project shows that pictures are an effective tool that can promote speaking skills as it provides some advantages to both the teacher and the student, however, the benefits obtained by applying this strategy can be overshadowed by the students' insecurities who generally avoid participating in classes for fear of making mistakes.

## **Recommendations**

In the light of the limitations identified and the findings of the study, the following are recommendations suggested for further works related to the use of pictures to foster the speaking skills:

Although in this study the participants declared to be pleased with the strategy used, one of the main recommendations that arises is the need to further investigate the causes of the low participation of some students when speaking in class, as the teacher will be able to better deal with the problem from different pedagogical actions. Likewise, it is recommended the application of more data collection instruments which can provide the researcher with much detailed information to understand the study phenomenon. This study only relied on the use of two instruments and this, in conjunction with the time constraints, did not provide enough data to answer one of the research questions.

Finally, it is imperative to assess the feasibility and viability of using pictures in virtual environments in order to foster the speaking skill, particularly bearing in mind the inevitable connectivity limitations that it entails.

## CHAPTER IV

### Outreach Component

#### **Implementing short and engaging videos to improve vocabulary learning in 2th grade students.**

##### **Introduction**

In this chapter, the outreach component presents the different activities and interactions that took place within the educational community Francisco Jose de Caldas, seat San Pedro, whose beneficiary population were the primary school students. This project made possible for the pre-service teachers of the foreign language program to provide support not only to the elementary school teachers but also to the children since they had access to the basic knowledge of this language, especially considering the importance of this initial stage in the learning process.

Bearing in mind the above, this proposal was timely to improve the English language teaching processes in primary schools. Hashemi and Azizinezhad (2011), consider that this process of teaching English to children is not an easy work, but its difficulty will depend on the ability to know how to execute it. Therefore, this proposal also sought for the primary school students to learn the elementary structures of this language through didactic worksheets elaborated with the purpose of giving continuity to their integral formation process.

Although this form of teaching is not entirely attractive for children since they need spaces and playful and dynamic environments that respond to their needs and interests, this

strategy became a resource that prevented the interruption of the teaching-learning process which has faced challenges and difficulties generated by the pandemic situation around the world. Given this reality, it was convenient the teachers' and parents' effort and willingness in the accompaniment of this crucial stage for children.

### **Justification**

The learning of a foreign language has represented over the years an unavoidable necessity and a goal that everyone wants to achieve, this is largely due to the development of today's society that increasingly demands the mastery of a foreign language such as English as it improves and enriches the cultural and social life of individuals. Undoubtedly, learning English is a challenge for Colombian society, but it is a task that must be assumed with commitment and seriousness, especially if one takes into account the scenario in which the formative stage begins; the primary school.

Consequently, this outreach component was very significant because it focused on strengthening the English language teaching of the 2nd grade students at the Francisco José de Caldas School. Due to this, the children became familiar with basic knowledge of the language. Furthermore, the primary school teachers who do not have a foreign language background received pedagogical support. Not surprisingly, childhood remains the most crucial stage for the acquisition of knowledge because children are always willing to explore the world and receive a whole arsenal of knowledge as long as they are properly taught according to their needs and interests. This role of guiding the process of learning the English language is certainly a task that the English language teacher must assume in order to form skilled individuals to make use of this language.

This important task of guiding the learning process also led the pre-service teacher to assess and reflect on the teaching practices. On the other hand, this project arose as an opportunity to improve the teaching exercise by putting into practice the whole set of methodologies, strategies, and pedagogical resources learnt by the student-teachers during their formation.

## **Objectives**

### ***General objectives***

To improve the 2th grade-students' vocabulary learning by implementing short and engaging videos.

### ***Specific objectives***

- To encourage 2th grade students to learn vocabulary through short and engaging videos
- To show appealing pictures through the videos to stimulate the students' memory.

## **Methodology**

In the first instance, the pre-service teacher adjusted the methodology to the way of working in this school level, in other words, to the development of didactic and learning worksheets designed for the 2nd grade-course learn English at home. In the same way, in order to reinforce the students' learning, the pre-service teacher created some short and engaging videos aimed at teaching vocabulary. Following this guideline, the student-teacher developed 4 worksheets (Appendix J) each one focused on working on a different subject such as “Numbers and fruits”, “Geometric figures”, “Parts of the body” and “Members of the family”.

### ***Description of the activities implemented***

With the aim of applying this pedagogical proposal in the primary school community, a chronogram was proposed as shown in Table 7, which contains two activities to support and

improve the English language learning, specifically the 2th grade-students' vocabulary learning by implementing short and engaging videos. In each of the videos developed, a specific topic was explained according to the learning worksheets elaborated by the pre-service teacher. It is important to clarify that the chronogram of activities only shows two activities due to time limitations that prevented the development of the whole pedagogical proposal. In spite of that, other pedagogical materials such as videos and worksheets were also designed and delivered to the elementary school teacher.

**Table 7**

*Chronogram of the outreach Project*

Date	Activity	Description
<b>March 22<sup>nd</sup> -26<sup>th</sup> March</b>	Short video about classroom commands vocabulary	The video contained moving pictures or gifs to give more emphasis to the meaning of the words or expressions taught. It comprised the greeting and introduction of the teacher, the repetition of each of the words or expressions used in the classroom and finally a farewell.
<b>April 5<sup>th</sup> -16<sup>th</sup> April</b>	Short video about numbers vocabulary	It comprised the greeting, the pronunciation of the words followed by the farewell and an invitation for the children to practice the pronunciation at home. The video also included images of the numbers along with their writing in English.



Taking into account that the synchronous meetings with the primary school students took place every two weeks, only two videos were recorded, each of them shared via WhatsApp. Regarding the first video (Appendix K), it focused on the vocabulary about the classroom commands. This video was recorded by using the tool so-called Canva and it lasted 3 minutes. Moreover, it comprised the greeting and introduction of the teacher, the repetition of each of the words or expressions used in the classroom and finally a farewell. The pre-service teacher pronounced each expression twice so that the students could better understand and memorize it.

In the same way, the video contained moving pictures or gifs to give more emphasis to the meaning of the words or expressions taught, in this manner, the student recorded and related in his/her mind both the pronunciation and what the image conveyed. Once this video was recorded, it was sent to the students through the WhatsApp group and it served as a support and complement to the explanations given in the online session.

With regard to the second video (Appendix L), it had a duration of 2 minutes and 55 seconds, and was focused on the vocabulary of the numbers from 1 to 20. The video was recorded using a smartphone as the main tool, since the objective was to show the teacher's face in close-up for students to observe the movements of the mouth when pronouncing each number in English. As in the first video, this one followed the same sequence; the greeting, the pronunciation of the words followed by the farewell and an invitation for the children to practice the pronunciation at home. Finally, it is important to note that the video also included images of the numbers along with their writing in English and Spanish. It was also sent via WhatsApp after the explanation of the topic.

Considering the above description, the reader can realize that the implementation of this pedagogical strategy followed the methodology proposed in this project which stipulates that these videos would be made based on the topics suggested in the learning worksheets which in turn take into account the students' level for them to internalize each topic in an easy, entertaining and appropriate way. Likewise, the pre-service teacher made a good use of other resources or materials to reinforce the teaching of vocabulary through the use of a power point presentation (Appendix M) which was projected during the online lesson.

### **Achievement of Objectives**

The present pedagogical proposal implemented in the 2nd grade course of elementary school evidenced the students' interest in learning and receiving timely and effective guidance. The videos were a great pedagogical strategy that, in spite of the limitations arisen, boosted the learning the students' learning, whose attitudes reflected their initiative and interest in knowing each word, its meaning and pronunciation. The interactions in each online lesson revealed the students' capacity to rapidly assimilate the knowledge. It was also possible to determine the importance of this pedagogical intervention, especially considering the fact that the teacher in charge of the group does not know the correct pronunciation of the English words, which could have led to an inadequate teaching of the English language. In this sense, the involvement of the pre-service teacher together with the implementation of short and engaging videos became opportune to improve the 2th grade-students' vocabulary learning.

### **Conclusions**

After having implemented the pedagogical strategy of short and engaging videos in the primary school, some conclusions are established that show the results obtained. On the one hand, it is worth noting that primary school students showed great empathy, interest and

commitment to the strategy proposed and implemented by the student-teacher, this proves that it was a didactic and effective resource in promoting the learning of the English language, especially vocabulary. Despite the emerging constraints and the low interaction with the primary school students, this project tackled to a certain extent a very important linguistic aspect in the learning of the English language and contributed to the pedagogical support provided to the teacher in charge.

## CHAPTER V

### Intra-institutional Activities Component

#### **Introduction**

The intra-institutional activities component was presented as an opportunity for pre-service teachers to get immersed in the context of the practicum center in order to know in detail the development of both academic and extra-curricular activities that, according to Bakoban & Aljarallah (2015), they offer multiple experiences that have a favorable impact on the social, emotional, cognitive, and interpersonal development of the learners. Likewise, these extra-curricular spaces present a range of possibilities for the pre-service teacher to acquire experience and knowledge about the reality of the school context.

As a result, this component also enabled students-teachers to explore and analyze the structure and functioning of the institution, its members, roles and relationships. This led to a linkage in which all educational community actors shared and exchanged new ideas, attitudes and ways of thinking which are rich and propitious for the growth and development of any educational institution.

#### **General Objectives**

##### *General objective*

To participate in the academic and extra-academic activities proposed by the Francisco Jose de Caldas School.

### *Specific objectives*

- To motivate students to join in the different extra-academic activities and meetings proposed by the Francisco Jose de Caldas School.
- To take part in the organization and planning of the cultural events and meetings proposed by the Francisco Jose de Caldas School.

### **Methodology**

#### *Description of the activities*

The intra-institutional activities component meant a great opportunity for the pre-service teacher to integrate into the educational community and exchange knowledge for the benefit of all the actors involved. In view of this, it is necessary to point out that the pre-service teacher participated in 4 extracurricular activities (Appendix N) that made possible the consolidation of her integral practicum process and, therefore, to advance in the achievement of the objectives of this project. 3 encounters of (1) "Growing up together", (2) the English song festival, (3) the training on the use of the Microsoft Teams platform and (4) the student recognition ceremony award were the extra-academic activities in which the pre-service teacher participated.

The first activity consisted of a series of 3 virtual meetings called "Growing up together" which were held periodically by the teachers of the English area. The first meeting took place on the 9<sup>th</sup> of March through the Google Meet platform, its main objective was to give the practitioners context about the tasks and activities that would be executed throughout the first academic period, hence they were assigned their first task which consisted of presenting and explaining an educational resource either application, platform or tool for everyone involved to improve the exercise of teaching English. As a result, two groups were formed to guide the task during the months of April and May. This space also made feasible sharing ideas about the

English Song Festival, a contest that would have the participation of the school's students the pre-service teachers' support by diffusing the competition.

The second "Growing up together" encounter was held on the 14<sup>th</sup> of April through the Google Meet platform. This meeting began with a brief review of some aspects related to the English Song Festival, such as the prizes for the contest 'winners, the participants' outfits and the diffusion work that would be performed in order to invite and encourage students to participate. Afterwards, the pre-service teachers Linda Mendez, Stefanny Fuentes and Daniela Gonzalez proceeded with the presentation and description of the digital platform Quizizz. Linda Mendez began the explanation detailing each one of the components and tools of this platform, she also described and illustrated the process of creating gamified quizzes. Stefanny Fuentes continued by explaining the gamification methodology and the advantages of the application. Finally, Daniela Gonzalez proposed a gamified quiz from the explanation provided in order to interact with the teachers.

This experience was undoubtedly very profitable and enriching because it brought the pre-service teacher closer to the teachers' collective, facilitating her to show her skills and knowledge. Besides, this space demonstrated the teachers' support towards the practitioners who felt motivated by receiving a favorable feedback of the activity.

The last meeting of "Growing up together" took place on the 29<sup>th</sup> of April through the Zoom platform, and its main objective was to make a pre-selection of the students who would participate in the English song festival. For this reason, during the session the participants' videos were shown while giving opinions, suggestions and recommendations. However, in this meeting the practitioners and teachers concluded that it was necessary to extend the dates for the participants to resend their videos in order to publish them on social networks. On the other

hand, it is essential to highlight the importance of approaching the educational community not only through classes, but also through the various complementary activities that lead to feedback and improvement of the teaching practices that ultimately involve the student-teachers.

Another extracurricular activity in which the pre-service teacher participated on the 25<sup>th</sup> of March was a training on the use of the Microsoft Teams platform. The meeting was attended by the school's principal, coordinators, teachers, pre-service teachers and a systems engineer who led the training. This experience turned out to be very useful and timely since it was possible to receive guidance from an expert on the proper handling of this platform, so it was possible to know how to create a group and schedule a class and add participants to a group, etc. It was really satisfying to see the support that many teachers without experience and skills in technology received, as it empowered them to organize their lessons and the materials they had at their disposal.

Finally, on the 27<sup>th</sup> of April, the student-teacher joined a virtual ceremony which took place through the social network Facebook Live, this activity was the student recognition ceremony award in which the students with the best academic performance were recognized. This meeting was led by the teacher Nayid Becerra Montenegro. Similarly, this ceremony also commemorated special dates such as Women's Day, Earth Day, and Language Day, an occasion that served for students to present their videos, posters and other activities related to each of the dates. For the pre-service teacher it was very exciting to see some of her students stand out for their excellence and autonomous work, because two of those students have managed to demonstrate in each class their interest in learning and a commitment to their learning.

## Chronogram

Table 8 shows the chronogram of intra-institutional activities in which the pre-service teacher participated. Some of those activities corresponded to the ones proposed by the teachers of English area.

**Table 8**

### *Chronogram of Intra-institutional Activities*

Date	Activity
<b>March - April</b>	Growing up together:
<b>March 9<sup>th</sup></b>	First meeting
<b>April 14<sup>th</sup></b>	Second meeting (English song festival)
<b>April 29<sup>th</sup></b>	Third meeting (English song festival)
<b>March 25<sup>th</sup></b>	Training on the use of the Microsoft Teams platform
<b>April 27<sup>th</sup></b>	Student recognition ceremony award: (Commemoration of special dates such as Women's Day, Earth Day, and Language Day)



## **Conclusions**

The component of intra-institutional activities led the student-teacher to be part of the dynamics and complementary activities of the school, which resulted in a greater integration and interaction with teachers and other members of the educational community, in addition, the learning and experiences that the student-teacher obtained gave her a more reflective look on what the teaching profession entails. The process of getting involved in the different extracurricular activities that took place within the Francisco José de Caldas Educational School, San Pedro Claver, translated into an ideal space for sharing and promoting collective learning and broadening experiences by being immersed in school interactions. In like manner, it was possible to know that the practice of teaching is not only about giving lessons or grading students, but rather it is an integral task that connects the teacher with all the extra-academic activities of an educational institution.

## CHAPTER VI

### Reflective approach of the integral practicum

#### Introduction

In the context of foreign language training, pedagogical practices play a vital role since they allow the teachers to execute certain actions, such as the reflection of their work. Hence, in these practice spaces, importance is given to the reflective exercise, which provides the pre-service teachers with the possibility of evaluating their profession, the benefits and difficulties that it implies.

Shandomo (2010) claims that reflection “is a process of self-examination and self-evaluation in which effective educators regularly engage to improve their professional practices” (p.103). On the other hand, Correa et al (2010) suggests that the reflective exercise enables the development of both identity and professional practicum. These statements seem to highlight the importance of this activity in the consolidation and recognition of the teaching work, educators have the opportunity to asses and question their beliefs, attitudes and skills in order to transform the educational realities and thereby improve the art of teaching.

Reflection is itself a process that is impacted by a series of factors such as context, experiences, values and emotions (Beauchamp, 2006). So, within the framework of this project, the pre-service teachers captured in the narratives a baggage of information that accounts for all the experiences, feelings and considerations resulting from the process of practicum. Each of the ideas conveyed through this reflective tool provides an insight into the identity and role of teachers.

## **Objectives**

- To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.
- To promote critical spirit development in pre-service teachers for them to analyze their pedagogical work.

## **Narratives**

This experience has undoubtedly been a very effective strategy to provide a personal and reflective insight into the pedagogical practice performed by the pre-service teachers, since with this activity she can tell her personal and teaching experiences. The narratives (Appendix O) are an opportunity for her to expand her understanding of the strategies, ways of proceeding and thinking in practice, that is, the pre-service teacher has the opportunity to rethink her role within the classroom and the school and also to provide feedback on her performance for her own benefit and that of others involved. Additionally, the process of reflection that occurs through this instrument allows not only to record the progress of the project but also gives the pre-service teacher the possibility of knowing and assessing her abilities, strengths, skills and weaknesses, given that in the act of reflecting it is inevitable not only to consider the positive aspects but also those in which one tends to fail.

In the light of this context and based on the six narratives done by the pre-service teacher, it is worth mentioning some important aspects that these evidenced, such as the pre-service teacher's expectations regarding her new role at the beginning and throughout the practicum, the student-teacher's concern about the students' response to the different pedagogical actions-interventions that she would effectuate. In the same way, the narratives repeatedly highlight the

importance of generating an approach and accompaniment to the students with the aim of encouraging them to have a much more active and committed participation in their learning process. Furthermore, the pre-service teacher emphasizes the recognition of educational realities and needs that become evident when in contact with the real educational context and which deserve to be addressed for the benefit of the learners. On the other hand, these narratives also show the importance of gamified activities in English language learning and the practitioner's frustration with the attitudes of some students. Each of these aspects are a reflection of the different situations that the pre-service teacher may face not only during the practicum process but also in the labor sphere, this in turn creates greater awareness, responsibility and actions towards teaching practices and in general to education itself.

### **Conclusions**

The use of narratives was a resource that the student-teacher took advantage of to express her experiences, fears, insecurities and strengths regarding the teaching practice process that she developed at the Francisco Jose de Caldas School. In the light of the most outstanding elements of the narratives, it can be said that this reflective activity revealed important aspects that not only enabled the pre-service teacher to shape her identity as a teacher but also showed the true reality of school environments, of the importance of training in foreign languages and equipping herself with strategies and competencies that strengthen education in Colombia.

## **CHAPTER VII**

### **Design of materials**

#### **Teaching Materials**

In a study conducted by Seven and Engin, it is concluded that teaching materials are indispensable tools for teachers to foster students' motivation, interest and desire to learn about subjects and lessons (2007). Additionally, Kapur (2018) declares that teaching materials “are important because every individual has tendency to forget but proper use of these aids, help to remember lessons permanently” (p. 4). Certainly, the use of this resource has become key for educational subjects, learning turns easier and teaching finds a didactic support focused on improving education and the conception of it.

In accordance with Cruz and Velasco (2016), teaching materials can be adapted to the students' and teachers' needs and particularities. With this in mind, the material designed by the pre-service teacher took into consideration the students' need to give continuity to their English language learning process, these aids will permit them to form their own criteria of what they have learned, while the teachers will use it as a complement to their lessons regardless of the teaching methodology they follow.

The teaching materials designed by the pre-service teacher are intended to be used in the classroom as well as in virtual environments, this in view of the public health crisis caused by the COVID-19. These materials are presented and described in Table 9. The objectives and the topics addressed in each one of them are detailed. The reader will find both audiovisual aids and materials that can be printed (Appendix P) such as learning worksheets for both the elementary and secondary courses, videos to explain a topic or to teach vocabulary, tests to train students for the ICFES exam, Power Point presentations for teachers to use them in the lessons, and online activities for students to practice the English knowledge.

**Table 9**

*Design of Pedagogical materials*

Link of the designed materials <a href="https://bit.ly/3zUFmHI">https://bit.ly/3zUFmHI</a>			
Type of material	Topics addressed	Description of the content	Objective of the material
<b>2<sup>nd</sup> grade course</b>			
<b>Learning worksheets</b>	Days of the week Months of the year Parts of the house Prepositions of place	Each learning worksheet is structured in four part; a warming activity, the presentation of the content or the vocabulary, exercises and an evaluation. Moreover, each worksheet addresses	The main objective of this material was to provide support to the primary teacher as well as the students by designing well-structured worksheets focused on working the vocabulary during the second academic period.

		basic topics for the learning vocabulary.	
<b>Videos</b>	Parts of the body Members of the family	These videos were focused on the teaching of vocabulary. Each one of the videos was pre-created using the Canva tool to design an engaging material	The objective of this material was to give continuity to the pedagogical strategy proposed by the pre-service teacher and make the learning process something interesting and funny.
<b>Power point Presentations</b>	Parts of the body Members of the family Fruits	The Power Point presentations are a complement to the videos, in there, the vocabulary is presented again and it can be worked during the lessons.	With this material it is intended to guide the English learning during the online lessons. Likewise, it is possible to encourage students to actively take part on the pronunciation of words.
<b>Online activities</b>	Parts of the body Members of the family	These activities are also consigned in the Power Point presentations. The first activity consists on a roulette to practice the pronunciation and the vocabulary about the parts of the body whereas the second activity are flashcards to strengthen the vocabulary on the members of the family. Each flashcard contains an audio with the pronunciation.	The objectives of these online activities was to reinforce the vocabulary during the synchronous lessons.

<b>9<sup>th</sup> grade course- 11<sup>th</sup> grade course</b>			
<b>ICFES training (Exams)</b>	Seven parts of the exam: General aspects (Grammar, vocabulary, reading comprehension)	4 types ICFES exams were designed for 11 <sup>th</sup> grade students. Each test is structured in seven parts in which students will apply their knowledge on grammar, vocabulary and reading comprehension.	These training tests sought to get the students familiarized with the ICFES exam and likewise, to strengthen their knowledge of the English language.
<b>Learning worksheets</b>	1 <sup>st</sup> and 2 <sup>nd</sup> worksheet of 9 <sup>th</sup> grade course: Countable and uncountable noun, Food vocabulary, Quantifiers, Use of Should, Environment.  1 <sup>st</sup> and 2 <sup>nd</sup> worksheet of 11 <sup>th</sup> grade course: Phrasal verbs, Present continuous, Present simple, Definite and indefinite articles.	These worksheets correspond to the eighth and ninth lapses of the second academic period. Each of them presents key topics that enable students to learn the English language through exercises.	Its main aim was to provide support to the secondary teacher. Additionally, it is a material that benefits the students as by designing these well-structured worksheets students can focused on grammatical and transversal topics during the second academic period.
<b>Explanatory videos</b>	1 <sup>st</sup> and 2 <sup>nd</sup> video of 9 <sup>th</sup> grade course: Daily routines and present simple, The weather, Like and dislikes expressions.  1 <sup>st</sup> and 2 <sup>nd</sup> video of 1 <sup>th</sup> grade course:	These videos present a brief explanation of the development of the worksheets corresponding to the 6th and 7th lapses of the first academic period. The videos also show power	This material was designed during the break of academic activities with the objective of helping students understand how to solve each one of the exercises



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Jobs, collocations, qualities, expressions to give advice, Review.	point slides to explain the grammatical topics providing examples.	in the worksheets # 6 and # 7.
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## General Conclusions

Having implemented and executed each of the proposals and activities in each component was really significant as the pre-service teacher could offer support and guidance to the student community by sharing her knowledge and teaching strategies. Similarly, this made possible to enhance students' skills such as speaking, pronunciation, vocabulary and grammar. Nonetheless, this project was not only for the benefit of the student community but also for teachers and pre-service teachers that through such components of the integral practicum could explore, learn and reflect on the environment and the reality they would face once they get into the classroom. Besides, this became a way to also reflect on the teaching practices that student-teachers adopt in their daily work. Generally speaking, the teaching practicum, as well as the implementation of the pedagogical-research, outreach and extra-curricular activities components, demonstrated the importance of approaching English language learning from different pedagogical strategies that help to satisfy a need in primary and secondary schools. In addition, it meant a significant experience for the pre-service teachers to understand the educational realities that arise from the school context.

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