

**Using Narrative Texts through Educational Videos to Enhance Writing Skill in Seventh
Graders at Instituto Técnico Patios Centro dos: an Action Research**

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Chapter 1: Presentation

At the time of learning a new language, as is the case with English, students must face different difficulties that make it impossible to acquire this language well. Here, allusion is made to the seventh-grade students at Instituto Técnico Patios Centro Dos, who find problems linked to written production, reading comprehension and the lack of vocabulary that prevents them from expressing themselves in a foreign language. Therefore, it is pertinent to be interested in these difficulties to help the students to overcome them and contribute to the significant improvement of each one of them, ensuring that the educational space is comfortable for them.

Firstly, in support of the *pedagogical and research component* it must be said that this allows to give an account of the methodology adopted for the implementation of the inquiry, being this the fundamental pillar of this component; the population is defined, and the context where it was carried out, in this case, the seventh students at Instituto Técnico Patios Centro Dos. It also explains the instruments adopted that contribute to the data collection (Diagnostic Observation, Participant Observation, Linguistic Corpus, and Journal). Similarly, it should be noted that, due to the nature of the study, it has been fundamental to choose action research that allows practitioners to reflect on their practice being immersed in a specific educational environment.

Similarly, it shows the process followed for data collection, in this case, the guides implemented by the practitioner, the grid designed for the observation of the class as well as the blog designed to capture the reflections and everything experienced by the pre-service teacher in the development of her classes. In addition, the process followed for the analysis of the information is evident, in which an evaluation grid was used to account for the elements to be included by students in written productions. Likewise, it is mention the documentary analysis

made for the written productions obtained in each of the guides implemented, in this case, two guides were successfully implemented by the pre-service teacher and show the errors that the students had in the development of these activities

On the other hand, within the *outreach component*, the detailed process of the stages followed for the implementation of the project is evident, namely, the population and the place where the research was carried out, that is to say, the fifth-grade children of the school mentioned above. In addition, the days when the meetings take place, the tools implemented for communication, and materials implemented in the classes (google meet, study guides). In the same way, the explicit description of the development of the classes and the guides worked to date, as well as the modifications that have been made in the schedule of implementation of the project in these groups because of some setbacks presented for the good development of this. Lastly, the description of the analysis of the information obtained in this process.

Consequently, for the *intra-institutional activities component*, an explicit description was made of the activities and events in which the practitioner has participated and which he was able to carry out until the completion of his practice. Finally, there is the description of the reflective approach in the practicum stage of the pre-service teacher and how this has been instrumental in keeping alive the memory of the experiences and everything experienced throughout it.

Introduction

English is one of the most widely spoken languages of communication worldwide and is an essential language, which can help professionals and personal spheres. Likewise, many countries can also communicate and interact through business and even through education; therefore, this has helped globalization, and it has become a key to learning a language today. Besides, English learning gives speakers the possibility to be able to communicate better with other people, understand and be understood, and improving the quality of life (MEN, 2005).

On the other hand, over the years we have seen the impact that information and communication technologies (ICT) have had in the field of education, and which have helped teachers to carry out the teaching processes -learning, especially in pandemic times as these are feasible when it comes to transmitting information, and knowledge that help students to be more active, and more participative in the classes; thus allowing, that they become the main actor in educational processes.

In this way, it is ideal to make use of ICT for the teaching of foreign languages, in this case, English, to make the educational process more dynamic and meaningful for trainers. In fact, given the institution needs to strengthen reading comprehension and to broaden the English vocabulary among students; this project focused on the implementation of the use of narrative texts through educational videos for improving writing skills in students of the seventh grade, being these the fundamental tool to empower it. Moreover, it is essential to stress that the pedagogical impact of the implementation of this inquiry was to introduce this strategy to motivate apprentices in the learning of this new language.

Referring to the approach, this project is part of the research action since this entails an educational nature. For that reason, it was fundamental to quote Creswell (2012) which refers

that action research contributes to the good interaction between the actors involved, that is, the researcher and the subjects who are part of the study in order to validate the implementation of the project, and that allows making the adjustments that are adapted to the problem posed so that students can be helped in learning English.

With regard to the methodology, it should be clarified that this was based on the recovery of the importance of learning English in seventh-grade students at Instituto Técnico Patios Dos, since the resources used for the teaching of this language are mostly guides, the use of dictionaries and they did not have tools that contribute to the learning of vocabulary that promote the improvement of reading comprehension at the same time, so that they can have an interaction with the language in a so-called and rewarding way.

Justification

When learning a language, as is the case with English, beginners are exposed to difficulties of various kinds throughout their training processes, such as learning vocabulary needed to communicate effectively in a foreign language. As could be seen in the diagnostic observation, carried out at Instituto Técnico Patios Centro Dos, specifically in the seventh grade, those who encounter problems related to the vocabulary of English and problems of reading comprehension, since they did not have a vast knowledge of vocabulary, this competition is made even more difficult.

Given all this, this research arises from the need to contribute to the students mentioned above, could have a significant improvement in the acquisition of vocabulary, the improvement of reading comprehension; therefore, writing skill. In the same way, the implementation of educational videos sought to promote active participation by students, and to make the English

educational spaces differently and allowing these to be more meaningful and comfortable for them.

Taking into account that the institution where the inquiry was carried out was based on academic work from home, teachers have seen the need to make use of materials that meet the students requirements such as the case of English teachers, who saw the need to implement new strategies to make students enjoy the content of classes in a fun and different way. This is why, the educational videos used for explaining the vocabulary of narrative texts helped to encourage student's interest in learning English as a foreign language.

As a result, the main reasons for carried out this project were mainly based on achieving a change of perspective in seventh-grade students versus the way they learn English since, for some of them, the educational process is monotone, and that it is perceived as complex, while with the implementation of narrative texts and educational videos, the acquisition process was intended to be easier for them.

Objectives

General objective

To improve language competencies through educational videos at the Instituto Técnico Patios Centro Dos.

Specific objectives

- To enhance seventh graders development writing production by using narrative text through educational videos at the Instituto Técnico Patios Centro Dos.

- To reinforce in fifth-grade students oral skills and enhance vocabulary through educational videos and the use of the total physical response teaching model.
- To become an active member of the extracurricular activities proposed by the school when it is necessary.

General Conclusions

Throughout the implementation of the research in the course understudy of the Instituto Técnico Patios Centro Dos, the pre-service teacher was able to test all her knowledge learned during her training as a teacher, and use it successfully during her practice, but also allowed her to know other aspects that she did not know, and that develop within the class, and that at this instance were indifferent to her because she had not had the opportunity to experience them before. For example, evaluating through assessment grids, looking for strategies to capture the attention of her students, etc.

Referring to the Pedagogical and Research Component, it should be said that the research was applied twice given that before Holy Week there was something called “Martes de Prueba”, which was intended to prepare students for the final evaluation of the first period, which would be applied after Easter. Given the above, this prevented starting within the times set by the university. Unfortunately, the data analysis process is not precise with this small amount of information.

On the other hand, the information obtained from the analysis with the activities was optimal, since even students have difficulties in writing texts due to their level; the acquisition of vocabulary has been received with success since they have shown an excellent coupling with what worked in class and even with the videos shown in the meetings. Finally, it is convenient to

mention that narrative texts and educational videos can be worked in virtual and face-to-face classes because it is a dynamic tool in which students can easily acquire vocabulary related to a foreign language, in this case, English.

About the outreach component, little data was collected, which did not allow the objectives to be fully met. However, it should be noted that in the virtual meetings it could be evidenced the Total physical response method because when she asked them to make the respective movements for the vocabulary worked, they did it in the best way, and liked to do it by the arrangement they had at each meeting. It is also worth mentioning that although not much work was done on the production, the audios obtained were of good quality.

Finally, in the component of inter-institutional activities, useful information was obtained, given the participation of the practitioner in some of the activities carried out by her within the framework of the implementation of this component, and which allowed the proper development of the pre-service teacher in each process that followed to obtain success in each activity. In the same way, it should be noted that this component is important because it allows knowing everything related within the institution and allows to know in depth the different activities in which a teacher participates.

Chapter 2: Institutional Observation and Diagnosis

This chapter focused mainly on the knowledge of some elements observed in the diagnostic process where the project was carried out. To this end, levels such as *administrative*, *pedagogical*, *technological*, *population* and *information of the target group* were taken into account.

Topographical location of the school

The Instituto Técnico Patios Centro Dos is an official entity that is located in the Eastern Region of the Norte de Santander department, specifically downtown in the municipality of Los Patios, at 4 Street. This institution offers pre-school, primary, secondary, and technical secondary levels.

Figure 1

Topographical location of the school



Administrative level

The institutional educational project at Instituto Técnico Patios Centro Dos is distributed by chapters, which cover different aspects regarding how this has decided to achieve the aims of education. Given all this, the chapters with the respective processes found in each of them are presented below:

- Chapter I: Institutional Horizon and Strategic Direction. This first chapter covers the processes of strategic direction and institutional horizon, strategic management, school governance, institutional culture, school climate, and relationships with the environment.
- Chapter II: Administration and Institutional Financing. This includes processes such as academic management support, physical plant and resource management, human talent, financial and accounting support and finally, accessibility.
- Chapter III: pedagogical and curricular management. This chapter covers the processes of pedagogical design, pedagogical practices, classroom management and academic follow-up.
- Chapter IV: community management. In this are reflected the processes of accessibility, outreach to the community, participation and coexistence and lastly, the process of risk prevention.

On the other hand, it should be mentioned that the institutional mission and vision mark both the identity and the direction of the institution; the mission is the reason for being, the purpose, and aspirations that the school has set itself, and the vision is the future projection that the school intends to show, in this way, to fulfill the purposes of education

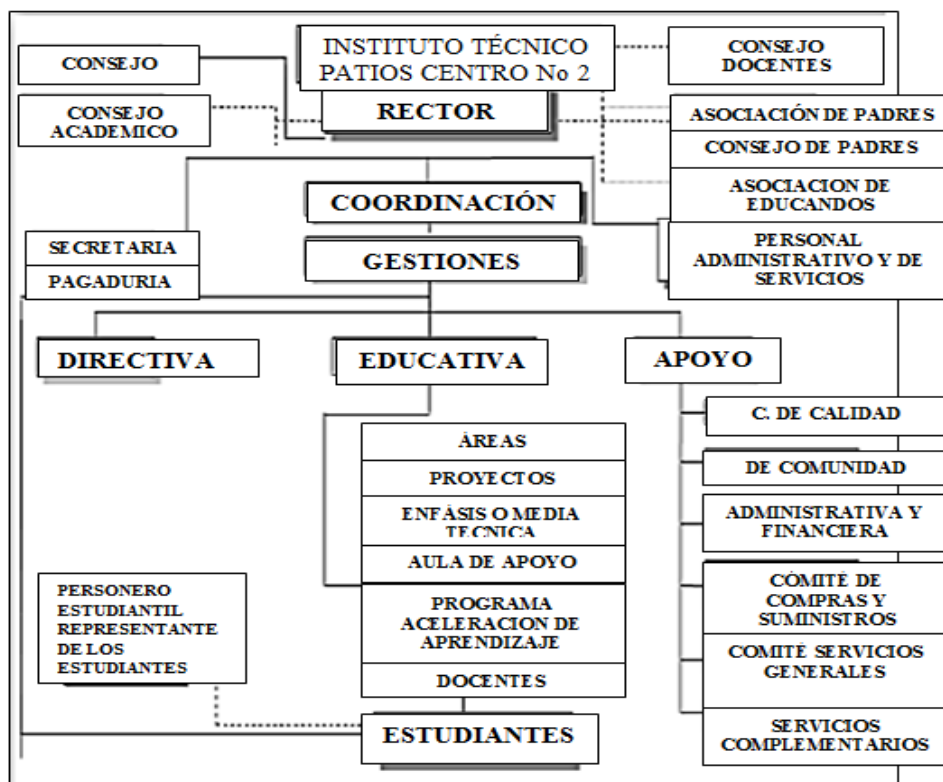
- Mission: The Instituto Técnico Patios Centro Dos will form integral citizens from the preschool grade to the eleventh grade through a pedagogical, inclusive, academic proposal, Research, and ICT that prepare students for productive work and continuation of professional studies acting successfully in the academic, labor, cultural, scientific and social environment of the region.
- Vision: The Instituto Técnico Patios Centro Dos by 2020 will be the business support of the region, offering an inclusive education, with the use of research and new Tics, being competent and contributing to the transformation of its social reality.

The Institutional Organigram

Rector Gustavo Ramirez Camargo heads the Instituto Técnico Patios Centro Dos, and descendant is the chain of command or the regular conduit that composes it, as illustrated below:

Figure 2

Institutional Organigram



Guidelines and regulations for the health emergency

Given the health emergency that the world is facing because of the Covid-19, the governmental entities have had to adopt measures and guidelines that help safeguard the lives of the people involved in the educational processes, in this case, teachers and students; for this reason, it is essential to mention that the alternation education plan for the Norte de Santander department, in which they stipulate that this plan is a tool designed strictly to preserve the welfare of the educational community in general. They also set out the instructions for students to continue the educational process by 2021.

Similarly, within the regulatory framework of the above-mentioned plan, Directives No 11 of 29 May 2020 and No 12 of 2 June 2020 stipulate the guidelines for the continuity of work at home and the preparation of the alternation plan for the official and unofficial sectors. In accordance with previous legislation, it is essential to emphasize that the academic work from home has not only allowed the educational establishment where the research was developed, but also to many educational entities to continue with their training processes including, new flexible strategies that allow the proper development of classes.

On the other hand, according to resolution 000075 of January 18th, 2021, issued by the Secretary of Education of the Norte de Santander Department, the school calendar for the current year is established, this is stipulated in article n°2 of that resolution. This decree states that schoolwork must be performed in 39 teaching weeks distributed over two semesters; the first runs from February 1st to June 20th and the second runs from July 5th to November 28th, as shown in the table below:

Table 1*First semester 2021***First- 1° Semester 2021**

School Weeks First- 1° Semester 2021		
From	To	Weeks
1 st February 2021	20 th June 2021	Nineteen (19) weeks
	Total	Nineteen (19) weeks

Table 2*Second semester 2021***Second- 2° Semester 2021**

School Weeks Second- 2° Semester 2021		
From	To	Weeks
5 th July 2021	26 th November 2021	Twenty (20) weeks
	Total	Twenty (20) weeks

Following the above, the Instituto Técnico Patios Centro Dos established the school calendar for this elective year, following the above regulations. Thus, the first two academic periods (1 and 2) comply with the first semester, and the last two (3 and 4) go hand in hand with the second semester proposed by the departmental secretariat. The information presented in this section is shown below:

Table 3*School periods***School Periods**

Periods	Date	Length
First	1 st February 202 to 16 th April 2021	10 weeks
Second	19 th April 2021 to 18 th June	09 weeks
Third	6 th July 2021 to 10 th September 2021	10 weeks
Fourth	13 th September 2021 to 26 th December 2021	10 weeks

Pedagogic level

Alluding to the curriculum, it is necessary to emphasize that the educational institution works each curriculum by grade, from the transition grade to the eleventh grade. The plan is addressed taking into account each school year and includes the modules of the basics learning rights for the secondary grade proposed by the Ministry of National Education (MEN its initials in Spanish), including language functions, the lexicon, and grammar to be treated as well as performance indicators.

Methodology

The methodology used at Instituto Técnico Patios Centro Dos is the work by virtual meetings that takes place once a week, in two hours of class; while the work by study guides is done when there is only one hour. Therefore, it can be said that the accompaniment to English

learning is done through WhatsApp that is the space that students have to resolve doubts of the topic; and the explanation of the guide to develop is given at the virtual meeting.

Technological level

To carry out the teaching-learning processes in the school where the inquiry was developed, the institution has adopted the use of the web-schools platform since it offers multiple advantages, such as the organization of the institution, the ability to record class evidence, and the efficient use of information. Likewise, virtual encounters are carried out in different platforms, for example, Google Meet, Zoom, WhatsApp that offer easy access to these, and they are feasible tools that allow the better development of the classes.

About the types of meetings established in the school, we find that they are synchronic and asynchrony. In the synchronic meeting, the teacher makes the explanation of the topic and the guide, allowing the participation of students and lasts two hours per week while the asynchrony one is done in such a way that the students carry out the practice of the topics seen in an autonomous way, and in case of presenting doubts or not understanding the topic, they can turn to their teachers to resolve the doubts.

Population and information of the target group

The beneficiaries of this project were the seventh-grade students at Instituto Técnico Patios Centro Dos. The course has 39 enrolled students, 22 women, and 17 men. Similarly, it is essential to mention that the age of students' ranges from 12 to 14 years, and this was obtained thanks to a google form that was applied to them to know the personal information of this group.

Chapter 3: Pedagogical and Research Component

Using narrative texts through educational videos to enhance writing skill in seventh graders at Instituto Técnico Patios Centro Dos: An action research

Introduction

Over the past few years, the use of new technologies and communication has become an essential tool in today's society since they have contributed to changing people's quality of life by providing them with affordable opportunities for instant access to information. In the same way, education has not been exempt to implement them in the teaching-learning processes since it allows them to carry these processes dynamically and actively, which contributes to the students who are the main actors to increase their motivation and interactivity when learning a new language, in this case, English.

Bearing in mind that the health emergency facing the world led many educational establishments to close their doors to prevent the spread of the virus, this has led teachers to seek new alternatives and strategies for teaching, so the ICT has contributed significantly to carrying out the educational processes proposed for the school year.

On the other hand, it should be mentioned that the teaching of English as a foreign language was also affected by the emergency that teachers in charge of this area had to look for new strategies which supported students to receive all the necessary information, so that they could develop to the maximum the skills required for communicating effectively in a foreign language.

Statement of the problem

In the teaching of a foreign language, it has become indispensable that new methods and strategies emerge that help to improve the skills that students should possess, in this case, listening, writing, oral and written production so, in this way, they can acquire and possess the required language proficiency. Thus, at Instituto Técnico Patios Centro Dos, students did not have the necessary vocabulary that would allow them to communicate effectively in a foreign language; concerning the reading comprehension, they had shortcomings when reading texts in the English language.

Given all the above, the implementation of narrative texts through educational videos sought to improve that students enlarge their vocabulary and could improve written skills as one of the most important competencies of English language. Similarly, the research tried to make a valuable contribution to enabling seventh-graders to enhance their competencies and increase their competitiveness by providing them with the necessary tools for effective English learning.

In this way, the project has raised some questions that have guided the interest of the pre-service teacher to answer:

- How does the use of narrative texts through educational videos motivate seventh-graders in learning English?
- How does the implementation of narrative texts through educational videos contribute to the improvement of writing skills and reading comprehension?

Justification

Nowadays, learning English not only implies knowledge of the grammatical rules that govern the language, but it is also necessary to have a balance in all the competencies that are required to be able to have a command of it; for this reason, it is essential to have a good vocabulary acquisition that contributes to achieving this objective.

Furthermore, taking into account the opinion of the supervisor in charge of the pre-service teacher, and the revision of the improvement plan for the English area by the year 2021, the use of narrative texts through educational videos was seen to be a desirable idea that helped not only to strengthen reading comprehension, and the writing part, but also to motivate seventh-graders. Likewise, this was done with the purpose that the practitioner could incorporate new strategies that dynamically facilitate the learning of English and those help students to be more active and participatory in class.

Objectives

General objective

To enhance seventh graders development writing production by using narrative text through educational videos at the Instituto Técnico Patios Centro Dos.

Specific Objectives

- To improve the reading comprehension in seventh graders.
- To enrich the vocabulary acquisition in seventh-grade students.
- To implement educational videos as the main tool for acquiring vocabulary.

Theoretical Framework

Theoretical foundations

Throughout this section, the reader will find the definitions of the keywords, which will help to understand the subject of this inquiry. That is why the theory was organized concerning the authors who define the following terms: *Writing Skill*, *Reading Skill*, *Narrative Texts*, *Vocabulary Acquisition*, and *Educational Videos*.

The first term refers to the **Writing skill**. In this case, Hayes and Flower (1980) stated that writing is a complicated process because it is one of the necessary skills to generate the symbols needed to express our emotions and thoughts. In addition, writing also includes cognition and physical process, so development takes time. This is the process of reorganizing the information in the brain into writing; that is why this skill contains all knowledge and abilities related to expressing ideas through words because good writing skills allow communicating information with an audience more clearly and efficiently than face-to-face communication.

As far as the second term concerned the **Reading Skill**, Elleman and Oslund (2019) define it as one of the most complex behaviors in which humans participate in. Moreover, reading comprehension requires coordination of multiple linguistic and cognitive processes, including but not limited to word reading ability, working memory, reasoning generation, comprehension monitoring, vocabulary, and prior knowledge. Moreover, reading skill is the ability related to a person's ability to read, understand, interpret, and decode written language and words. Excellent reading ability is very useful for absorbing and responding to written communications such as e-mails, messages, letters, and other written messages.

The definition of **Narrative Texts** is essential in this project, which is why Sejnost and Thiese (2010) mention that a Narrative text includes any writing related to a series of events, including fiction (fiction, short story, and poem) and non-fiction (autobiography, biography, a news story). In both forms, stories often use images, metaphors, and symbols to tell stories that use imaginative language and express emotions.

Vocabulary Acquisition is considered as the process by which people learn vocabulary in another language after acquiring the first language Wu (2012); therefore, it is necessary to highlight L2 vocabulary acquisition is different from L1 vocabulary acquisition because L2 learners have developed concepts and semantic systems linked to L1.

Lastly, the last term to identify is about **Educational Videos** for what Boateng et al. (2016) mentioned that video is one of the most diverse and unique virtual learning media that captures and presents information and provides a sensory learning environment. It enables learners to learn more and better retain information. Furthermore, these videos are designed to educate the audience about some specific issues they have encountered or related topics of interest to them.

Literature Review

Talking about the implementation of educational videos when learning vocabulary and improve reading comprehension, some researches have been conducted to demonstrate the effectiveness of this tool for acquiring vocabulary of a second language.

Celis et al. (2017) presented an article entitled “*Educational videos: a didactic tool for strengthening English vocabulary through the development of affective learning in kids*” an action research focused on the wide range of educational videos and emotional learning that can

enhance vocabulary in the EFL environment. In the article, it is noticed that there is a description of the real benefits of using educational videos in fifth-grade students, for example, students created a new critical and meaningful perspective, Students had the opportunity to learn from other people's environment and apply new knowledge and they practiced through the use of technology in the classroom in the appropriate environment.

Likewise Abdulrahman (2016) "*The effective use of YouTube videos for teaching the English language in classrooms as supplementary material at Taibah University in alula*" an action-research based on proving the effectiveness of the multimodal text provided in many YouTube videos that are used to teach English in the classroom, 53 learners studying the English language at Taibah University in Alula has participated. In this study, it could be evidenced that the use of YouTube plays a vital role in helping pupils understand their English lessons, improve their performance, and advance their understanding of English; however, it is necessary to take into account the pupils' attitudes when they use this tool for learning English because they can do it for purposes other than academic ones.

On the other hand, concerning the vocabulary acquisition through videos there is a more recent study, Aravind and Rajasekaran (2019) developed a study entitled: "*Technological Modality to Influence Persuasive and Argumentative Vocabulary for Effective Communication with reference to Selected TED Talk Videos*" which intended to analyze the use of vocabularies in TED talks presentation and how does it influence the ESL and EFL learners. The participants had to listen to 25 TED talk videos which were randomly selected those videos contain repeated and noted words that make up the persuasive and argumentative vocabulary. Regarding the findings, the author found that vocabulary can be achieved by frequently practical use of lexicon, and vocabulary in the communication enhances the fluency of the language learners.

In the same way, it is necessary to highlight the experimental study of Kabooha and Elyas (2015) entitled “*The impacts of using YouTube videos on learning vocabulary in Saudi EFL classrooms*” to investigate the impact of integrating YouTube video clips during reading activities on the development of vocabulary comprehension and recognition of Saudi EFL students with whom the information obtained was that both students and teachers believe that YouTube technology is an effective tool that can help students understand English, or in this case, can increase their English vocabulary. Nevertheless, this strategy requires that the choice of YouTube videos for language classrooms should be based on certain criteria, including students’ proficiency, their cultural background, and course goals.

Finally, concerning the reading comprehension improvement through videos, several studies highlight the efficacy of using this tool in comprehension improvement, as a cross-sectional study made by Jandan et al. (2015) entitled: “*Students’ perspectives on the relevance of internet-based educational videos in dental education*” sought to obtain the perceptions of third-year students about the usefulness of Internet-based educational videos in assisting oral biology lectures. After implementing a questionnaire for 70 students, the authors noticed that the majority positively perceived the role of videos in assisting lectures, and the minority of the population did not have retention of knowledge gained from lectures with videos because they were long.

Methodology

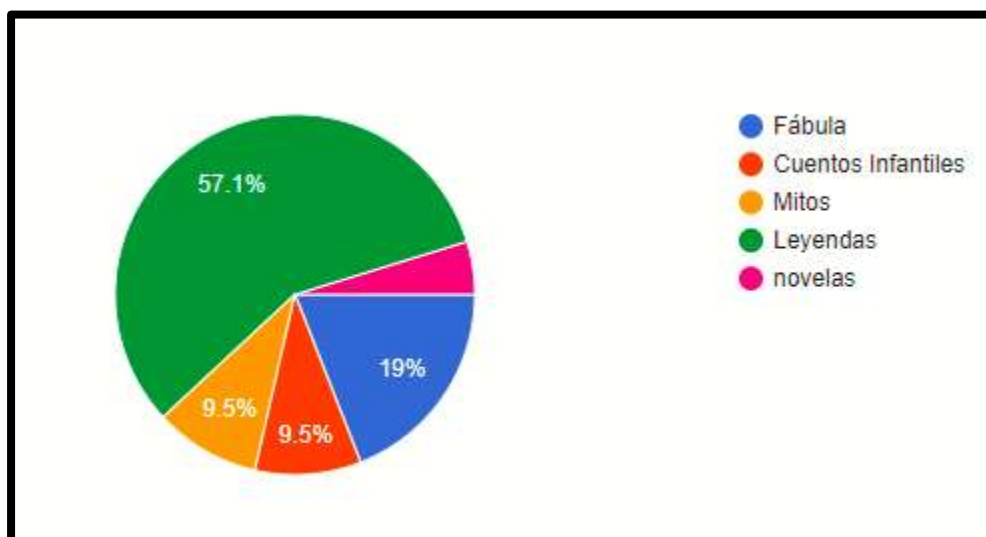
Implementation of the pedagogical research

Considering the preventing confinement established in the Norte de Santander Department, schools have since worked on the modality of work at home. Therefore, interactions have been virtually carried out, using the Google Meet platform when it is a synchronic meeting, and using WhatsApp when it is asynchronous; the latter was used for solving the students' doubts about the development of study guides.

About the implementation of narrative texts, it is vital to mention that at the beginning of the practicum, the pre-service teacher applied a Google form to know which were the narrative texts preferred by the population under study which showed that students preferred Fables, Children's Stories, Myths, Legends, and novels.

Figure 3

Narrative texts preferred by students



However, when wanting to enter this type of text, the teacher found that these texts were very extensive and did not adapt to the level of them, so the teacher decided to do an exhaustive

search of texts that had a direct relationship with the lexical topics to work on in each lesson. In this part, it should be mentioned that the work was arduous, but it was possible to find narrative texts that were adapted to the level of the students allowing that the reading comprehension was easy, understandable, at the same time simple so that the students did not find the reading process tedious but on the contrary, it was thought that they would be pleasing to them who were the main beneficiaries of this research.

Besides, these were applied twice, giving time of delivery of a week; for example, on the day of the virtual meeting the instructions for the development of the study guides were given, and at eight days, the students made the respective delivery of the resolved commitment, and thus, with each guide. In addition, the pre-service teacher, through videos explained the unknown vocabulary allowing students to understand clearly the text in its entirety. Likewise, the vocabulary explained was taken as a reference to ask the students to make their written productions, including that vocabulary to demonstrate the understanding of those words.

In addition, given that the research was developed in an educational environment that sought to strengthen the writing skill, it was convenient to have as a reference the process approach proposed by Tribble (1999). This approach is based on four stages. In the first one, the author highlights the pre-writing process, in which the specifications of the work are given and the work is planned, that is, how ideas are to be organized within the text. Secondly, the text or task is drafted; the third step is to revise the text and the last step, the writer will find the editing process that allows reviewing various aspects including grammar, vocabulary, etc.

Therefore, it is worth mentioning that the four stages mentioned were taught by the teacher within the framework of the application of her classes so that the students would have an in-depth knowledge of these four stages so that they could succeed in their writings. However,

considering the modality in which the implementation of the project was carried out, the practicing teacher was not able to accompany each student in that process but instead, they had to carry out this process, autonomously from their home.

On the other hand, it is also important to bear in mind that for the development of the project, it was essential to take into consideration the principles of the planning of lessons, which are before, while, and after planning.

According to Brown (2001), teachers must be familiar with the curriculum that the students will be pursuing, as well as the textbook before they can begin planning. Teachers will decide the cognitive goal and intent of the lesson based on the curriculum and write it down as the general objective. Then, based on the needs of the students, write the specific objectives of the lesson. In the same way, he states that these ideas for pre-planning are specifically centered on the teachers' knowledge of students' personalities as individuals and as a group, as well as their level and ability.

Taking as reference the elements proposed by this author for the while planning, we find the following:

- Goal: through this element, teachers should be able to determine the general-purpose or objective to be achieved before the end of the class period. This goal can be generalized and can be of help to the teacher as a unified topic.
- Objectives: these allow the teachers know what they expect the students to achieve with the lesson. Here the author make a distinction between terminal and enabling goals. The final learning results that you will need to calculate and assess are known as terminal goals. Enabling objectives are intermediate goals that build on one another to contribute to a final goal.

- **Materials and equipment:** the author says that teachers should know that good planning involves understanding what they need to bring with them or arrange to have in their classroom. It is easy to forget to carry a tape recorder, a poster, any handouts left on the desk at home, or the workbooks that students gave the night before to class in the sometimes-hectic life of a teacher.
- **Procedures:** in the opinion of the author, lessons have a lot of variety; however, as a general collection of planning guidelines, the teacher may consider including the following in their plan: warm-up activity, a selection of exercises and techniques in which the teacher has considered the appropriate proportions of time for all members within the classroom, and the closure.
- **Evaluation:** In this part, teachers must realize that not every lesson needs to end with a quiz, and the assessment is not a separate component of the lesson. Standard classroom activities may be used to assess students. Certain styles of assessment may need to wait a day or two abilities to improve. Besides, the author mentions that an evaluation can be structured or informal that the teacher makes after students have had ample opportunity to learn, and without it, teachers have no way of evaluating their students' progress or making changes to their lesson plan for the next day.
- **Extra-class work:** In this place, the author clarifies that students do not often do extra-curricular activities at home, and if extra-class work is required, it must be carefully planned and communicated to the students. Nevertheless, if so, teachers will usually be able to find applications or extensions of classroom operations that will enable students to learn outside the classroom.

In the light of the information previously submitted from the planning principles, it is essential to highlight that the elements included in each lesson were the goal, which served to determine the general-purpose or objective to be achieved before the end of the class. The objectives allowed the teacher to know what she expected the students to achieve with the lesson. Besides, the materials implemented by the teacher served for the good development of the class; moreover, the procedure followed by her was explained step by step allowing her to work within the established times. Lastly, the extra-class work, in this case, refers to the study guide assigned to the students at each meeting to be developed in 15 days ([see appendix 1](#)).

Otherwise, throughout this section are presented two guides designed under parameters of the pedagogical research, which were based on the implementation of narrative texts.

The first guide focused on the grammatical topic of the imperatives to give suggestions and recommendations, and the vocabulary worked out were the feelings and emotions with which the narrative text was worked. For this, the students had to make a written production where the use of the vocabulary worked will be evidenced. Consequently, to implement the inquiry, the teacher made a video in which she explained the vocabulary of feelings and emotions. This one intended to be a guide for the students so that they feel acquainted with the proposed activity, as well as it served for them to know the correct pronunciation of each word. It is essential to mention, that the video was made in English and included the phonetic transcription of the words and a drawing depicting them and it was shown in the virtual meeting where the grammatical topic was explained ([see appendix 2](#)).

In the same way, for the elaboration of the second guide, the teacher created an educational video explaining the vocabulary related to adverbs of frequency, and which was shown on the day of the virtual meeting. That video served for students to appropriate that

vocabulary and which would apply it in the written production that had as aim to write a narrative text using the adverbs of frequency worked in class. Likewise, the educational video served for students not only to study vocabulary but also to work on the correct pronunciation of each word. In addition, the implementation of educational videos helped students in the practice of oral comprehension, which in turn facilitates the identification of pronunciation of words that were complex for them, in the same way in each guide developed, there was a narrative text according to the topics worked in the unit and exercises of reading comprehension where they had to put into practice the acquired knowledge, improving the reading comprehension skills. Finally, in that virtual encounter, the practitioner made the respective explanation of the grammatical topic, in this case, adverbs of frequency ([see appendix 3](#))

Research methodology

This section details the approach, the design, the context in which the research was carried out, the population, the instruments used to obtain the information needed to work on the phenomenon under study, and the analysis and interpretation of the respective data.

Design

For the implementation of the inquiry, it was appropriate to use ***action research***, and in line with Creswell (2012), teachers within an educational environment carry out this type of research since this allows them to collect information and then continue to reflect on their practices in social conditions and thus, achieve the improvement of the same one.

In the same way, this type of research suggests that the researcher must incorporate actions formulated according to the needs found through observation in the subjects that make

part of the research, in this case, the beneficiary population (seventh-grade students). According to the above, this type of research allowed generating changes in educational environments and served to improve the institutions' action plans; therefore, it allowed reflection for each action that was implemented to know the progress, weaknesses, and considerations to be taken into account for the success of this.

Population

The educational establishment where this research was carried out is located in Los Patios, the municipality of Norte de Santander. About the course under study, it is convenient to highlight that the main beneficiaries are the seventh-grade students at Instituto Técnico Patios Centro Dos. The course has 39 enrolled students, 22 women, and 17 men. Similarly, it is essential to mention that the age of students' ranges from 12 to 14 years; the data obtained was thanks to a google form applied to them to know the personal information of the group ([see appendix 4](#)).

Sample

To obtain the sample that would participate in the project, the pre-service teacher used purposive sampling since agreeing to McCombes (2021) is a method that allows obtaining a sufficient sample based on the objectives proposed for research. Similarly, it is necessary to emphasize that this type of method is applied in qualitative research, whose goal is to obtain a detailed knowledge of the phenomena under study. Given the above, it was possible to have the participation of six participants in the project.

Instruments

The instruments used to collect the data of the study were *Diagnostic Observation*, *Participant Observation*, *Linguistic Corpus* and *Journal*.

The ***Diagnostic Observation*** is a research-based system that helps principals, and other supervisors carry out classroom observations and evaluations to support effective teaching practices, Keelye (2007) cited by Saginor (2008). For this reason, it was necessary this instrument for the implementation of the study as it allowed the practitioner to realize what was failing the target group to study to improve its learning process. In addition, through the improvement plan established by the teachers of the English area, it was considered relevant to work on the improvement of the acquisition of the vocabulary, to strengthen the reading comprehension, and to enhance the written production in the students. For this reason, in agreement with the teacher-supervisor the idea of the project established in the present work would potentially help to counteract those inconveniences.

Concerning the ***Participatory Observation*** Guest et al. (2012) mention that this instrument is a natural qualitative method that is part of data collection since this allows the researcher through immersion and participation to know human behavior in a specific context and this process is unstructured. In accordance with the above, this was fundamental for the teacher since being immersed within the context studied; she could have more in-depth knowledge of what is evident there.

For this reason, an observation grid allowed her to identify several aspects during the development of the class, about the students such as their participation in class, aptitude when receiving the information, punctuality, etc. Similarly, some aspects evaluated the performance of the pre-service teacher such as the methodological structure of the class, that is, the introduction

of the class, the explanation of the topic, the content presented, the material used at the meeting, etc. All the above, so that the practitioner realized that aspects needed to be improved to enrich her practice process ([see appendix 5](#)).

According to Nordquist (2019), the *Linguistic Corpus* is based on language collections used in a real context and stored in computerized databases. In the same way, the use of this instrument helps to obtain accurate data to confirm if the project objective was fully met. Therefore, with this instrument, two of these could be obtained, and allowed to see the difficulties, and strengths that students face when writing in English.

In addition, when referring to the *Journal*, Laszczuk and Garreau (2018) say that this instrument is a document that can be physical or digital, in which researchers write a set of information. Besides, with this instrument researchers can make reflections on their thoughts, and their reactions regarding contacts with participants. Here, it is important to note that for the implementation of this instrument, it was appropriate to create a blog to carry out the respective reflections on the reactions, experiences, and everything that the practitioner felt during her intervention in class; thus, it was necessary to do it once a week. For this, the platform used was Wix and which allowed obtaining a pleasant design where are the entries of the reflections, information of the author and the home page.

By referring to entries during the development of the research, five entries were obtained. The first entry was focused on expressing everything that the teacher experienced during her first contact with the institution where she carried out her practicum, in this case, the institutional observation where it was necessary to comply with some requirements, and which were not obtained directly by a member of the school but by the teacher's own account. The second was based on the implementation of the project and in which she was able to have her first contact

with the research participants and was able to design the first study guides not only for the course under study but also for the other courses where she did her accompaniment. In the third entry, the teacher emphasized everything experienced with the fifth-grade children where the extension component was going to work, while in the fourth entry, everything related to the first implementation of the project was exposed (feelings, reactions, and participation of the students) and the last, was based on describing the functions performed as a teacher, in this case, everything concerning the qualification of the jobs delivered by the students [\(see appendix 6\)](#).

Data collection

In this process, the communication with students was through the google meet app where the topics related to grammar were explained, and deliveries of assigned tasks were made through the “Web Colegios” platform. However, most of the students did not send this activity at the established time, so the pre-teacher notified the teacher in charge and she reminded them by the WhatsApp group that they should make the respective delivery.

Data analysis process

To organize and analyze the information collected in this component, it was decided to make a detailed description of the steps taken in the data collection process that allowed reporting all the protocols used to start this process, as well as the software used (QDA Miner Lite) to proceed with the codification and respective analysis of the instruments, in which case reference is made to the typological analysis proposed by Hatch (2002) which facilitated this process as it uses already established categories to answer research questions

Description and presentation of the protocols

About the protocols, the first was the letter of access to the field of study ([see appendix 7](#)), in which the teacher in charge of the course was informed of the project through the mail to request the authorization to start the implementation of the study and the data collection phase.

The second relates to informed consent ([see appendix 8](#)) addressed to participants who were part of the research, to show them the criteria to participate in it. It is worth mentioning that the document included everything related to the project, such as the title, the objectives, the instruments, among other aspects so that students knew in-depth what the project was about.

Similarly, they were also informed of the importance of privacy and anonymity to participate in the project, in this case, the students who decided to participate decided to use a pseudonym " Participant 1, 2,3,4,5, and 6", so that it would be easy for them and for the practitioner to know how to call them, and not to have inconvenience with names and to avoid all kinds of mockery. The socialization of consent was made verbally given the short time it took to do so, there, they authorized the teacher to use the work submitted by the platform for their respective analysis.

The data collected from participants has been checked and analyzed through an assessment grid and their respective transcriptions ([see appendix 9](#)). This instrument was essential because it made explicit the elements that would be included in the students' writings and allowed to account whether or not the student achieved the proposed objective for the assigned activity. Alluding to the grid, this is applied in every written production activity.

Methodology for the analysis of results

The practicing teacher considered it appropriate to use the typological analysis proposed by Hatch (2002), seeing that its main objective is to capture the perspectives of a group of people around a particular topic by already predetermined typologies, in this case, those related to the use of narrative texts through educational videos that contribute to the improvement of writing skill and the reading comprehension.

Likewise, it is essential to mention that this typological analysis helped organizing, codify and elaborate the data corresponding to each typology to have a clearer perspective when answering the questions that have guided this research.

In this way, it must be said that the software used to do the respective coding of instruments has been QDA Miner Lite, and whose coding process began with loading all the documents that were held (journal reflections, corpus, and participatory grids).

Figure 4

First typology

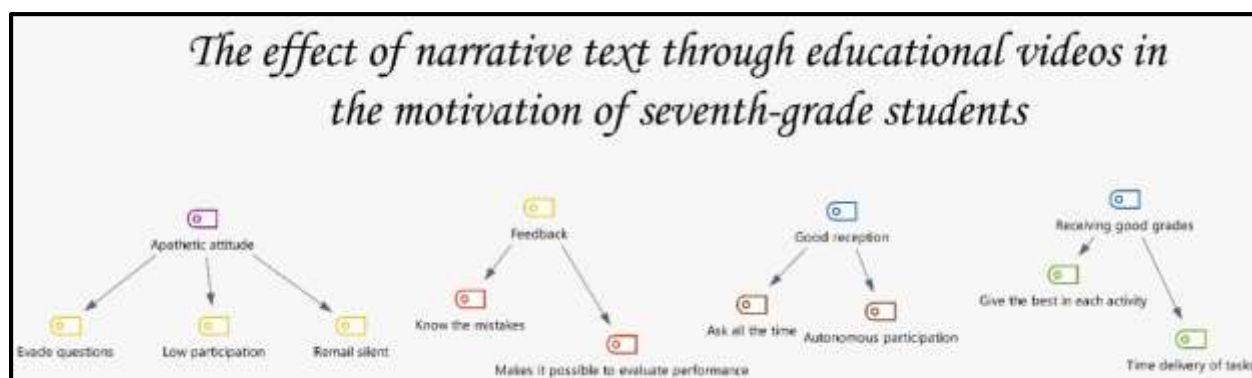
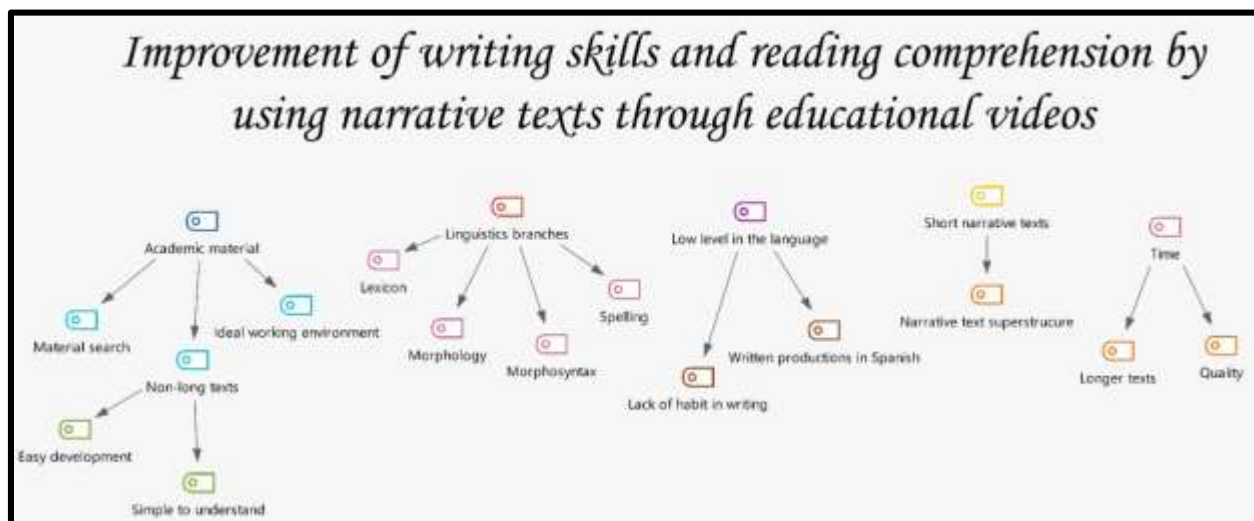


Figure 5

Second typology



In this coding, the codes that emerged from this process were grouped in each typology allowing the timely response to each of them.

After following each stage of the chosen analysis, the typologies deployed there were:

- The effect of narrative texts through educational videos in the motivation of seventh-grade students.
- Improvement of writing skills and reading comprehension by using narrative texts through educational videos.

Findings and Limitations

This section presents the results obtained and which were based on the research questions. These results are divided into two parts: the first part presents the results of the project, and the second part, addresses the limitations encountered during the project implementation process.

Results

The effect of narrative texts through educational videos in the motivation of seventh-grade students.

Motivation in recent years has become a fundamental pillar in the acquisition and learning of a foreign language, in this case, English given that the student makes efforts on his own to learn or to cope in the best way, using the language. Given the above, it was appropriate to address the following aspects: a) *factors influencing students' motivation, and b) reception and attitude of students.*

a) Elements influencing students' motivation

Emphasizing the data collected and supporting this category, we found that certain factors directly influence the motivation of students both positively and negatively. It speaks in a positive way when the student remains motivated in his learning, in his process. In this sense, it is essential to quote Gardner (2007) who alludes to motivation as the effort that the individual makes to learn the language, that is, he does his homework, wants to learn it, therefore, the learning process will be easily given to him/her, and the entire process will be enjoyed there fully. Such is the case of seventh-grade students who, by receiving good grades, allow them to remain motivated by giving the best in each activity related to the course. This is because, in the Colombian educational system, the scale of assessment of the performance of students is given in a quantitative way, which allows according to the performance, and timeliness of delivery of activities by them, receive high ratings or if these requirements are not met, a minimum rating will be granted that may affect the performance of them.

All this was evident in the deliveries of activities 1 and 2 that the students made and that were proposed by the pre-service teacher in the framework of the implementation of her

pedagogical and research component. Taking into account the dates of delivery of the guides, it can be inferred that the student who made the timely delivery had an advantage over his peers since the grade was assigned to the highest grade. On the other hand, those who did not make it on time did not have that benefit, and therefore, the grade was not the most expected. Likewise, those who received high grades felt that all their efforts had been taken into account, and so, this increased the motivational spirit in each student, which allowed each student to make more effort in the development of their commitments.

On the other hand, it was found that another motivating factor in the students was the fact that each student received feedback both on the platform used by the school and by the teacher in general in the virtual meetings. Each feedback allowed each student to evaluate his/her performance taking into account the observations that were made there and therefore, consider it for his future work.

Finally, this factor is vital to the motivation of students because they realize their mistakes by allowing them to search for the tools to deepen them so that they can overcome the difficulties encountered in their work, making this their greatest motivation in the face of learning English.

b) Reception and attitude of students.

According to this second aspect, it was evident at the beginning of the implementation of the project an apathetic attitude on the part of the students concerning the development of the classes and the activities carried out by the pre-service teacher since, after the explanation of the grammatical subjects raised for virtual meetings, they remained silent, and when asked something, they simply evaded such questions by answering things that did not correspond, translating this as the low participation of these actors in the development of classes. Similarly,

the development of the study guides was not optimal since sometimes, the exercises were not carried out correctly but sent the incomplete works only to obtain a note, without paying attention to the quality product they might have.

However, the reception of the students in the second intervention was better than the first. After all, although the reactions of the students could not be observed, the practitioner could feel that they were more comfortable and that they liked her intervention by asking her to finish everything she had prepared for them on one occasion that her class was interrupted by another teacher because apparently, there was a time shift between English and religion. Even so, for her not to disrespect the word of the supervisor in charge the practitioner proceeded to explain what was missing in the shortest possible time, and at the end of the class, the students were comfortable with the procedure given to this situation. . *“I think the biggest challenge at this stage has been the fact of not being able to see directly the reactions of the students but what has motivated me is the fact of knowing that they did like my intervention and I say it because in a class I did not have the time to finish giving the instructions but the students asked me insistently but with a voice of sweetness that will end.”* (Narrative 3)

Lastly, it is essential to mention that between the first and second class given by the practitioner, there was a drastic change in the reception and participation of the students in front of their performance in class and in the activities that she proposed given that the improvement of the students regarding the development of their commitments was significant, and that helped the good performance of these in class, and participation was expected as these participated autonomously without waiting for the teacher to call them by list. The above means that they were taking the reins of their learning process, thus improving not only the written skills but also the pronunciation in class, as they received comments from the teacher who helped them to

perfect the language, becoming a major source of inspiration for continuous progress in the learning of English.

Improvement of writing skills and reading comprehension by using narrative texts through educational videos.

To address this category, it was essential to take as reference aspects such as *a) the design of the academic material and b) the weaknesses and strengths of the students.*

a) Design of academic material

Following the whole process carried out by the pre-service teacher and the evaluation of her praxis, it was possible to show that both the study guides and the educational videos and the narrative texts worked by the teacher allowed to create an ideal working environment to be able to carry out the project to where she could give continuity given the national strike presented in the country and which prevented the full implementation of her project.

When it is said that suitable is because the practitioner took hours and hours of continuous work to design not only the study guides but also, to search the material that would allow satisfying the needs of the students, that is, material that fits the level of them and everything related to the topics to work in each meeting, therefore the improvement of writing skill and reading comprehension.

As for the narrative texts, it can be said that the texts were not extensive, which allowed the exercises of reading comprehension to be simple and easy for the students to develop. Similarly, the educational video that explained the unknown vocabulary found in the text made it easier to understand what the text was all about. This makes it possible to realize that the academic material was within the parameters established by the teacher and that it allowed her to

help the students in their difficulties concerning reading comprehension, the acquisition of vocabulary, therefore, the written ability.

b) Weaknesses and strengths of students

When learning a foreign language like English, are evident various difficulties and strengths that students experience throughout their process of learning this second language and in the development of reading comprehension exercises and written production respectively.

On the one hand, at the beginning of the implementation of the study, the practitioner applied a google form to find out if seventh-graders considered the use of narrative texts important for the development of classes, to which most of them responded that it was important, In addition, they were also asked about the narrative texts of preference to what they responded was the fable, children's stories, myths, etc. However, the conception of narrative texts changed somewhat at the level of the students where the project was applied because when referring to the written production exercises in which the students should not only tell a story but also include the elements of narrative texts such as the superstructure of the text as the beginning, the climax and the denouement, these elements, were not fully evidenced since the texts were very short as shown below:

"I was once a girl who was very happy with her family, they went to the movies very nervous because they did not know if the movie was going to be exciting. During the movie they cried and smiled." (Participant 3, linguistic corpus 1)

On the other hand, within the weaknesses of the students, there are also errors of the language such as morphosyntax, lexicon, and spelling errors that hindered their good performance at the time of writing.

Taking into account the above, it was noted that students, not having an advanced level in the language, do not have sufficient clarity about all elements (cohesion, coherence, clarity, among others) to be included in a written production exercise which favors the proper development of these exercises. Similarly, it was noted that students do not have the habit of writing in a foreign language, which also made it difficult to develop this activity since of the few students who made the respective delivery of the commitment; the majority did so in Spanish and not in English as appropriate.

On the contrary, alluding to the students' strengths, it is necessary to emphasize that using no extensive narrative texts made it easier for the students to understand the subject worked in each text therefore, the good development of the exercises worked there. Secondly, it was possible to observe when written productions were requested, whose main theme was to talk about things or facts with which they were familiar, they were provided to perform such exercises, as well as, it was useful that they include vocabulary worked in class, and that was known for them, as shown below:

“Good morning, my name is Jeimmy Paola and I live in the videlso patios. I am a student of ITPC2 and I am going to talk about my routine in this pandemic. I usually go to bed at 9 at night, and I always get up at 5 o'clock. I take a shower and then have breakfast, turn on my computer and star my virtual lessons. Sometimes the teacher send us videoconferences for “meet”, we have lessons every day according to our schedule. Sometime my classmates tend to have problem with the internet, so we connect between 18 and 25 lessons. Generally the teacher are in charge of sending the works through WhatsApp and through the platform, so that it is easier for us to guide ourselves, studying has always motivated me to grow as a person.”

(Participant 2, Linguistic corpus 2)

Another aspect to highlight is the time since in comparison between the first and the second written production exercise, the quality of the latter was evident considering the writings were longer than the first and at the same time, were more detailed with more appropriate vocabulary with the level required. The above means that the students in the second exercise were more aware of the procedure that was required to obtain a quality product and that consequently demands more time and dedication, as a consequence, it is common for some students to omit certain elements to be included in the texts, but that does not prevent the text from being understood in its entirety.

Limitations

Throughout the implementation of the research, the pre-service teacher had to face multiple obstacles such as short narrative texts on children's stories, myths, legends, among others that the students said they wanted to work on, because the texts found were too extensive which did not facilitate the understanding of them in their entirety; Therefore, the teacher had to work with short narrative texts that addressed the topics of vocabulary embodied in the area plan, allowing her to implement her inquiry.

On the other hand, the national strike lived in the country last May 3, preventing the practitioner from fully performing every week for the implementation of the practicum since there was a cessation of activities in the schools for more than a month, and which did not allow her to obtain many data collected taking into account the instruments proposed from the beginning. In this section, it is worth mentioning that it was only possible to comply with 5 weeks of practicum in which two linguistic corpus were obtained, three entries from the journal, and two participatory observation grids.

Conclusions

Based on the data obtained and the analysis made, it was possible to determine that the objectives for the project were not fully met due to the lack of information collected that does not allow accounting for the degree of scope obtained with the implementation of the research. However, the data collected, allow visualizing some of the results that were intended to gather with this project.

In this sense, the first question yielded as a result that the role of motivation unfolds within itself certain elements such as grades, the feedback that students receive in each exercise of written production, as well as the reception of the participants around the activities that the practitioner proposed, and which are important when learning a foreign language, as it can be positive or negative motivation. Positively, when the student is aware of his or her process and therefore allows unfolding in the best way, actively participating in class; and negative, where there is no conscious process and the results are not taken into account.

As for the second question that focused on improving writing skill and reading comprehension, it was possible to demonstrate that the academic material designed by the teacher contributed to a minimal but significant advance because as a fundamental pillar was always chosen material that will help meet the needs of students and that was appropriate to their level. While within the weaknesses of the students it was obtained, that the characteristic elements of narrative texts were not evidenced in the written productions given to the length of them, since these were short texts that did not allow to account for those elements; another weakness was language-related difficulties such as morphosyntax, lexicon and spelling errors that hampered their performance at the time of writing.

On the other hand, the strengths were focused on the proper use of short narrative texts that would allow students to understand the texts worked on in each session, as well as the fact that they used vocabulary already worked in class, allowed them to perform the writing exercises with ease and as the last strength, the time was found, because it was evidenced in the quality obtained in the second exercise since the writings carried more structured sentences and therefore longer, thus turning time as an indispensable factor to have a better performance in the writing of texts.

Recommendations

With the implementation of the project that sought to improve the written skill and reading comprehension through educational videos progressed in the minimum determination of expected results so that it is suitable for future research, take into account elements such as the writing of narrative texts such as novels, children's stories, among others, giving priority to characters that students want to include in their writings and that are of their total liking.

In the same way, to implement an instrument that allows observing and evaluating the performance of students in class (non-participating observation is suggested) since the present project was developed virtually, and it was not possible to see the reactions and how the students develop in each class.

Chronogram

Emphasizing the chronogram for the implementation of the research, a timetable was drawn up from the outset containing everything relating to the stages for the development of this

and which was included in the timetable proposed by the foreign languages program, as shown below:

Table 4

Seventh grade schedule

ACTIVITIES		MARCH					APRIL				MAY				JUNE			
Week		I	II	III	IV	V	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Institutional observation	X																
2	Proposal formulation	X	X															
3	Socialization of institutional observation		X															
4	Socialization of the proposal		X															
5	Proposal implementation				X	X	X	X	X	X	X	X	X	X	X			
6	Instrument application				X	X	X	X	X	X	X	X	X	X	X			
7	Data analysis										X		X		X			
8	Finding socialization														X			

Nevertheless, in this instance, it was pertinent to create another schedule that could show the weeks where only the project could be implemented for the beneficiary population (seventh grade), namely, until the fifth week of the ten weeks proposed for the practice. Similarly, this new calendar also shows the two weeks where support material was created for the grades where the practitioner accompanied so that those two weeks were taken into account to complete their process of contact with the population mentioned above.

Chapter IV: Outreach Component

Improving oral skills and enhancing vocabulary in the fifth-grader through educational videos and the use of the total physical response teaching model

Introduction

As has become evident in recent years, the teaching of English as a language not only implies knowledge of the grammar rules that compose it but also a vast knowledge of vocabulary to be able to communicate effectively in the language; in this sense, the vocabulary helps significantly to have a balance in the four skills (writing, listening, reading, and speaking).

Bearing in mind that teaching in children takes place differently concerning adult education, it was considered to implement a teaching model that allowed the main actors in the educational process, such as children, to feel comfortable doing actions and movements that helped them to learn vocabulary. For this purpose, the project sought to make use of the total physical response method since Richards and Rodgers (2001) say that this model is based on the use of speech and action; thus, making foreign language teaching easier and what contributes to the achievement of the objectives of the project.

Justification

Over the years, in the teaching of a second language, it has been seen that teachers use different teaching methods that allow them to carry out the teaching-learning process of these, such as English. Similarly, it has also been seen that these processes are conducted in different ways as adults and children have different ways of learning. To this end, Boyle (2016) is quoted

as saying that learning and acquisition of information change when it is progressively passed from child to adult.

Because of all this, the total physical response method allows the teaching of a foreign language by making use of the motor and verbal combination that leads to the children acquiring it simultaneously and naturally, as well as their mother tongue. In the same vein, it should be noted that the population under study, being children, allows the implementation of this method since they from a very early age explore the world directly through movements and actions and therefore allows approaching the themes to work in a fun and different way. Also, because the population under study are children, they used to explore the world directly through movements and actions and therefore allows approaching the themes to work in a fun and different way.

Objectives

General objective

To reinforce in fifth-grade students oral skills and enhance vocabulary through educational videos and the use of the total physical response teaching model

Specific objectives

- To use educational videos for teaching English vocabulary.
- To learn English vocabulary through the total physical response teaching model.
- To offer to fifth-grade students meaningful learning of the English language.

Methodology

Description of the activities

The implementation of the project was given by employing educational videos for teaching the lesson vocabulary to work and, in the same way, incorporating movements and actions that allowed the acquisition of that vocabulary and demonstrated the use of the total physical response method. That is so that the children of the fifth grade could learn English differently and dynamically and allowed them to be comfortable in the development of the classes.

On the other hand, it should be said that the project was carried out with two groups of the fifth grade at Instituto Técnico Patios Centro Dos in the afternoon, being the meetings on Wednesday and Thursday. In addition, it is important to note that these meetings are once a week with each group; however, when required, the teacher meets with the students for the socialization of the task and to clarify the doubts and concerns that they had.

Regarding the implementation of the research with these groups, it is important to highlight that the meetings were in virtual spaces given the problems that the world faces because of Covid-19. For this reason, the communication with the students occurred employing the google meet application where the topics are explained and instructions were given to develop the study guide. On the other hand, the delivery of the assigned commitments was done through WhatsApp.

Material Design

About the guides designed for the implementation stage, it must be said that two study guides have been worked so far, the first on greetings and farewells and the second on indefinite articles, and the lexical topic contained the vocabulary of the animals.

In order to carry out the first guide, a video made by the teacher about the greetings and farewells was shown to the students in the first instance so that this would allow the contextualization of the topic to be addressed ([see appendix 10](#)). Afterward, the subject was explained and the students were asked to repeat and do what the teacher asked them to do. For example, when they were working on greetings as in the case of the good afternoon, both the teacher and the students raised their hands to make a sound when they shook their hands above their heads so that the students knew that movement represented that word. There, the pre-service teacher explained the guide that they had to solve but not without repeating and appropriating correctly the pronunciation of each word since they had to record a presentation where they used that vocabulary ([see appendix 11](#)).

For the development of the second guide based on the defined articles and vocabulary on farm animals, it was necessary to incorporate an educational video where children were made explicit that vocabulary to work so that they could identify what the topic was about. After making the respective identification of the subject, the pre-service teacher used a slide that served as support for the explanation of the grammatical topic. Likewise, to demonstrate the method of total physical response, the practitioner asked the students to do the same as she did. For example, to teach them the word duck, both the teacher and the students made the sound that represents this animal and joined hands by opening and closing the palms, repeating the sound.

Then, as a class activity and evidence for the project, the teacher called some students to make the proposed oral production so that they would practice everything learned in class with a

model proposed by her. At the end of the explanation and the appropriation of both grammatical and lexical topics by the students, the teacher explained the study guide that they had to develop [\(see appendix 12\)](#).

Chronogram

Following the proposed schedule from the beginning of the practice stage for this population. It should be emphasized that this was subject to some modifications in the dates given that the practitioner teacher received a positive response from the teachers in charge of the fifth grades only until the second week after the implementation of the research began. Therefore, it prevented her from starting on time and modifying the names of the topics so that it would be understandable to those reading the project.

In the same way, the application of this only takes two weeks because there was a cross with the final exams of the first period, that is, after the presentation that the teacher made, only until the week of April 12th to April 16th, began in this process. In the following tables, the above-mentioned modifications can be seen:

Table 6

Fifth grade schedule

Activity	Implementation Week
Teacher María Fernanda presentation	March 22 nd to March 26 th
Hello goodbye	March 29 th to April 2 nd
What does the fox say	April 5 th to April 16 th
Move your body	April 19 th to April 30 th
Happy	May 3 rd to May 14 th
Black or white	May 17 th to May 21 st
Family members	May 24 th to June 4 th

Table 7*Real fifth grade schedule*

Activity	Implementation Week
Teacher María Fernanda presentation	April 5 th to April 9 th
Greetings and Farewells	April 12 th to April 16 th
Farm animals and Indefinite Articles	April 19 th to April 30 th
Body parts	May 3 rd to May 7 th
Happy	May 10 th to May 21 st
Colors	May 24 th to May 28 th
Family members	May 31 st to June 4 th

In summary, it was possible to implement the first three corresponding activities under this component.

Data analysis

Referring to the data collected it is important to clarify that the audios were sent via WhatsApp. This information was analyzed through an evaluation grid that allows accounting for the level reached by the students about the proposed activity including the aspects to evaluate, in this case, pronunciation, vocabulary, intonation, and fluency ([see appendix 13](#)).

Here, it is important to clarify that due to the national strike, it was only possible to work with the audios received from the first guide, since the second was scheduled to be delivered the first week of May and was not received since the cessation of activities began that same week, thus hindering the delivery of the audios from the second guide.

Conclusions

In this component, communication and interaction with students have been more productive and enriching for both the teacher and the beneficiaries, since in the virtual meetings made with them, every minute of the class has been used to the maximum, making this space develop in the best way. In addition, the teacher always asks the students if they liked the lesson and everything worked on it, allowing them to express the opinions that are a determining factor for the success of this process and at the same time allowing them to have a pleasant and more fun learning environment for them.

Otherwise, the practitioner always tried to implement different strategies that allowed the good development of classes, as in the case of games, which facilitated it even more since it helped to capture the attention of students and they had fun learning.

In terms of the scope of the objectives in this component, it was not possible to show an improvement in oral production since the information collected was little, which did not allow us to observe the extent of the objectives. What should be noted is that in general terms, the oral productions were good even though the students of this course did not have a certified language teacher but a specialist teacher in another area, which has helped them to make the process of learning English easier.

In the same way, with the lacking intervention of the practitioner in that course (fifth-grade), she got a good reception from those students, which allowed her to perform more efficiently, putting in practice all her knowledge so children would learn everything she had to offer them. In addition, it is essential to clarify that the study guide in its entirety was developed optimally by them, allowing to her observe a good reception of students in front of the topics addressed there.

Chapter V: Intra-institutional Activities Component

Introduction

The Instituto Técnico Patios Centro Dos is a public establishment that has set out different activities to be developed throughout the year, and which allows in each meeting the active participation of the entire educational community; it is important to note that given the confinement these were carried out virtually to safeguard the integrity of all its members. For this reason, this component allows the practitioner to be part of that community and provide support in the proper development of each of them.

Justification

Regarding this new space in which the practitioner found herself, it is agreed to say that being immersed in that real context, she could have a deeper understanding of the intra-institutional activities that took place in the school where the inquiry was developed; also, because she could have a direct relationship with the members of the institution, allowing her to make significant contributions within it.

Objectives

General Objective

To become an active member of the extracurricular activities proposed by the school when it was necessary.

Specific Objectives

- To participate in the institutional environment.
- To provide ideas when developing activities proposed by the educational institution.
- To be active in the role as a teacher in the institution

Methodology

As it is known, due to the confinement has led to virtual classes, preventing close interaction with the institution and with the activities; they have planned since the beginning of the school year. Consequently, the practitioner decided to create posters alluding to the activities contained in the previous schedule. To date, the first activity has been implemented ([see appendix 14](#)).

However, it is appropriate to clarify that the teacher has participated in a meeting of parents in which she played the role of assistant since in that socialization a general report was made of all subjects. There, an honorary table was shown of the five students who obtained the best results in the first period. In addition, students who had to resist the classes of the first period were appointed so that parents would know that list. This activity served to learn how a teacher should approach their role in situations where their students in charge have not a good performed, therefore it is also advisable to involve parents so that they are also consciously involved in the process of formation of their children. All this also helped the practitioner to realize that a teacher is always willing to give everything of himself to contribute to the growth of students, looking for all the tools and strategies that help to achieve that goal ([see appendix 15](#)).

On the other hand, emphasizing activities of this type, the pre-service teacher also participated in an event that had as participants the primary students of the school where the inquiry was carried out. Her role was also as an assistant since she gave up her practice space for the realization of this. The objective of this meeting was to publicize the program “En TIC Confío+” that aimed to teach children to use new internet technologies responsibly, while at the same time preventing them from taking risks. Given the conditions in which learning processes are currently taking place, kids need to be taught how to use the Internet so that they are not exposed to cyber risks and profit the most from these tools. For the teacher the experience was enriching because she was able to know everything exposed to that topic and the fact in how the children expressed their opinions on the subject through chat, caught her attention because they had a lot of knowledge of the subject ([see appendix 16](#)).

Likewise, within the activities developed within this component, a training day was held to support the English area to improve the educational practices of teachers in charge of it. It is appropriate to note that this day was made within the framework of the national strike lived in the country so; an invitation was made to all teachers who wanted to participate in it.

The day was to make known to primary teachers in charge of the English area, a talk that would allow them to know educational tools used when applying a quiz, even an evaluation to make the educational processes more dynamic as these teachers are not specifically English teachers but have seen the need to seek within their possibilities how to teach the language since its strength is not that subject.

The meeting was held with 27 teachers, of whom only the supervisor and the practitioner had a good knowledge of English. The supervisor led this Day because the first part consisted of a conversation between teachers on the importance of pedagogical practices in English ([see](#)

[appendix 17](#)), where everyone presented their views on this topic. On the contrary, the pre-service teacher was in charge of leading the second part that focused on educational platforms for the teaching process. Her objective was to make known the four tools useful to them and the time, to show them how each one of them operated, playing the role of teacher and the other teachers as students. Finally, to complement the explanation, the practitioner created three user's manual ([see appendix 18](#)) where the step by step to access the tools was explained.

Finally, the practitioner created a poster on the teacher's day to highlight the hard work that these exercises and more in these difficult times of pandemic, where they have had to adapt to the new modalities (virtuality) to carry out the teaching processes. The poster was sent to both the supervisor and the teachers in charge of the fifth grade to commemorate that day ([see appendix 19](#)).

Chronogram

Taking as reference the objective of this component-based mainly on active participation in the different intra-institutional activities of the school, we proceed to show the calendar with all the activities developed by the teacher within the framework of the implementation of it.

Table 8

Intra-institutional schedule

Activity	Date		
	April	May	June
Language Day	Friday, 23 rd		

Training day to support the English area		Tuesday, 10 th	
Teacher Appreciation Day		Saturday, 15 th	

Conclusions

During the implementation of this component, the teacher has been able to feel like another member of the educational community where she participates as a pre-service teacher and in which she has been able to carry out everything that has been proposed from the beginning. In addition, in the events and activities in which she has been able to participate, they have helped her to enrich her practicum, this is their main motivation to always give the best of herself and contribute to the good development of everything proposed by the school from the beginning for the school year.

In short, the implementation of this component allowed the teacher to test all her knowledge and of course, at all times, did things with dedication, time, commitment, and love thus allowing the proper development of the activities already mentioned. In the same way, she was not only involved in the role as a teacher but also learned about other important aspects and roles that teachers play in an institution.

Chapter VI: Reflective approach in Plex Practitioners

The role of reflection in the process of teacher training is a fundamental factor in this stage of practicum since it allows teachers to realize the weaknesses and strengths they have during this process. Likewise, the narratives contribute to the improvement of the capacity to analyze the methodologies and strategies that are implemented when developing classes, so that it helps students feel more comfortable and motivated when learning a foreign language, such as English.

In addition, the implementation of reflections in the form of narratives significantly helps teachers to perceive the reality of the education provided in the country, specifically with the health situation that forces to change the methodology of face-to-face classes to the virtual modality. This new reality faced by the pandemic brought many consequences in the field of education since the technological resources are not sufficient for all students in the country. In this way, teachers can think about how to deal with these problems, and help students to study in the mode in which the training process is taking place.

Conclusions

In this reflective component, it is essential to emphasize that the reflections contributed to the continuous improvement of this stage of the practicum, making it more realistic since the practitioner being immersed in the area where the educational process was carried out allowed her to know firsthand all the needs, and what is experienced there. Likewise, an introspection was carried out that allowed analyzing the pedagogical component to make the respective changes at the indicated time or for future lessons.

On the other hand, despite the multiple obstacles that had to be faced, not only at the beginning of the practice, where the practitioner did not have an adequate accompaniment from the members of the institution to carry out the diagnostic observation but also in the development of the implementation of the research with the group under study because of the difficult situation that was experienced in the country because of the national strike, that did not allow her to give continuity to her project. However, thanks to the decisions made by the program directives, the teacher were able to finish her practice process with seven weeks of the ten proposed from the beginning, thus giving her a part of tranquility, for all their commitment and dedication during this time, was well worth it.

On the contrary, with the implementation of the intra-institutional activity component, everything proposed could be achieved. Thus allowing good development on the part of the teacher in all the activities she led this being a balance between the positive and the not very good aspects that give satisfaction for everything done in the last stage of the study of the practitioner.

Chapter VII: Design of academic material

The following table specifies the content of the academic support material was suggested by the program committee so that pre-service teachers could complete their practicum. Likewise, it should be clarified that the topics were suggested by the supervisor in charge of the groups where the practitioner accompanied and that they will be applied when the students return from vacation.

Table 9

Academic support material

Type of Material	Topic	Description	Objective
<p>Seventh grade</p> <p>Study guide</p>	<p>- Feelings and emotions vocabulary</p> <p>- Logical Connectors</p>	<p>The first part of the guide deals with the topic of emotions and feelings where the structures to describe feelings are explained, the list of words to express feelings; also explains the questions and phrases to be used to describe emotions which are accompanied by a practical exercise.</p> <p>The second part explains what are the logical connectors and the different types that there are, such as the case of cause connectors, comparison sequence, etc. that are</p>	<p>At the end of the lesson, students will have had practice using words that express emotions and feelings as well as the correct use of logical connectors</p>

		also accompanied by a practical exercise	
https://drive.google.com/drive/folders/1IPdhEJFwhBxB4hHLJEsROdfeNbbq3VSf?usp=sharing			
Eighth grade Study guide	- Present perfect tense	The guide presents at the beginning, how this verbal tense is formed, that is, affirmative, negative, and interrogative structure) with their respective examples. In the same way, it explains the uses that must be taken into account to use it. At the end of the guide is a practical exercise for students to test what they learned concerning this topic	At the end of the lesson, students will have learned to use the perfect present in all its forms (affirmative, negative, and interrogative) and put them into practice in their daily lives.
https://drive.google.com/drive/folders/1iLrX6d999TACDigGDAP7Bu1ojlu0UwJ1?usp=sharing			
Study guide	- Modal verbs - Expressions related to presentation and clarification - Reported speech	At the beginning of the guide the modal verbs are explained, how they are used, and some common characteristics of these with their respective practical exercise. Then, some expressions related to the presentation to an audience and expressions of how to inform the	At the end of the lesson, students will have learned to form statements in indirect speech.

		objective, the topic, and the structure of an oral presentation are presented. At the end is everything related to the reported speech as the main keys to use it and what this tense is about accompanied with some exercises	
https://drive.google.com/drive/folders/1IAS4AkWFMplQfbtg9hgKoj_4IQF6h2oX?usp=sharing			

It is necessary to mention that the seventh and ninth study guides contain two topics that correspond to guide number 3 and 4 respectively; this was done at the suggestion of the supervising professor.

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Appendixes

Appendix 1 Planning Principles

<https://drive.google.com/drive/folders/1HaLxiKcYz95y0ToINYm4sdx25NfT3UTh?usp=sharing>

LESSON CLASS Nº1	
Public:	Level:
Date:	Material:
Time:	
Teachers:	Topic:
Goal:	
Linguistic objective:	
Communicative objective:	
Warm up:	
Development - Explanation of the topic:	

Communicative activity:



Homework:

References:

ANNEXES

Appendix 2 First Study Guide (seventh-grade)

<https://drive.google.com/drive/folders/1eclm2jIjyk7-g6-FSeAt2OqCBjWFnPKK?usp=sharing>

República de Colombia - Secretaría de Educación de Norte de Santander Instituto Técnico Patios Centro N° 2 - DANE 254874009568-05 NIT: 90027336-1 GESTIÓN ACADÉMICA			
			
ASIGNATURA:	IDIOMA EXTRANJERO INGLES	PERIODO:	II
DOCENTE:	ERIKA GOMEZ LAVADO MARÍA FERNANDA VALENCIA	FECHA:	26/04/2021
ESTUDIANTE:		GRADO:	901-02-03

Imperatives

The "imperative" is the verbal time in English, used to express an order, a petition, give instructions, and even to advise someone.

In English, we can distinguish several forms of imperative: affirmative, negative, as well as other more cordial ways of expressing an order. Let us look together at the characteristics of each of them.

How to form the imperative?

It is very simple! The English verb in the infinitive without "to" and without conjugation.

Examples:

- Close the door when you leave.** *(Cierre la puerta cuando salgas.)*
- Fill in the blanks.** *(Rellena los espacios en blanco.)*
- Turn the TV down, please.** *(Disminuye el volumen de la tele, por favor.)*

Imperative Affirmative

It is the most common and direct form of the imperative. It only has the second person in singular and plural "YOU". It is formed with the infinitive of the verb without the "to".

- Hurry up** or you will miss the show! *(Date prisa o te perderás el espectáculo!)*
- Switch the TV off.** *(Apaga la televisión.)*
- Put** the flour, milk, and eggs in a bowl and **whisk** until smooth
(Pon la harina, la leche y los huevos en un bol y mezcla hasta que esté homogéneo)

I suggest/recommend + gerund/noun

We use this when we are making the suggestion directly to the person that will do the action.

- I suggest going to Europe in the summer. *Sugiero ir a Europa en verano.*
- I recommend trying that Mexican restaurant. *Recomiendo probar ese restaurante mexicano.*
- She recommends trying meditation to relieve stress. *Ella recomienda intentar la meditación para aliviar el estrés.*

We can also do this when both people know who will do the action or when it is general advice.

- A) Mark says he wants to lose weight.
 B) I suggest dieting and lifting weights.
 (=I suggest that Mark diet and lift weights.)

- A) It is hard for people to learn English.
 B) I suggest speaking as often as possible.

(=I suggest that anyone who is trying to learn English speak as often as they can.)

Practice Activity

Activity 1:

1) Put the words in brackets into the gaps. Mind the positive or the negative forms.

Ponga las palabras entre paréntesis en los huecos. Tenga en cuenta las formas positivas o negativas.

- a) _____ your brother. (to ask)
 b) _____ a pencil. (not/to use)
 c) _____ the police. (not/to call)
 d) _____ your beds. (to make)
 e) _____ dad about my accident. (not/to tell)
 f) Let's _____ her mother in kitchen. (to help)
 g) Please _____ in this room. (not/to smoke)

Activity 2:

ACTIVITY 4:

1. Read the story and write the words that express feelings.

Feelings and emotions in the circus



I went to the circus last night with my family. I was very excited. The clowns were very funny and made me happy to watch them. I was nervous when I saw the acrobats hanging high above us. My tummy was growling so mom bought me some popcorn. When the elephants came out all in a line, one stumbled and we all gasped. I felt sorry that

Activar Windows

Ve a Configuración para activar Windows

Appendix 3 Second Study Guide (seventh-grade)

<https://drive.google.com/drive/folders/1YBnyGJ-8BKzpzKOf4-lnqWxlq4e3zRG?usp=sharing>

100%	ALWAYS	I <u>always</u> wake up at 6 o'clock
90%	USUALLY	I <u>usually</u> come home after work
80%	NORMALLY/ GENERALLY	I <u>normally</u> swim after school
70%	OFTEN/ FREQUENTLY	I <u>often</u> spend Christmas with friends
50%	SOMETIMES	I <u>sometimes</u> play tennis on the weekend
30%	OCCASIONALLY	I <u>occasionally</u> eat Vietnamese food
10%	SELDOM	I <u>seldom</u> go to the library
5%	RARELY	I <u>rarely</u> listen to the radio
0%	NEVER	I <u>never</u> listen to rock music

Position

- We place the frequency adverbs **BEFORE** the main verb (in Present Simple).
 - I *always* walk to work.
 - He doesn't *usually* wear jeans.
 - Do you *often* write letters?
- BUT, we put them **AFTER** the verb TO BE.
 - He is *never* late.
 - The children aren't *usually* tired after school.
 - Are you *often* sad?

Other expressions of frequency

How often...? → To ask about the frequency of an action. We place it at the beginning of the question.

How often → do/does → I/you/he/she/it/we/they → verb → ?

➤ How often do you go to the cinema?
➤ How often does Mary cook?

once
twice
three times
four times... → a → day/week/month/year

Use **once / twice**
NOT **one-time**
two-times

❖ We go to the theatre *once a week*.
❖ Peter plays football *five times a month*.

every → evening / morning / night...
day / weekend...
Saturday / Monday...
week / year...

Mary cooks *every day*.
I play tennis *every Sunday*.

The rest of the frequency expressions are placed at the end of the sentence.

Activity 1:

Use the prompts and the frequency adverbs to write sentences about yourself. *Usa las indicaciones y los adverbios de frecuencia para escribir oraciones sobre ti.*

- get up at seven o'clock

- have a shower in the morning

- have lunch at school

- do homework in the afternoon

- play computer games in the evenings

- cook dinner

- watch TV before I go to bed

- go to bed early

Activity 2:

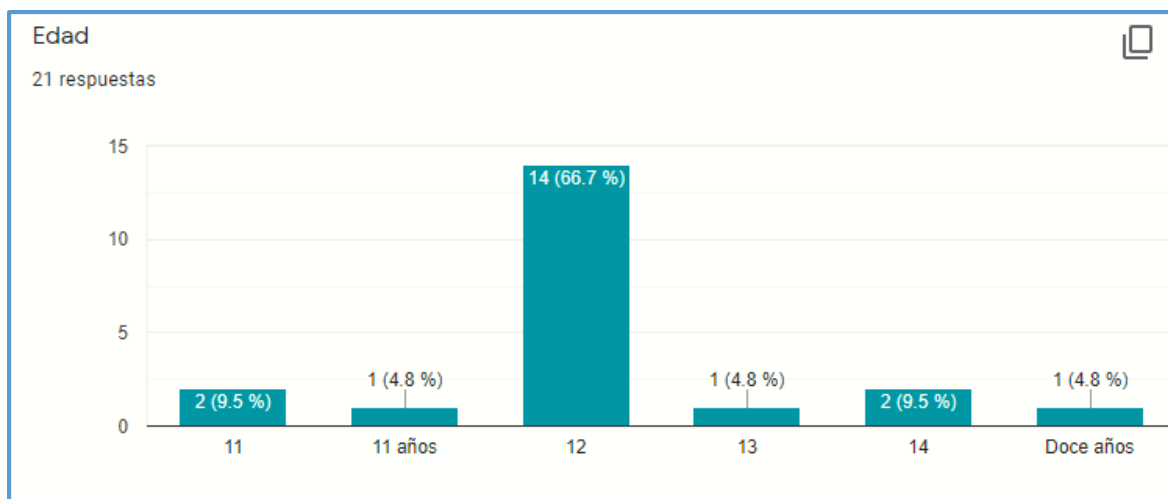
Answer the following questions using frequency expressions. *Responde las siguientes preguntas usando las expresiones de frecuencia*

- How often do you eat pasta?

- How often do you meet your friends?

Appendix 4 Students' Age

https://docs.google.com/forms/d/e/1FAIpQLSfcOqeJba3meQLq6q6tMzH4tMx6a_buVv7A3uCgr3fGIvXTw/viewform?usp=sf_link



Appendix 5 Observation Grid

https://drive.google.com/drive/folders/1rZePXkZT0YxU0dXC9aTTdNYtXrhSfF_u?usp=sharing

Using narrative texts through educational videos to enhance writing skill in seventh graders at Instituto Técnico Patios Centro Dos: An action research

Observation Grid

OBJECTIVE:

Date:	Start Time:	Grade:
Observer:	End Time:	
Material used for the class:		
Observation:		

BEHAVIOR OF THE PARTICIPANTS

I. Students' manage

Description:

METHODOLOGICAL STRUCTURE

2. Class introduction

Description:

3. Explanation of the content

Description:

CLASS DEVELOPMENT

4. Content development

Description:

DIDACTICS

5. Environment/ambiance

5.1. Material

Description:

5.2. Student's participation
Description:

5.3. Attitude towards receiving information
Description:

6. Punctuality

6.1. Teacher
Description:

6.2. Students
Description:

Appendix 6 Journal

<https://mafev0417.wixsite.com/website>

JOURNALVALENCIAMARIA.BLOG

About the Author

My name is María Fernanda Valencia and I am 25 years old. I am a foreign language student at the University of Pamplona. In this blog, you can see everything related to the reflections on my proposal which is being held at the Instituto Tecnico Patios Centro Dos.






Journal

María Fernanda V.

Todos los artículos


Crear artículo

María Valencia  Mar 12

Fifth Reflection: Fulfilling my roles as a teacher

Regarding the roles that a teacher fulfills, in them is the review and grade of the commitments received by students. This week was...


2 vistas · Comentarios

María Valencia  Mar 12

Fourth reflection: my first pedagogical intervention

In this week, I had the opportunity to implement my pedagogical proposal with the seven groups that I have in charge for and for that,...

2 vistas · Comentarios

María Valencia  Mar 12


Third Reflection: First contact with fifth-grade children

Concerning my first contact with fifth-grade children, I can say that it has been the most wonderful experience I have experienced so...

Second Reflection: Proposal implementation

Concerning the week of the proposal implementation, I must mention that this week I could not implement it because this week was a trial...


2 vistas · Comentarios

María Valencia  Mar 12

Informed Consent Letter to Access the Blog

María Fernanda Valencia Torres, pre-service teacher voluntarily accepts that the tutor of the proposal Yakira de Jesús has access to the...


2 vistas · Comentarios

María Valencia  Mar 12

General Presentation

Welcome to my blog! This space is dedicated to different topics of reflection based on the proposal entitled Using narrative texts...

2 vistas · Comentarios

María Valencia  Mar 12

First Reflection: Institutional Observation

The first reflection on the institutional observation was made during the first week of the proposal implementation...

Appendix 7 Letter of Access to the Field of Study

https://drive.google.com/drive/folders/1wmlb-l7YQ3BfJMJUga_2u7kuKsebgMLo?usp=sharing

San José de Cúcuta, 25 de marzo de 2021

Recibido: ERIKA GÓMEZ LAVADO

Docente

Docente supervisora

Erika Gómez Lavado

Supervisora y Titular de área

Instituto Técnico Patios Centro Dos

Firmado el 25/03/2021

Cordial saludo,

En el marco del desarrollo de la práctica Integral de la estudiante **María Fernanda Valencia Torres** de la Universidad de Pamplona, se requiere dar cumplimiento a uno de los objetivos del componente pedagógico basado en el proceso de la recolección de los datos. Dado lo anterior, debo mencionar que este semestre, estoy dirigiendo la investigación *“Uso de textos narrativos a través de videos educativos para mejorar la habilidad de escritura en estudiantes de séptimo grado en el Instituto Técnico Patios Centro dos: Una investigación acción”*.

De igual manera, es esencial mencionar que la propuesta surge de la necesidad de contribuir en los estudiantes de séptimo grado una mejora significativa en la adquisición de vocabulario, la mejora de la comprensión de la lectura y por lo tanto, la habilidad escrita. De la misma manera, la implementación de videos educativos pretende promover la participación activa de los estudiantes, y hacer los espacios educativos del aprendizaje del inglés de manera diferente y permitiendo que sean más significativos y cómodos para ellos. Es por esto que los instrumentos que serán utilizados para la recolección de los datos son observación participativa, el diario de campo y corpus lingüísticos de las actividades de producción escrita propuestas, lo que permitirá dar cumplimiento a la etapa de recolección de datos, asimismo serán una herramienta relevante al momento de dar cumplimiento a los objetivos propuestos.

Por otra parte, sería enriquecedor que usted en calidad de la docente titular y supervisora haga parte de este proceso como guía de la docente practicante, ya que la información que usted pueda suministrar es muy valiosa y puede contribuir significativamente en esta fase de recolección de datos.

Finalmente, es importante mencionarle que toda la información obtenida se preservará con estricta confidencialidad y anonimato que caracterizan este tipo de actividad.

Appendix 8 Informed Consent

<https://drive.google.com/drive/folders/1igwLmy->

[HCDvFKHnrRZsOr_nb2lV79KQG?usp=sharing](https://drive.google.com/drive/folders/1igwLmy-HCDvFKHnrRZsOr_nb2lV79KQG?usp=sharing)

Consentimiento Informado

El presente proyecto se titula *“Uso de textos narrativos a través de videos educativos para mejorar la habilidad de escritura en estudiantes de séptimo grado en el Instituto Técnico Patios Centro dos: Una investigación acción”* desarrollada por María Fernanda Valencia Torres, estudiante de décimo semestre del Programa de Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona, bajo la supervisión de las docentes Erika Gómez Lavado y Yakira de Jesús Villamizar. Por medio de este consentimiento, se dan a conocer los aspectos más relevantes del mismo y se invita hacer parte de este proyecto, cuyo objetivo es contribuir en los estudiantes de séptimo grado una mejora significativa en la adquisición de vocabulario, la mejora de la comprensión de la lectura y por lo tanto, la habilidad escrita. Del mismo modo, la implementación de videos educativos pretende promover la participación activa de los estudiantes, y hacer los espacios educativos del aprendizaje del inglés de manera diferente y permitiendo que sean más significativos y cómodos.

De la misma manera me permito darle a conocer que las preguntas del estudio que están vinculadas a conocer la manera como la implementación de los textos narrativos a través de videos educativos motivan a los estudiantes y como estos ayudan a la mejora de la habilidad escrita y la comprensión de textos. En cuanto a los instrumentos para la recolección de la información, la investigadora optó utilizar observación participativa, el diario de campo y corpus lingüísticos de las actividades de producción escrita propuestas, lo que permitirá dar cumplimiento a la etapa de recolección de datos, asimismo serán una herramienta relevante al momento de dar cumplimiento a los objetivos propuestos.

Del mismo modo, los temas a analizar están relacionados a la escritura de textos narrativos como medio de motivación para el aprendizaje de una lengua extranjera. En este caso, los trabajos escritos publicados en la plataforma “Web Colegios” serán tomados en cuenta para la recopilación de datos.

Teniendo en cuenta su rol como participante, el presente proyecto le permitirá conocer a profundidad aquellas falencias que tenga al momento de escribir en lengua extranjera y por ende ver su propio proceso, de modo que pueda ser más consciente y por ende, mejorar sus habilidades de comprensión de textos y habilidad escrita.

Si durante el diligenciamiento de la entrevista o posterior a ella usted tiene alguna duda puede contactarse con la Si usted decide participar, usted puede retirarse en cualquier momento sin tener ninguna consecuencia. Sin embargo, es necesario notificar a la investigadora si puede utilizar la información suministrada por usted hasta el momento de su retiro.

Finalmente, si usted tiene cualquier duda o pregunta acerca del estudio o respecto a sus derechos como participante, puede contactarse con la docente practicante, al correo electrónico: mafev0417@gmail.com

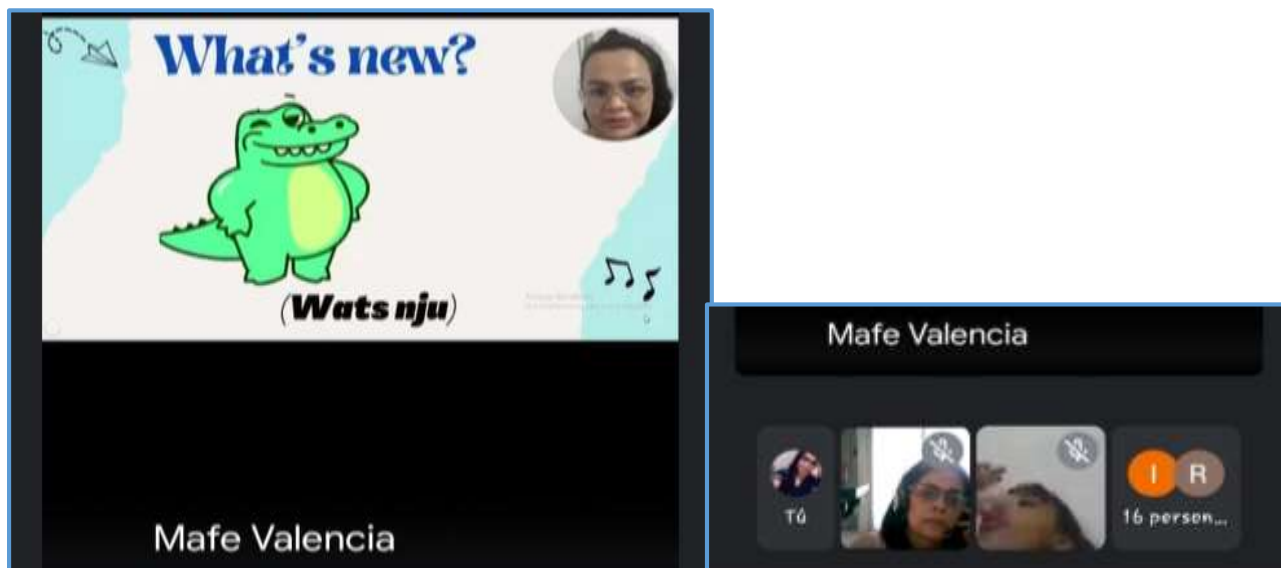
Appendix 9 *Assessment Grid Written Production and Transcriptions (seventh-grade)*

<https://drive.google.com/drive/folders/1wPIQSiHuv0uwr9aHSh5HKuhHOsypyZpB?usp=sharing>

Grade: <u>7-04</u>											
Aspects to Assess											
1. Respecting instructions The type of writing requested is properly evidenced.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>						
2. Superstructure The beginning, the climax and the denouement are clear.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>
3. Elements of the text The student is able to identify the elements of the text (narrator, characters, events, place and time)	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>					
4. Organizing Content well-organized using paragraphs to group all information.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>					
5. Originality The student is able to write creative and ingenious ideas demonstrating originality in writing.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>			
6. Syntax All the sentences in the text are clear.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>
7. Coherence Ideas follow a logical order.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>
8. Vocabulary Vocabulary is varied and suitable for text recording.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>					
9. Vocabulary scope Students use the vocabulary worked in class to write their own.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>				
10. Grammar There is a consistent agreement between gender and number in the text.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>
11. Spelling and punctuation marks Correct use of spelling and punctuation marks throughout the text.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>				
12. Capitalization Uses capital letters appropriately when appropriate.	<u>0.0</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>				
POINTS: ____ / 42											


Appendix 10 Video Greetings and Farewells

<https://drive.google.com/drive/folders/1EMM7uXSiwZRiOeIqDqYiUGBBkbIDQqO?usp=sharing>



Appendix 11 First Study Guide (fifth-grade)

https://drive.google.com/drive/folders/1txLDYsmtJ_QEZgAqR5K1bobZbLglVDTE?usp=sharing

 <p>INSTITUTO TÉCNICO PATIOS CENTRO DOS GESTIÓN ACADÉMICA DANE 25-4874000568 NIT: 900027336_1 Aprobado por Resolución No. 001203 del 21 de octubre de 2019 Expedida por la Gobernación del Departamento de Norte de Santander</p>		
ÁREA: Inglés	DOCENTE: Cecilia Ferrer Moncada María Fernanda Valencia	GRADO: 502
EJE TEMÁTICO: Convivencia y paz cuido mi lenguaje	FECHA: 23 hasta el 27 de abril de 2021	GUÍA N°1
CONTENIDOS: Expresar saludos y despedidas		PERIODO: II
NOMBRE DEL ESTUDIANTE:		

¡Verás qué maravilloso es conocer, compartir y aprender un nuevo idioma como lo es el inglés! Por lo tanto, necesitarás la mejor actitud, compañía y orientación de tu familia.

Saludos y despedidas

Vea aprender acerca de:

- Los saludos y las despedidas en inglés

Vea a realizar actividades después de adquirir los conocimientos necesarios.

greetings and farewells

Saludos y Despedidas


En inglés existen muchas formas para saludar, algunas formales y otras informales. Veamos y practiquemos algunos de ellos:

Formal Greetings Saludos Formales


Estos saludos se emplean en situaciones o espacios que requieren una actitud un poco más seria y formal. También se utilizan cuando debemos un grado de respeto a quien saludamos o cuando tratamos con una persona no muy cercana a nosotros.

Puedes usarlos en una entrevista, por ejemplo, o en una reunión laboral, de negocios e incluso cuando tengas que ir al banco.


A continuación encontrarás una lista con algunos saludos de carácter formal con su respectivo dibujo.




Hello.
Hola




Good morning.
Buenos días




Good afternoon.
Buenas tardes



Good evening.
Buenas noches



How are you?
¿Cómo estás?



Nice to meet you.
Un placer conocerte

Informal Greetings Saludos Informales

Los saludos informales se usan más por comodidad que por elegancia, es decir, que se emplean en situaciones en donde las personas son cercanas a ti, con quienes has tenido una relación cercana, como amigos y familiares, entonces podrás saludar informalmente. Presta atención a los siguientes ejemplos:

Activ



Hola ¿Qué tal? ¿Qué hay de nuevo?

Farewells *Despedidas*

Formal



Good night. Goodbye Have a nice day!
Buenas noches Adiós ¿Que tenga un buen día!

Informal



Bye-Bye See You Later! See you
Adiós Hasta luego ¡Nos vemos!

Activities

1. Match the greetings with the pictures.
Empareja los saludos con las imágenes.






Good Morning

Good Afternoon

Goodbye

Appendix 12 Second Study Guide (fifth-grade)

https://drive.google.com/drive/folders/12dRjtEnpEcwsNMh_V6QQIrRhJyl0o3KP?usp=sharing



INSTITUTO TÉCNICO PATIOS CENTRO
D/GESTIÓN ACADÉMICA
DANE 254874000568 NIT:
900027336_1
aprobado por resolución No. 2003208 del 21 de octubre de 2020

ÁREA: Inglés	DOCENTE: Cecilia Peñer Montado María Fernanda Valencia	GRADO: 5ºB2
EJE TEMÁTICO: Convivencia y paz cívica mi lenguaje	FECHA: 23 hasta el 27 de abril de 2021	GUÍA N°1
CONTENIDOS: Expresar saludos y despedidas		PERÍODO: II
NOMBRE DEL ESTUDIANTE:		

¡Verás qué maravilloso es conocer, compartir y aprender un nuevo idioma como lo es el inglés! Por lo tanto, necesitaremos la mejor actitud, compañía y orientación de tu familia.

Artículos definidos y los anima- les de la granja

Vas aprender acerca de:

- Los artículos definidos y los animales de la granja en Inglés

Vas a realizar actividades después de adquirir los conocimientos necesarios.

The indefinite articles

Los artículos definidos

El significado de "a" o "an" es el mismo y se utilizan para indicar algo o alguien en singular. **Nunca los utilizaremos para referimos a más de una cosa.**

"A" o "an" corresponden a los siguientes artículos en español: un, una.

Gramatical Rules (Reglas Gramaticales)

1. "A" se utiliza con nombres que comienzan por consonante.
Ejemplos: A book (un libro)
A pen (un bolígrafo)
2. "An" se usa con nombres que comienzan por vocal.
Ejemplos: An animal (un animal)

An ice cream (un helado)
Farm animals
 Animales de la granja

A continuación encontrarás una lista con algunos animales de la granja con su respectivo dibujo.





Farm Cow Dog








Sheep Duck Cat





Pig Horse Bird






Chicken Rabbit Hen

Exercises

1. Complete with the correct indefinite article (complete con el artículo indefinido correcto)

- ___ daughter
- ___ dog
- ___ actress
- ___ son
- ___ green umbrella
- ___ exercise book
- ___ comic
- ___ older sister
- ___ cat
- ___ bike

2. Match the columns, the word with the respective image (Une las columnas, la palabra con su respectiva imagen)

- 
- 
- 
- 
- 

3. *Reading comprehension. Read the text and answer the following questions (Comprensión lectora. Lea el texto y responda las siguientes preguntas)*

I have a dog.
His name is Max.
We like to play outside.
We jump and run in the garden.
I love my pet.



1. What pet does the boy have?
 - a. Cat
 - b. Dog
 - c. Rabbit
2. What is his name?
 - a. Rex
 - b. Max
 - c. Fox
3. Where do they like to play?
 - a. In the park
 - b. Inside the house
 - c. In the garden
4. Write about your favorite animal or you pet. *(Escribe sobre tu animal favorito o tu mascota.)*

Write about your favorite animal or you pet. *(Escribe sobre tu animal favorito o tu mascota.)*

Appendix 13 Assessment Grid Oral Production (fifth-grade)

https://drive.google.com/drive/folders/1DIe9lSWq_PgMEimUETxGqge68YNBx3al?usp=sharing

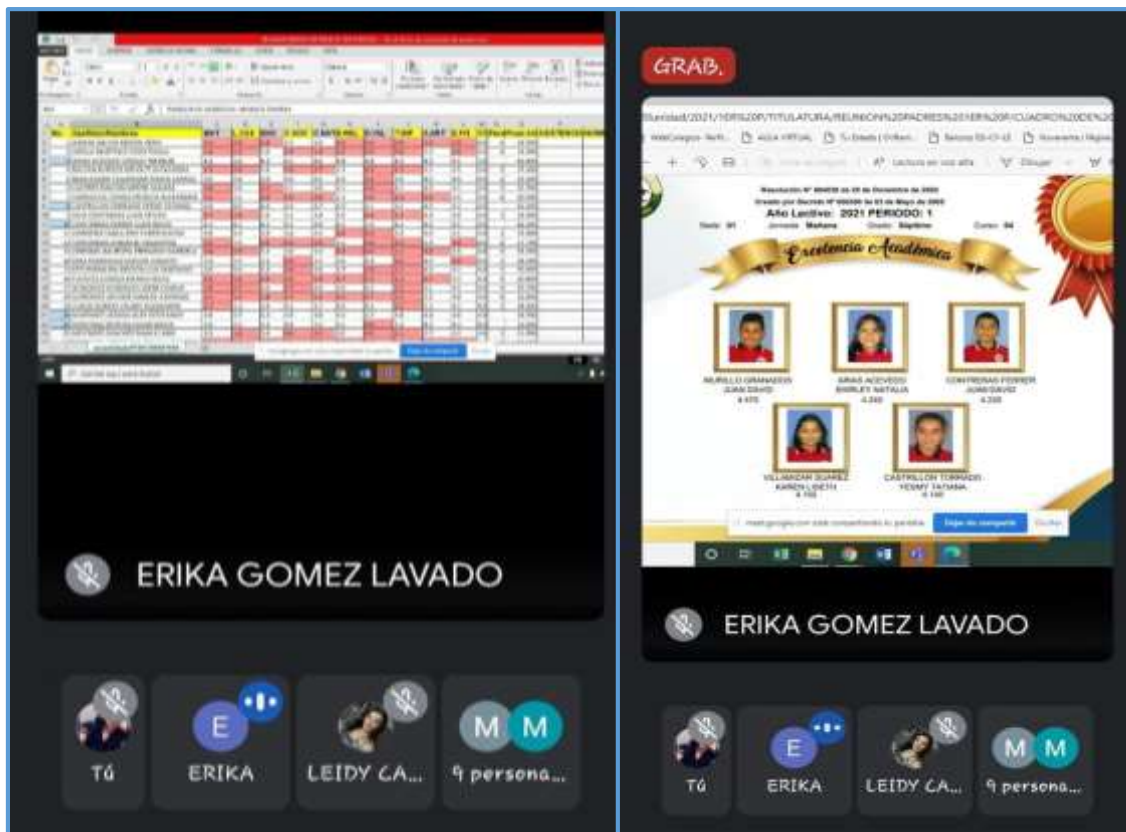
Aspects	Not bad	Regular	Good	Remarkable
Pronunciation				
Vocabulary				
Intonation				
Fluency				

Appendix 14 Language Day Poster

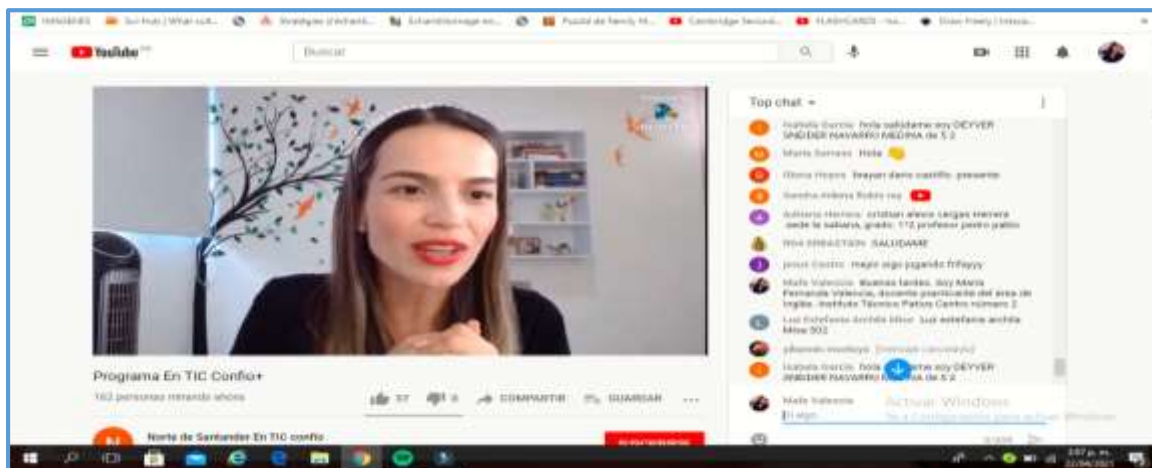
<https://drive.google.com/drive/folders/1Vmz04srS2tXqDYMvSUxtELIfA4Kelf1s?usp=sharing>



Appendix 15 Parent Meeting



Appendix 16 “En TIC Confío+” Meeting



Appendix 17 Meeting to Support the English Area

<https://www.emaze.com/@AOTTFQZIT/virtual-school>

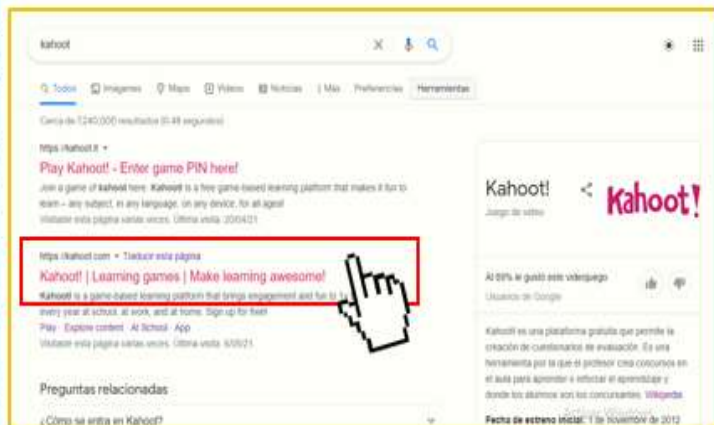


Appendix 18 User Manual for Educational Tools

Kahoot

STEP 1

Enter your preferred browser and type the word Kahoot, then click on the second link that appears there.



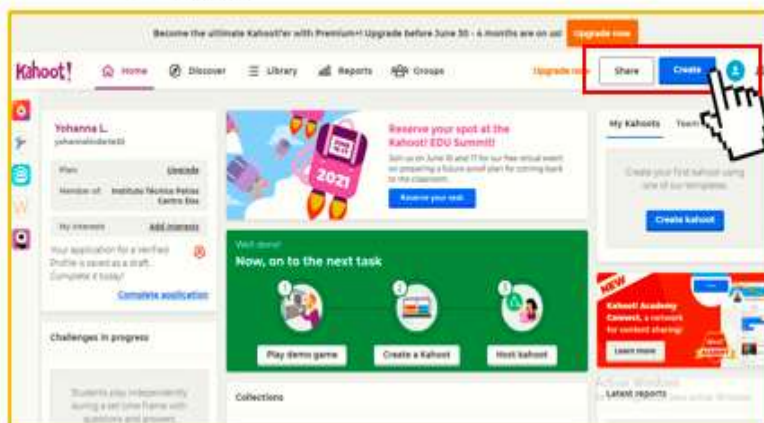
STEP 2

Click on the sign-up button on the left side of the page.



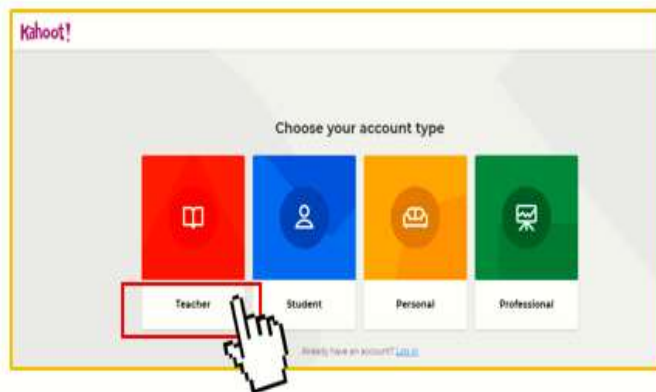
STEP 8

To create an activity, click on the create button on the left side.



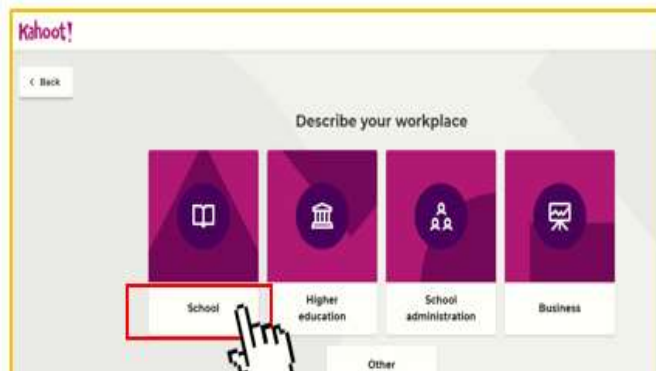
STEP 3

In this part, choose the role you play to create your account.



STEP 4

In this fourth step, describe the workplace taking into account the options listed there.



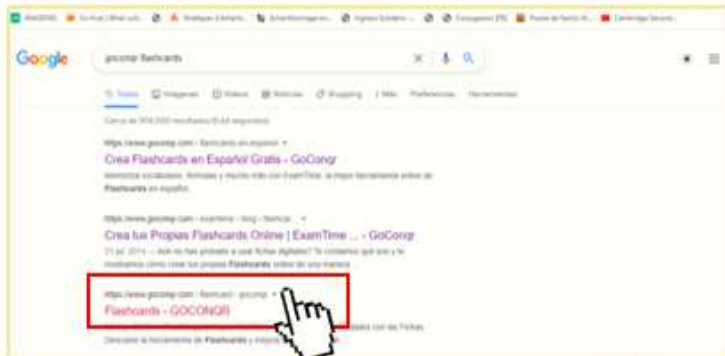
STEP 10

At the top, you should write the question, and at the bottom, you should write the answers. To choose a correct answer, just click on the circles that appear there, as shown in the image.



Goconqr

STEP 1 Enter your preferred browser and type the word goconqr flashcards, then click on the third link that appears there.



STEP 2 Click on the sign-up button on the right side of the page.



STEP 10 To create the flashcards, click on the create button on the left side.



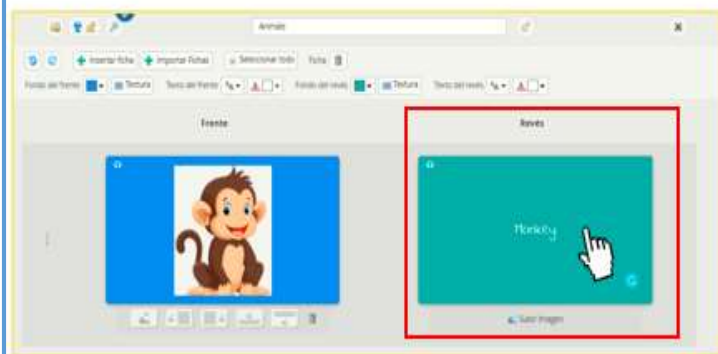
STEP 7 Complete the information with your personal information, in this case, choose your role. Then click on next step.



STEP 8 Here, select the course you are teaching. Then click on next step.



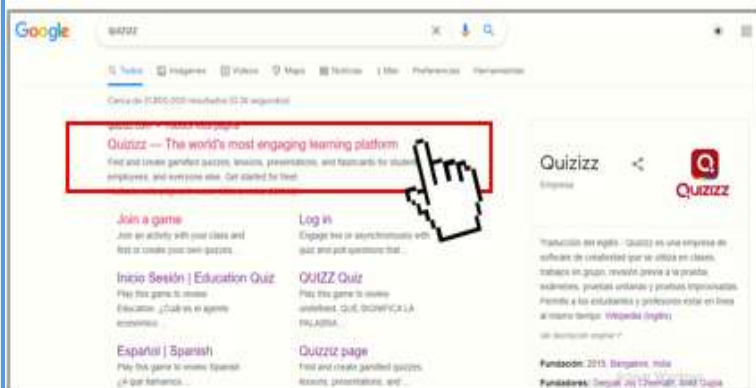
STEP 18 In this part, type the corresponding word representing the image.



Quizizz

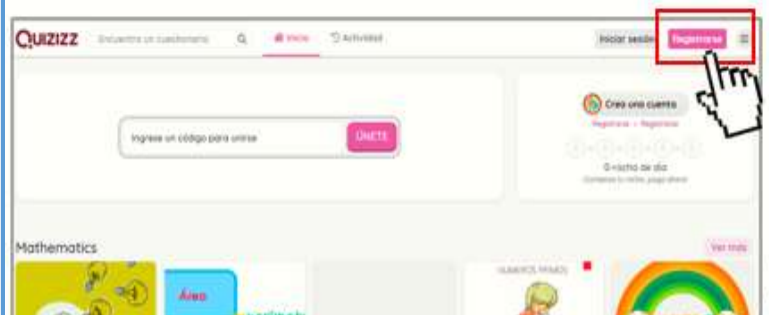
STEP 1

Enter your preferred browser and type the word Quizizz, then click on the first link that appears there.



STEP 2

Click on the sign-up button on the right side of the page.



STEP 10

Select the type of question you want for your activity. Do so among the options the platform offers you.



STEP 7

To create an activity, click on the create button on the left side.



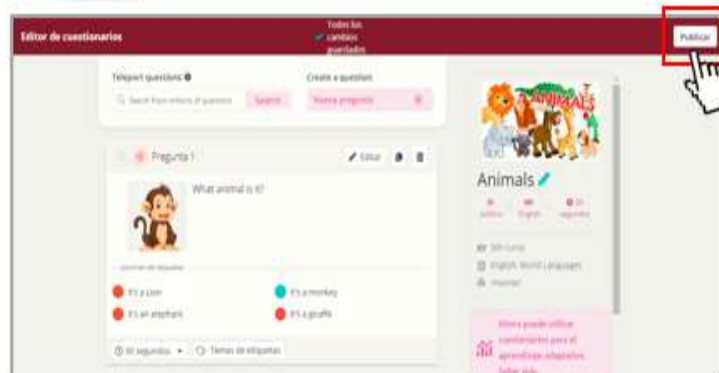
STEP 8

Choose the option of your preference. If you desire to evaluate your students, the first option is the most suitable.



STEP 16

To publish the activity, locate the button on the right side of the page.



https://drive.google.com/drive/folders/19_Lw6eBSMkcgPGN3fjj9Q9WHSR4FQmX?usp=sharing

Appendix 19 Teacher's Day

<https://drive.google.com/drive/folders/1SFufUFtNBa1Y1UpeeP5Bw3ed9AT5yKWV?usp=sharing>



Dear Teacher,

Thank you for continually inspires me to do my best. You help me strive for goals, I found guidance, friendship, discipline, and love, everything, in one person. And that person is you.