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Infographics as a didactic tool for teaching grammar and vocabulary at the Educational
Institution José Aquilino Durán, in Cúcuta, Norte de Santander

Paulina María Montero Campo

1094276150

University of Pamplona
Faculty of Education
Foreign Language Program
Integral Practicum
Pamplona
2020



SC-CER96940



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Chapter I: General Presentation

The development of the Foreign language students' practicum at the University of Pamplona is based on four components: Pedagogical, Research, Outreach and Administrative. These components are aimed at developing and promoting the last path of foreign language teachers; The entire course has been developed at José Aquilino Durán High School, Cúcuta, Norte de Santander.

Initially, the pedagogical component is promoted in the design of a proposal that aims to improve the learning of grammar and vocabulary through infographics. Likewise, the execution of this component will be developed virtually, using the Google Classroom platform as the main source of information where students will have access to the planned activities.

Subsequently, the second component, that of research, refers to a research project where the participation of preservation professors takes place. They have to implement a reflection and do a self-evaluation of their work and experiences, in addition to everything learned during the process of practice.

Consecutively, in the third of the components, outreach, the teacher-in-training focuses her practice process by supporting and helping the primary grades in the school to work, clarifying that some schools do not have a precise learning guide regarding the teaching and learning English.



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Lastly, the administrative component directly involves teachers in different activities determined by the school, to experience them and participate in each of them, taking into account the real context of the teacher; This component includes extracurricular activities and events, such as teacher meetings, flag-raising ceremonies, and more.

Introduction

Nowadays, English has acquired great importance within any factor of the daily life of any person such as science, technology, money, communication, intercultural understanding, entertainment, among others (as cited in Guerrero, 2010). In this way, it has become a necessity to be studied from school, being one of the most important stages of human growth in terms of learning. English has become a tool that gives you advantages both in the personal sphere, when traveling, getting to know and interacting with new cultures, and in the workplace, allowing new opportunities. In this way, a research project is carried out that wants to put the student of the foreign language program in a real context for the practice and staging of his / her learning, which consists of four components: Pedagogical, Research, Outreach and Administrative.

For its development, a diagnostic stage was necessary within the corresponding educational center, thus analyzing the pedagogical, technological and administrative situation, and noting the needs in the English area. To this extent, it is presented a proposal based on research that seeks a way to solve the shortcomings found.



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During the diagnostic stage, it was possible to notice a lack of learning from the students in terms of grammatical competence and lexicon. For this reason, a proposal for the creation of infographics is formulated to provide a better explanation to students and that this motivates them more to learn English.

Finally, it is necessary to highlight the fact of the modality and execution of this project. Due to the health measures implemented throughout the country by the Ministry of Education, the modality of classes for public schools in Norte de Santander is virtual, so different platforms will be used for its development, such as Google Classroom and WhatsApp.

Justification

Today's world current needs suggest that learning and acquiring English is an important part of our life as it provides better opportunities (Akbari, 2015). To promote this, the Ministry of Education in Colombia, taking into account the constant and growing process of globalization, proposed through the National Bilingualism Program the learning of English as mandatory. Moreover, it is responsibility of teachers to find a way to adapt to a new style of communication and teaching of English in order to attract better attention from the students who have declined due to the virtual modality.

Thanks to a general diagnosis, it is possible to see the way in which students learn in this situation, through structured learning guides taking into account the concept of Meaningful Learning. Even so, the lack of learning of grammar and vocabulary has been



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observed, which makes the development of activities more difficult and reduces the interest of students to learn the language.

This situation generates a good starting point for the creation of infographics, since they give a space to learn not only through text, but also through images, maps, graphics and any type of icons, being striking and innovative, simplifying the content to make it easy to understand, remember and share.

Objectives

General Objective

To improve the grammatical and lexical competence of seventh and eighth grade students through infographics.

Specific Objectives

- To implement reflection as a transforming tool of the pedagogical processes of the integral practice.
- To improve primary children English pronunciation through songs.
- To participate actively in events proposed and organized by the educational institution during the practicum.

General Conclusion

As a general conclusion of this project, the teaching practicum leads us to various situations in a real context of the country that serve as experience for the professional life.



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Starting by implementing a class methodology in a school within a classroom with a large number of students, the teacher can experience all kinds of experiences and sensations, but also the obstacles are placed on the path that must be overcome according to what has been learned in the university career.

In the same way, participating in extracurricular activities and teachers' meetings makes future adaptation within the school environment easier. This generates that the teacher looks for more solutions to adapt to future problems that could happen.



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Chapter II: Documentary Analysis

Topographical location of the school

The Educational Institution José Aquilino Durán is located in Cúcuta, Norte de Santander. The school has four campuses: La Angustias and Atanasio Girardot, with academic offerings for preschool and primary school, the central headquarters with basic education offers, and the central headquarters that offers all levels of Education. The institution has a CASD agreement for 2 technicians: Pharmacy and Computer Maintenance; and 1 agreement with SENA: Environmental management. It offers mixed-gender education without any type of discrimination.

Educative authorities

The institution's board of authorities is composed of five people, the Principal and 4 Coordinators.

CHARGE	NAME
Principal	Miranda Miranda Jose Raúl
Coordinator	García Pino Alicia Paola
Coordinator	Gómez Latorre William
Coordinator	Hurtado Rojas Luz Marina
Coordinator	Jaimes Pérez Alfonso

Table 1 Authorities



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Educative Institutional Project - Proyecto Educativo Institucional (PEI)

Mission

The José Aquilino Duran Educational Institution from San José de Cúcuta, embodies in its students throughout their tuition from pre-school to eleven grade a comprehensive quality training, focused on the development of basic, labor, civic and affective competences, from four fundamental wisdoms and competences: *Learn To Be, Learn To Know, Learn To Do And Learn To Coexist*, to promote individual, institutional, family and community quality of life; promoting the inclusion of boys, girls and young people in vulnerable situation, guaranteeing the construction of solid life projects that facilitate the improvement of dignity and quality of life according to the new assessment scales, the Colombian educational legislation and the transformations and advances of a globalized society.

Vision

In 2020, the José Aquilino Duran Educational Institution will gain acknowledge and positioning at a municipal level, developing programs and curriculums to meet the demands of educational and technical training and implementing projects to expand coverage and quality, educating its students in the scientific, ethical and human values aspects, responding to the social commitment to become an institution that generates change, progress and quality forever.



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The coexistence handbook

The handbook or rulebook from the José Aquilino Durán educational institution is composed of 11 titles:

- The Educational Institution Presentation.
- Generalities.
- The student.
- School principals, teachers and counselling.
- School coexistence.
- School government.
- Incentives.
- Support and welfare service.
- Parents
- Clerks.
- Institutional evaluation system



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Institutional organization

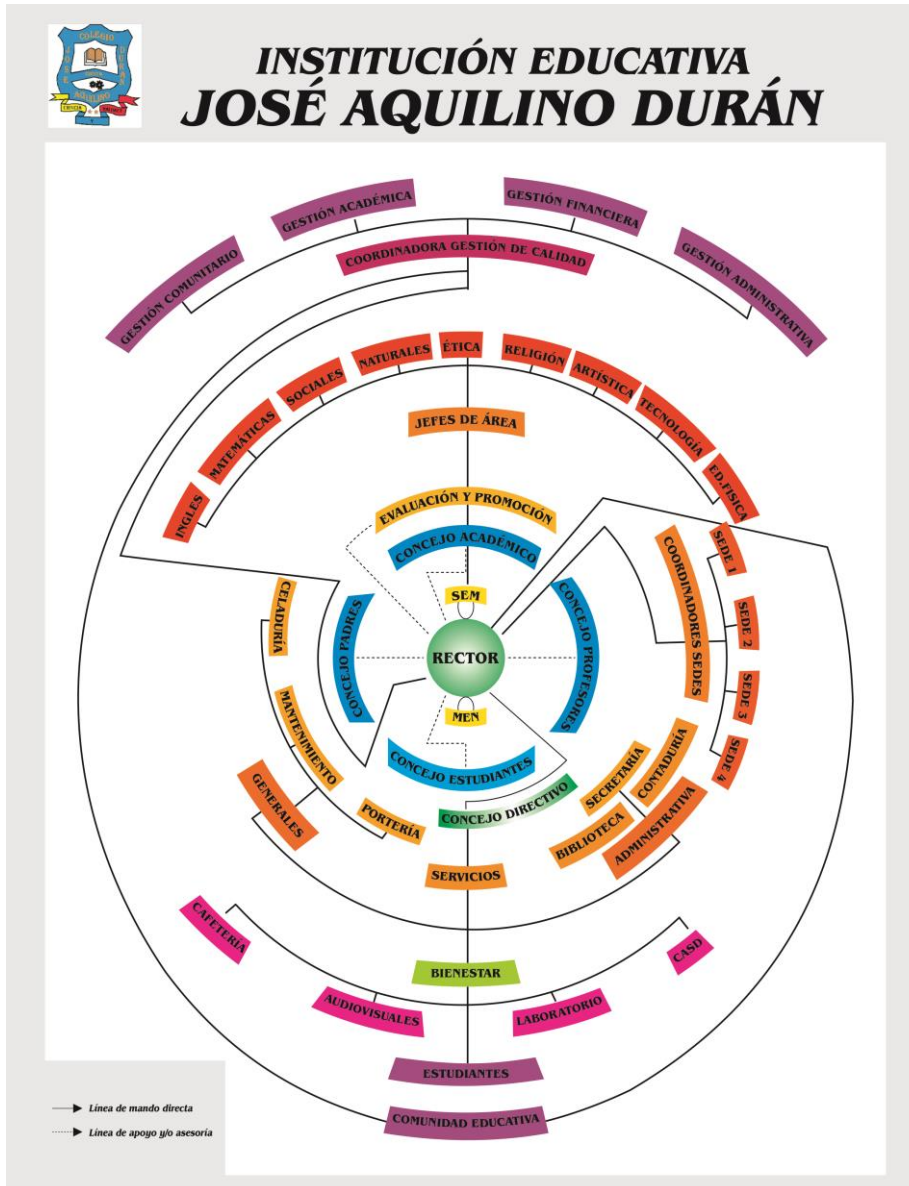


Figure 1 Organizational Chart



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Ministry of Education Guidelines for the Health Emergency

Due to the pandemic situation that began on March 25, 2020, most institutions closed their doors to face-to-face classes, limiting the teaching of basic areas of knowledge, but without letting this leave them behind. For the health emergency, the Ministry of Education took measures to provide public institutions with alternatives both in teaching and in the system of evaluation and promotion of education levels.

Social isolation led to the development of virtual classes, the use of educational platforms and the use of ICTs to facilitate the learning environment. Unfortunately, not all students in public institutions can access to resources to continue their learning, or have an education in optimal conditions. However, the Ministry of Education provides a series of guidelines through the Agreement 02 of June 3, 2020, based on flexibility in educational processes, dividing the academic year not into 4 but into 2 semesters, and changing the assignments' and evaluations' values as follows:

- To Know and To Make: 70%
- To Be: 10%
- Semiannual evaluation: 20%

In this way, an attempt was made to give more value to what students learned during the lessons and the learning guides than to the assessments themselves.



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Academic Schedule

FECHA	PERI	ACTIVIDAD	RESPONSABLE
2020-09-01	2	MARTES: CAPACITACIÓN PERSONERA Y CONTRALOR 4 P.M. Grupo 2: Sesión 2: 01 de Septiembre 04:00 PM - 05:30 PM Sesión 3: 08 de Septiembre 04:00 PM - 05:30 PM https://us02web.zoom.us/j/84901241705?pwd=aWg2dU1nMGtreXQ2MUJYajkzcZlRQT09	SUBSECRETARIA DE JUVENTUD
2020-09-01	2	MARTES: REUNIÓN RECTORES 9.A.M. TEMA COVID-19 Y DOCENTES	SEM
2020-09-01	2	Martes: del 1° al 11: Inscripción de alumnos nuevos	Secretaría- sedes
2020-09-01	2	Martes: Durante el mes de septiembre: Solicitudes de cupos y traslados de estudiantes activos.	Secretaría de la Institución -sedes
2020-09-01	2	martes: Durante todo septiembre programa contacto maestro	MEN
2020-09-02	2	MIÉRCOLES: ENTREGA DE RPEC. TODAS LAS SEDES A PARTIR DE 7. AM. CUMPLIR PROTOCOLOS DE BIOSEGURIDAD.	ALIMENTAR CUCUTA COORDINADORES Y DOCENTES
2020-09-03	2	Jueves: reunión Directivos Y asesora PTA. 3 a 6 p.m.	rector
2020-09-07	2	LUNES: 7 AL 12 DE SEPTIEMBRE. INFORME A COORDINACIÓN DE ESTUDIANTES QUE SUPERARON PENDIENTE ACADÉMICO.	DOCENTES- COORDINADORES
2020-09-07	2	Lunes: Consejo Académico: 10.30 a.m. Temas: Textos PTA, proceso de nivelación y recuperación anual, síntesis proyectos PEGIR y DEMOCRACIA para aprobación..	RECTOR
2020-09-07	2	Lunes: Entrega de anexo 01 a SEM. FECHAS DE REUNIÓN CAE.	RECTOR
2020-09-07	2	LUNES: Reunión directivos y PTA 7.a.m. y Orientadora	rector
2020-09-08	2	MARTES: Revisión por coordinación costos material impreso. hora por acordar.	rector
2020-09-09	2	Miércoles: Comité de convivencia central: estudio de casos especiales. 6,30 virtual	Rector
2020-09-09	2	Miércoles: VIDEO TALLER ANSIEDAD ESTRÉS Y SUEÑO EN ETAPA DE COVID Y ESTILOS DE VIDA SALUDABLE A NIVEL MENTAL Y FISICO" Fecha: 6:00 P.M. Bogotá Hora: Miércoles 9 septiembre 2020 Unirse a la reunión Zoom https://us04web.zoom.us/j/75728078281?pwd=ZjUcSt	FOSCAL-FUNDACION MEDICO PREVENTIVA
2020-09-10	2	JUEVES: 8 A.M. A 12. TALLER ICFES. Evaluación pruebas saber. Directivos, docentes seleccionados	ICFES
2020-09-10	2	JUEVES: TITULATURA. 2 primeros periodos de clases. Aspectos varios: recuperaciones, horario de evaluaciones, análisis rendimiento del grupo.	coordinadores, titulares
2020-09-11	2	VIERNES 21: 6,15 A 8 A.M. INDICE DE INCLUSIÓN Y TALENTOS EXCEPCIONALES- PROGRAMA DE INCLUSIÓN	LIC. JORGE LUIS ESCALONA- ASESOR SEM
2020-09-11	2	viernes: 9 a.m. Reunión Directivos y PTA.	Rector
2020-09-14	2	JUEVES: INSCRIPCIÓN FORO NACIONAL, VER CIRCULA 104	COORDINADORA Y DOCENTES
2020-09-14	2	LUNES: REUNIÓN COPASST 10:15 A 12:15	RECTOR-INTEGRANTES COMITE COPASST
2020-09-14	2	LUNES: 14 AL 25 EVALUACIÓN DE CALIDAD MITAD DE SEMESTRE, VALOR 10%, SEGÚN HORARIO DE TITULAR Y COORDINACIÓN.	COORDINADORES TITULARES
2020-09-14	3	LUNES :DEL 14 DE SEPTIEMBRE AL 25 DE SEPTIEMBRE PRESENTACIÓN PRUEBA AVANCEMOS GRADO 8	TITULARES
2020-09-15	2	Martes: 6,30 Reunión virtual C.A.E. de cada sede.	coordinador -a
2020-09-15	2	MARTES: REUNIÓN COMITÉ CAE DE LA SEDE HORA 6,30	DIRECTIVOS
2020-09-16	3	MIÉRCOLES: ENCUENTRO DOCENTES ERE	
2020-09-16	2	MIÉRCOLES: ENCUENTRO VIRTUAL 'PROGRAMA NetSmartz hora: 3 a 4,30 pm	Red PaPaz
2020-09-16	2	MIERCOLES: ENTREGA ACTA CAE	COORDINADORES



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2020-09-18	3	DIA DEL AMOR Y LA AMISTAD	TALENTO HUMANO BIENESTAR LABORAL
2020-09-18	2	VIERNES: SUBIR GUIAS AL DRIVE	DOCENTES
2020-09-18	2	Viernes: Reporte de inscripción de alumnos nuevos	Rectoría- secretaria
2020-09-21	3	MARTES: DEL 21 DE SEPTIEMBRE AL 2 DE OCTUBRE PRESENTACIÓN PRUEBA AVANCEMOS GRADO 8	TITULARES
2020-09-21	2	LUNES: 21 A 23 VALORACIÓN EXPERIENCIA SIGNIFICATIVA POR PARTE DE SEM	EQUIPO SEM CALIDAD
2020-09-25	2	Viernes: Entrega guías a padres de familia	Contratistas- coordinadores- docentes
2020-09-25	2	Viernes: Reporte de solicitud de cupos	Rectoría-secretaría
2020-09-28	3	LUNES: DEL 28 DE SEPTIEMBRE AL 9 DE OCTUBRE PRESENTACIÓN PRUEBA AVANCEMOS GRADO 4	TITULARES
2020-09-30	3	MIÉRCOLES:	PUBLICACIÓN RESULTADOS PRUEBA AVANCEMOS GRADO 8
2020-09-30	3	MIÉRCOLES: CONFERENCIA PRESENCIAL RED PA PAZ DE 7:30 A 12:00	
2020-09-30	3	MIÉRCOLES: REUNIÓN COMITÉ CAE DE LA SEDE	

Table 2 September Chronogram

FECHA	PERI	ACTIVIDAD	RESPONSABLE
2020-10-01	2	Miércoles: Informe proceso de superación, nivelación y alcance.	cada docente
2020-10-01	1	JUEVES: VALORACION FINAL DE EVIDENCIAS EVALUACION DOCENTES 1278	RECTOR- COORDINADORES
2020-10-02	3	VIERNES: DIA DEL DIRECTIVO DOCENTE	TALENTO HUMANO BIENESTAR LABORAL
2020-10-05	2	LUNES: REUNIÓN SEAMOS PANARCEROS DE 6:15 A 12:15	SEAMOS PANARCEROS. ONG GIZ
2020-10-06	2	Martes: ENCUENTRO VIRTUAL 'PROGRAMA NetSmartz hora: 3 a 4,30 pm	Red PaPaz
2020-10-07	4	PUBLICACIÓN RESULTADOS PRUEBA AVANCEMOS GRADO 6	TITULARES
2020-10-08	1	JUEVES: REUNIÓN CAE	COORDINADORES
2020-10-14	4	PUBLICACIÓN RESULTADOS PRUEBA AVANCEMOS GRADO 4	TITULARES
2020-10-24	4	SABADO: PUBLICACION RESULTADOS EXAMEN ICFCES GRADO 11	ICFCES
2020-10-28	3	MIÉRCOLES: TALLER DE ÉTICA EMPRESARIAL Y RESPONSABILIDAD SOCIAL	TALENTO HUMANO BIENESTAR LABORAL SENA
2020-10-29	4	JUEVES: REUNIÓN COMITÉ CAE DE LA SEDE	COORDINADORES

Table 3 October Chronogram



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FECHA	PERI	ACTIVIDAD	RESPONSABLE
2020-11-02	1	LUNES: 01 AL 20 ENTREVISTA DE VALORACIÓN FINAL SEGÚN CRONOGRAMA DOCENTES 1278	RECTOR-COORDINADORES
2020-11-04	4	MIÉRCOLES: ENCUENTRO DOCENTES ERE	
2020-11-12	4	JUEVES: TALLER DE INDUCCIÓN A PESONAL DOCENTE Y ADMINISTRATIVO	TALENTO HUMANO, BIENESTAR LABORAL-CONFAORIENTE
2020-11-16	2	Lunes: del 16-27 de Noviembre: Promoción y aprobación de traslados de estudiantes.	Rectoría- Secretaría
2020-11-19	4	JUEVES: NOCHE DE LA EXCELENCIA	TALENTO HUMANO, BIENESTAR LABORAL
2020-11-20	4	VIERNES: RECONOCIMIENTO A ESTUDIANTES MEJORES PRUEBAS SABER 11	ALCALDIA MUNICIPAL -ESTUDIANTES GRADO 11
2020-11-23	1	LUNES: ENTREGA DE PROTOCOLOS A SECRETARIA DE EDUCACION	RECTOR-SECRETARIA

Table 4 November Chronogram

Supervisor's academic schedule

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1		7-01	7-02		7-02
2	6-01	7-02	6-02		8-01
3	8-01		6-01		6-01
4	6-02	6-02	8-01	7-01	
5			11	6-01	6-02
6	8-01	7-01	11	7-01	8-01

Table 5 Supervisor schedule

Pre-service teacher schedule

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1		7-01	7-02		7-02
2		7-02			8-01
3	8-01				



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4			8-01	7-01	
5					
6	8-01	7-01		7-01	8-01

Table 6 Preservice teacher Schedule

Pedagogical Aspects

English Curriculum

The planning of the English area of the institution is based on the guidelines proposed by the Ministry of Education in its booklets entitled “ESQUEMA CURRICULAR SUGERIDO: GRADOS 6° A 11°. ENGLISH FOR DIVERSITY AND EQUITY” and “DERECHOS BÁSICOS DEL APRENDIZAJE: INGLÉS. GRADOS 6° A 11°”. These texts are adopted and adapted by the institution, basing on them for the creation of Learning Guides for students.



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3.2. NIVEL A2.1 - GRADO SUGERIDO: 7°

DERECHOS BÁSICOS INGLÉS	<ul style="list-style-type: none"> Participa en conversaciones cortas en las que brinda información sobre sí mismo, sobre personas, lugares y eventos que le son familiares. Describe, de manera oral, personas, actividades, eventos y experiencias personales. Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Reconoce información específica relacionada con objetos, personas y acciones. Da y recibe instrucciones, recomendaciones y sugerencias. Describe acciones relacionadas con un tema de su entorno familiar o escolar. 		
	META	FUNCIONES	OBJETIVOS
MÓDULO 1 SALUD	<ul style="list-style-type: none"> Definir actividades para el cuidado personal integral a nivel físico (cuerpo), intelectual (mente); emocional (psicológico), social (relaciones) y espiritual (creencias). Define activities for integral personal care at the physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) level. 	<ul style="list-style-type: none"> Dar y solicitar información personal y de actividades cotidianas. Expresar gustos, pasatiempos e intereses. Expresar planes futuros. Describir hábitos y rutinas de cuidado personal, de alimentación y de actividad física. Expresar habilidad física y mental. Describir creencias y emociones. Describir estados de salud. 	<ul style="list-style-type: none"> Identificar expresiones sobre temas cotidianos a partir de textos descriptivos cortos orales y escritos. Hacer una descripción oral sencilla y previamente ensayada sobre temas cotidianos. Intercambiar información sobre temas cotidianos a través de preguntas y respuestas. Elaborar una serie de oraciones descriptivas sobre temas cotidianos.
MÓDULO 2 DEMOCRACIA Y PAZ	<ul style="list-style-type: none"> Proponer acciones de convivencia e inclusión en el aula. Propose actions for getting along and inclusion in the classroom. 	<ul style="list-style-type: none"> Describir experiencias pasadas. Expresar estados de ánimo. Dar y solicitar información. Pedir y dar disculpas. Dar instrucciones. 	<ul style="list-style-type: none"> Hacer una narración corta sobre actividades cotidianas en el aula y el entorno inmediato de manera oral y escrita. Identificar frases y expresiones relacionadas con actividades cotidianas en el entorno inmediato en textos orales y escritos sencillos. Intercambiar información sobre actividades cotidianas en el aula y en el entorno inmediato a partir de preguntas y respuestas.
MÓDULO 3 SOSTENIBILIDAD	<ul style="list-style-type: none"> Especificar actividades para la conservación del medio ambiente en la comunidad. Specify activities for environmental conservation in the community. 	<ul style="list-style-type: none"> Dar y recibir información. Dar y recibir recomendaciones y sugerencias. Describir situaciones y eventos. Proponer acciones de mejoramiento. 	<ul style="list-style-type: none"> Intercambiar información sobre actividades cotidianas a partir de preguntas y respuestas. Identificar palabras y expresiones sobre actividades cotidianas en textos orales y escritos cortos. Hacer una descripción simple sobre actividades cotidianas de manera oral y escrita.
MÓDULO 4 GLOBALIZACIÓN	<ul style="list-style-type: none"> Reconocer las características culturales de algunos países. Recognize cultural characteristics in some countries. 	<ul style="list-style-type: none"> Dar y solicitar información. Describir hábitos, personas y lugares. Establecer comparaciones y contrastes. Expresar puntos de vista. 	<ul style="list-style-type: none"> Producir un texto descriptivo corto sobre las características de personas y lugares de manera oral y escrita. Intercambiar información sobre características de personas y lugares a partir de preguntas y respuestas. Identificar frases y expresiones relacionadas con características particulares de personas y lugares en textos descriptivos cortos.

Table 7 7th Grade English Curriculum Proposal by the Ministry of Education



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3.3. NIVEL A2.2 - GRADO SUGERIDO: 8°

DERECHOS BÁSICOS INGLÉS	META	FUNCIONES	OBJETIVOS
<ul style="list-style-type: none"> Solicita y brinda información sobre experiencias y planes de manera clara y breve. Explica por escrito, de forma coherente y sencilla, situaciones y hechos. Reconoce información específica en textos cortos orales y escritos sobre temas de interés general. 		<ul style="list-style-type: none"> Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles. Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo. Hace exposiciones breves sobre un tema académico relacionado con su entorno escolar o su comunidad. 	<ul style="list-style-type: none"> Expresa sus emociones y sentimientos sobre una situación o tema específico de su entorno familiar o escolar, presentando sus razones de forma clara y sencilla. Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita.
MÓDULO 1 SOSTENIBILIDAD	<ul style="list-style-type: none"> Evaluar el impacto de las acciones humanas en el medio ambiente en el país. Evaluate the impact of human actions on the environment in the country. 	<ul style="list-style-type: none"> Presentarse ante un grupo. Describir acciones humanas. Solicitar información sobre acciones. Dar sugerencias para mejorar prácticas. Expresar opiniones sobre acciones. Discutir buenas y malas prácticas. 	<ul style="list-style-type: none"> Describir situaciones relacionadas con temas cotidianos de interés general de manera oral y escrita. Elaborar un texto expositivo escrito sencillo sobre temas cotidianos de interés general. Intercambiar información sobre temas cotidianos de interés general a través de diálogos. Identificar información sobre temas cotidianos de interés general en textos expositivos cortos orales y escritos.
MÓDULO 2 SALUD	<ul style="list-style-type: none"> Formular iniciativas para la prevención de desórdenes alimenticios. Formulate initiatives for the prevention of eating disorders. 	<ul style="list-style-type: none"> Dar sugerencias, recomendaciones. Dar y solicitar información. Expresar condiciones. Describir experiencias pasadas. Describir enfermedades, síntomas, partes del cuerpo, tratamientos Describir rutinas de alimentación. 	<ul style="list-style-type: none"> Elaborar textos orales y escritos sobre recomendaciones relacionadas con temas de interés general. Intercambiar información sobre temas de interés general a través de conversaciones. Identificar información sobre temas de interés general en textos descriptivos cortos orales y escritos.
MÓDULO 3 DEMOCRACIA Y PAZ	<ul style="list-style-type: none"> Reconocer el papel del lenguaje (positivo y negativo) en la construcción de paz en la comunidad. Recognize the role of language (positive and negative) in the construction of peace in the community. 	<ul style="list-style-type: none"> Justificar puntos de vista. Expresar hechos y opiniones. Expresar condiciones. Describir experiencias pasadas. Expresar sueños, planes futuros. 	<p>Describir de manera oral y escrita, situaciones relacionadas con temas de interés general.</p> <p>Identificar hechos y opiniones en textos orales y escritos sencillos de mediana extensión relacionados con temas de interés general.</p> <p>Intercambiar información sobre temas de interés general a través de juegos de roles.</p>
MÓDULO 4 GLOBALIZACIÓN	<ul style="list-style-type: none"> Determinar el impacto del consumismo en los jóvenes. Determine the impact of consumerism in adolescents. 	<ul style="list-style-type: none"> Expresar opiniones. Justificar puntos de vista. Formular y responder preguntas sobre un tema. Expresar condiciones. Describir experiencias pasadas. Expresar planes futuros. 	<ul style="list-style-type: none"> Identificar información relevante sobre temas académicos en textos expositivos orales y escritos de mediana extensión. Elaborar textos expositivos escritos y orales sobre temas académicos. Intercambiar información a través de preguntas y expresiones.

Table 8 8th Grade English Curriculum Proposal by the Ministry of Education



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Methodology

The institutional pedagogical model is called "Self-management pedagogy" and is based on the constructivist and dialogue model. This proposes the maximum and multifaceted development of the capacities and interests of the individual. Such development is determined by the society and community, in which productive work and education are intimately linked to guarantee not only the development of the collective spirit but also the multifaceted and polytechnic pedagogical knowledge and the foundation of practice for scientific training of the new generations.

Within English area, the work is proposed under the communicative approach and task-based and project-based methodologies. Likewise, the *Way to Go!* books proposed by the Ministry of Education are taken into account. These books facilitate language learning and offers a series of scenarios that promote interaction with contexts as authentic as possible.

Taking into account the pedagogical model of the institution, English area is based on two main components: Meaningful learning, focused on the student's prior knowledge, to which new information will be added, enriching their global vision; and conceptual pedagogy, which develops the potentialities that allow students to be talented, happy, loving, expressive, supportive and competent people.



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Courses and Resources

To carry out the classes in virtual modality, the teacher uses the WhatsApp platform and follows the established schedules for synchronous meetings. In this platform, he creates two groups for each course. In one of the groups, "Explanation", the members' permission to write is blocked; here, the teacher upload videos, images and audios explaining the learning guides. In the second group, "Attendance", it takes assistance from those who could be at the time of the class developing; in addition, he solves students' doubts, although it is not widely used in this way since students prefer to write their doubts by sending direct messages to the teacher.

To keep a record of the qualifications of guides and evaluations, the Webcolegios platform is used.

Learning Guides

The teaching of English is given through learning guides. These are made up of 6 parts: Introduction, What am I going to learn?, What I am learning, I practice what I learned, How do I know I learned?, What did I learn?

Population

The population that will be in charge of the practicing teacher will be the students of two grades of seventh, and one grade of eighth. These consist of 39, 38 and 35 students respectively, with a level A2.1 and A2.2.



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Chapter III: Pedagogical Component

“Infographics as a didactic tool for teaching grammar and vocabulary at José Aquilino Durán High School, in Cúcuta, Norte de Santander”

Introduction

Nowadays, people have a tendency to be presently getting into a globalized world wherever because of the net and new technologies communication (Chamot, 2005). Learning a second language has become a necessity to have access to any or all the opportunities the world presents by increasing the chances of accessing a more significant job and to travel around the world. Consequently, in Colombia, the Ministry of Education had developed the Colombia Bilingual Program (2004), that puts learners in a real context of daily life taking into account economic, political, cultural aspects, among others, and teaches English from these areas.

Likewise, “Derechos básicos del aprendizaje ” curriculum proposed for primary and secondary school courses was created with a communicative focus, giving maximum importance to real interaction with other speakers of the language. This has helped strengthen the teaching of English in public institutions, making use of the planning of different learning strategies, and using the physical and technological resources available to this.

Taking into account the reality in which education is found today due to the pandemic caused by COVID 19, this study seeks to increase the attention and interest of the student



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when learning the grammar and vocabulary of the different topics, in a more didactic way, through text, images, maps, icons, among others, when creating an infographic for each learning guide.

For this, the pedagogical component was divided into different sections: Statement of the problem, a justification of the reason and purpose of the project, the general and specific objectives that will serve as a guide, the theoretical framework, the literary review and the methodology how it will be carried out.

Statement of the Problem

School children have always been attracted to learn English (Tabors, 1997) but when it does not have efficient materials or explanation, children lose interest and are not motivated to understand it, so they show a lack of acquisition and practice of the grammatical competence and the vocabulary necessary to face a context.

Due to the virtual modality, many of the students usually develop the activities from the worksheet without really learning the topics that are proposed, they pay more attention to the explanation of each of the points to be developed than to the content of the guide itself.

This is why it is required to find a way in which students, through visual communication, learn grammar and lexicon in a more didactic way, and then put it into practice using the learning guides.

In order to achieve the objectives from this proposal, some questions must be done:



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How can infographics serve as a didactic tool to improve grammar and vocabulary in eighth grade students?

How do infographics help children to show more interest in learning English?

How do the constitution of texts and images in an organized way help students to learn at an accurate level?

Justification

As stated above, children quickly lose interest in subjects that are not catchy or engaging enough in terms of material or way of explaining. For this reason, it is necessary to encourage students and scale back the frustration for considering English as a troublesome language.

It is said that 65% of the population from around the world prefer to learn with visual resources (Gutierrez, 2014), since visual aids improve the learning process and support efficient teaching. When topics are presented in a way that students can see both texts and images, it makes it easier to understand new knowledge and to make the retention longer.

This pedagogical project seeks to help students to engage more with English in a way they could find more interest to learn grammar and lexicon through infographics, since this can be a useful tool within online classes, presenting the information to distant students filling their English needs.



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Objectives

General Objective

To improve the grammatical and lexical competence of seventh and eighth grade students through infographics.

Specific Objectives

- To raise students' desire to learn English through visual aids.
- To improve students' learning performance with the inclusion of organized texts and images.

Theoretical Framework

Language learning and teaching

Firstly, it is necessary to talk about what does Foreign language mean. According to Moeller and Catalano (2015), it is defined as a language that is partially or totally not spoken in a country where a person lives in, and there is when the teaching and learning of foreign languages begins.

Many people start to learn a second language at a very young age, in fact, many schools around the world tend to teach to their children more than one language that, if is not a secondary language that is spoken in a country, it could be a really foreign language that is not officially spoken in there. For example, in Canada, as it is stipulated a bilingual education (Dicks & Genesee, 2017), people tend to learn both English and French since those are the



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two official languages that are spoken and what partially makes the population to become Bilingual but they can opt to learn more languages such as Spanish or Italian.

Many theories about the language learning and teaching suggest that traditionally, the learning a foreign language was considered to be a really mimetic activity since it requires someone to repeat and to imitate new information about a language, there was a popular method to teach new languages called the audio-lingual approach which consist in where a student as a first step of learning a new language had to listen the language, then try to speak it in order to, later on, read and write it, this is also possible thanks to the fact that both students and teachers were not able to use their native languages in any circumstance. For example, if you live in Spain and you are in a French class, teachers and students should never talk in Spanish, but only in the language that is desired to learn, in this case, they should only speak in French.

Visual Learning

Thanks to new technologies and the age in which we are currently, visual aids such as photos, illustrations, graphics, etc., have increased their popularity in learning, helping as a teaching aid. According to Gutierrez (2014), these visualizations have great importance and several advantages within eLearning. First of all, visuals help to retain the information that is learned for a longer time, since, by containing both text and images, it facilitates the learning of the content that is there.



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Likewise, transmitting messages using images is more efficient. As stated by the visual teaching alliance, “our eyes can register 36,000 visual messages per hour” as it is easily processed by brain and it has helped to improve learning by up to 400 percent.

Moreover, “visuals cause a faster and stronger reaction than words”; images can represent anything, enriching communication and stimulating people’s emotional response. In this way, visual aids serve as a reinforcement for the course material.

eLearning, ICTs and the new teaching

Thanks to the evolution of technology, education has changed through the ages and information and communication technologies have been integrated into it (Fernández, 2014). eLearning is a new way of learning where teachers adapt to the learning style of the students, to their different characteristics, following the role of knowledge facilitator. In this case, the teacher must also take charge of motivating the student to have autonomous learning on his part.

One of the most important elements within education is communication, which is closely related to these three themes. New technologies have served the teaching-learning process, giving new benefits and possibilities to both teachers and students to improve interaction not only between people, but also between the person and the computer, thus creating new skills in different contexts.



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Literature Review

Firstly, Escorcia & Jaimes (2009), in their paper entitled “*Tendencias de uso de las TIC en el contexto escolar a partir de las experiencias de los docentes*” mentioned that at the time of using ICTs, a quality was evidenced in the integration of the use of technologies in the different levels of the educational community, thus facilitating the construction of new learning, and taking into account that the transformation of a digital culture should impact all formation scenarios. This study allowed to give a pedagogical use, encouraging new didactic strategies for the integral formation of the student. These results are evidenced in the use of the tools they use to socialize knowledge at each of the integration levels.

On the other hand, Yildirim (2016) shows in the results from the paper “*Infographics for Educational Purposes: Their Structure, Properties and Reader Approaches*” that infographics facilitate learning. For the participants, infographics are more instructive than plain text, they help to review the subject in a more visual and catchy way; moreover, students say it is easier to remember information they’ve learnt from infographics. It is necessary to take into account that the infographics must be updated, with more recent information and taking into account the copyrights.

In the same way, Matrix & Hodson (2014) conducted a research entitled “*Teaching with Infographics: Practicing New Digital Competencies and Visual Literacies*” in which can be shown the importance of Visual Digital Literacy in every discipline, as it enriches students’ better understanding of any topic and it serves as a tool for “a more dynamic



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interaction and a more active role in their learning process”. Students stated that visuals enable faster and more efficient communication. Infographics help the different learning styles from each student to engage with the content and comprehend it easily.

In addition, Yarbrough (2019) in her paper entitled “*Infographics: In Support of Online Visual Learning*” conducted a research which reported that students declared that the infographics were valuable to their learning experience, as it “offered a summarization of key concepts and supported their course retention”. Infographics were clearly identified by students as most helpful since the information is better explained and visually better organized. Moreover, there is a significant learning difference between infographic and non-infographic-based courses.

Finally, Ibrahim & Maharaj (2019), in their research “*The impact of Infographics on Language Learning*”, concluded that although some male students see it more as decoration, it can be noted that infographics are eye-catching tools as they blend graphic elements to present information in a way that can be more easily understood and retained. It was found that although infographics are mostly used for aspects of grammar and vocabulary, they can also be very helpful when trying to teach skills such as reading, listening, speaking and writing. The person in charge of designing the infographics must have creativity, and bear in mind that the creation process can consume more time than it should and can be labor intensive.



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Methodology of Pedagogical Implementation

Due to the health emergency, and as mentioned above, the classes will be held virtually, through WhatsApp synchronously. In this way, this platform will be used as a means to upload the documents and files necessary for the development of the proposal.

Every two weeks, taking into account the content and theme of the learning guides, an infographic will be sent to the students through WhatsApp concerning the explanation of the grammar and vocabulary of that date, with a video explaining them how the infographics are structured.

For the creation of the infographics, it will be necessary to identify the main aspects of each subject, the keywords and the vocabulary derived from this, in such a way that the students can clearly understand the content of each Learning Guide.

Each week, through quizzes done in Kahoot that will be published on Saturdays, students will have the possibility to know how much they have learned thanks to the infographics.

Research Methodology

Due to the current situation of the pandemic caused by the COVID-19, the Colombian public schools adopted the necessary measures to continue with an education that can be of quality but changing the modality from face-to-face to virtual, as well as the criteria to be taken into account for the evaluations were modified and that these were continuous, comprehensive, systematic, participatory, formative, qualitative and quantitative. It is



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necessary to clarify that this study will be carried out virtually, using platforms such as Google Classroom and WhatsApp.

This study is focused on a qualitative action research design. According to Creswell (2012), the data collected in a qualitative research design is not numerical, and is analyzed, described and interpreted by means of texts. This type of research suits best when exploring a general phenomenon and developing a detailed understanding of it. Moreover, a research in action is the most used to give a solution to the issues of that phenomenon, while collecting the necessary data for being analyzed. The educational setting in which this study is going to be carried out is at José Aquilino Durán High School, in Cúcuta, Colombia.

Population

This study will be carried out at José Aquilino Durán High School, with 8th grade students, working with them 4 hours per week. These students have an A2 level in English according to the CEFR.

The students from these group are going to be selected using a Simple Random Sampling, as described in Christensen and Johnson (2014), referring to a straightforward procedure to select members from a population for being part of the data collection process, having the same possibility of being chosen.

It is necessary to mention that, bearing in mind that this study will highlight the importance of their confidentiality and dignity, the data collected will be anonymously.



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Data Collection

Field Notes

As said in Hatch (2002), “observers need to make a record of what they observe in the settings they are studying, and these records usually take the form of raw field notes that are written on the spot while the researcher is in the setting” (p.77). The implementation of this instrument is essential for the researcher to passively collect data related to his / her study bearing in mind the objectivity of what he / she perceives from the environment and the individuals.

Surveys

Kerlinger (1973) defines a survey used in the research field as a number of questions which are based on individuals, people's essential facts, beliefs, attitudes, views, motivations, and behaviors. This survey is composed of close-ended questions where the respondent is restricted to one of the replies provided in advance, and open-ended questions where participants from a project can express what they think about a topic (Mathers, Fox & Hunn, 2009). In this study, one survey was developed for knowing about students perception of the English classes' development.

Kahoot Quizzes

This tool is a game-based online learning program that could be used as a formative measurement for students' knowledge. Likewise, an increase of students' motivation, engagement, and perceived learning through prototypes of this kind of learning activities



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such as lecture quizzes (Wu *et al*, 2011). Kahoot quizzes are useful for motivating the student to learn and play using what they learnt for winning a game. In this study, this will serve as an instrument to collect data of the acquired knowledge from the infographic of each subject, using the results of each challenge as a base for it.

Data analysis

Hatch's (2002) inductive and interpretive models of qualitative data analysis which proceed from the specific to the general. It is necessary to find connections between all details and data collected, in a search of patterns to be analyzed and then answering to the general phenomenon under study. For this, it is necessary to follow the steps proposed by Hatch:

1. Read the data and identify frames of analysis.
2. Create domains based on semantic relationships discovered within frames of Analysis.
3. Identify salient domains, assign them a code, and put others aside.
4. Reread data, refining salient domains and keeping a record of where relationships are found in the data.
5. Decide if your domains are supported by the data and search data for examples that do not fit with or run counter to the relationships in your domains.



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6. Complete an analysis within domains.
7. Search for themes across domains.
8. Create a master outline expressing relationships within and among domains.
9. Select data excerpts to support the elements of your outline.

Chronogram

ACTIVITIES	SEPTEMBER				OCTOBER				NOVEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4
1. Class' teaching			■	■	■	■	■	■	■	■	■	
2. Learning Guide #5 creation				■	■							
3. Learning Guide #6 creation					■		■					
4. Infographics: First Conditional				■	■							
5. Field Notes					■		■		■			
6. Infographics: Should							■					
7. Kahoot: First Conditional							■					
8. Infographics: Will									■			
9. Kahoot: Should									■			

Table 9 Pedagogical component timetable

Proposal implementation

Three infographics have been created with the themes First conditional, Should and Will (See Appendix E). The infographics are used to explain easier, and in a slightly more efficient way (Gutiérrez, 2014) the learning guides and each of the exercises to be



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developed within it. The infographics were developed after having created the Learning Guides, to take into account how it is going to be implemented for the explanatory videos.

Within the development of the class, and after the prayer and the objective of the class, the activities to be developed were explained to the students. In this case, the infographics were sent in pdf and jpg format, as some of the students don't have apps to read pdf formats. Then, a short video was sent explaining the topic using infographics about the grammar and vocabulary in the class. Then another video was sent explaining the development of the guide. This video also uses infographics to relate them to the explanation when they need to form sentences using grammar.

Plannings and Didactical Sequences

Due to the way of executing or carrying out the classes, which were developed during one hour of class where the topic and the exercises to be developed from the learning guide were explained through a video. During the rest of time, the questions and concerns from the students were answered, so it was not necessary to carry out a planning that had a certain sequence, where the classes could be developed in a different way, implementing different activities such as the Warm Up.

However, a list was made with the way in which the messages were going to be sent within WhatsApp so that it would be more orderly for the students: An initial greeting, a prayer to start the day, the objective of the class and the points to be developed from the guide, the attendance list was passed, and the explanatory video was given. In some cases, a



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Kahoot activity was carried out at the beginning so that the students could review the topics related to the guide from the previous week, since it is regularly articulated with the topic of the week that is being developed. For example, the previous week, the First Conditional was worked to express a result and, the current week, the modal auxiliary Should was worked to give a recommendation or advice against that result.

Learning guides

Two learning guides corresponding to the fifth and the sixth guide from the second semester of this year were made. These guides were for eight and ninth grades. (See **Appendix A, B, C, and D**)

These learning guides were created after several readings of the Way to go! Books, from which the exercises were implemented within the corresponding two weeks, depending on the theme stipulated within the area plan.

These guides were sent a week before their implementation to be reviewed by the supervisor and then uploaded to the platform, where the school was in charge of printing them and sending them to the parents of each student on the given dates.

Findings

Párrafo introductorio: tipos de resultados, info con la cual se piensa encontrar, como van a ser divididos, se verán a través de respuestas a las preguntas de inv.

How can infographics serve as a didactic tool to improve grammar and vocabulary in eighth grade students?



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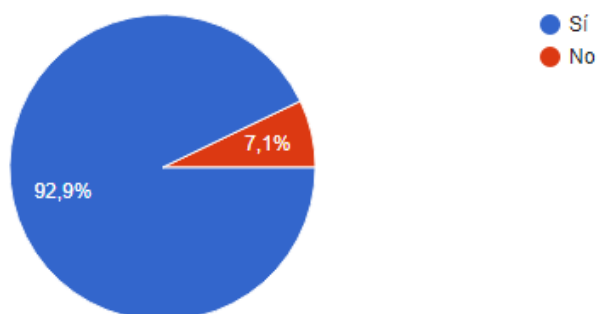
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As reported in the survey done at the end of the course, 92,9% from the participants affirm that the usage of infographics facilitates the comprehension of grammar and vocabulary, due to the fact that “visuals help to retain the information that is learned for a longer time, since, by containing both text and images, it facilitates the learning of the content that is there.” (Gutierrez, 2014)

2. ¿Cree que el uso de infografías hacían más fácil la comprensión de gramática y vocabulario?

14 respuestas



The participants from this project suggest that the way in which the explanations were given by using the infographics done for each class due to the images and organized information which caught the attention of the student and summarized the topic, as some students state “para mi era una herramienta muy importante y necesaria para hacer las guías y entenderlas mejor”, who talks about the importance of these and how it facilitates the learning; “Debido a que la información es más clara y fácil de transmitir” and “el hecho de que la información esté explicada con la ayuda de imágenes hace la comprensión del tema más fácil”, who mention the convenience of using images for transmitting information; and



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“Lo hacia mas facil y llamaba la atención al ser algo diferente a lo de siempre”, who remark the way in which the virtual modality change all the classes into monotonous processes.

On the other hand, only one student (7,1%) from the participants demonstrated the disapproval to the use of this method for teaching a foreign language. Even though, this particular student accepted that he did not read any of the infographics used for the classes because he did not understand them.

How do infographics help children to show more interest in learning English?

According to the data gathered from the survey, it is evident the interest and satisfaction that most of students have when learning a foreign language, in this case English.

The participants showed in the survey that they felt motivated and enthusiastic about studying the necessary topics for each learning guide thanks to the infographics because it was easier to study with them, it seemed like a simple and different method to be used in classes, and most importantly, it was out of the routine and the way teachers usually teach classes virtually. One of the participants says “Me sentí cómodo porque una imagen vale más que mil palabras” explaining that images help to catch the attention from the public.

How do the constitution of texts and images in an organized way help students to learn at an accurate level?

The information collected from the kahoots and the conducted survey notice that infographics can bring more benefits than drawbacks when implementing them as a didactic tool for teaching English.



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Firstly, some students related that infographics can help to guide and understand easier the topics from each learning guide. In the same way, one of the participants said “Creo que muchos porque se sale de la rutina”, which is related to what was stated above about the monotonous classes due to the virtual modality; similarly, another participant mention that “El beneficio es que puedes aprender mucho más rápido, están muy bien explicadas y esta todo lo que necesitas para estudiar, ese es el gran beneficio para mi respectó al uso de infografías para aprender.”, which means that you can learn using them easier thanks to the organization and synthesis from the content, as a summary of what the students thought about the implementation of infographics in the class. However, the biggest drawback related to the use of infographics was the lack of resources for some of the students to access them, like the internet access.

Moreover, 85,7% of the students showed they use the infographics for studying for the final exam. The results from this exam were higher comparing to the first exam from this second semester, in which students demonstrated they developed the learning guides correctly following the steps taught in the classes, and they reinforced their knowledge by practicing the grammar and vocabulary using the infographics corresponding the topic from each week.

Conclusions

It has been shown that not all students show interest in participating in new activities, such as Kahoot, even when many of them "attend" to classes according to the



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attendance lists. Even with the low difficulty of this quiz, a part of the students has problems accessing it, and the other part, to answer the quiz. However, some students answer it without any problem. This means that the virtual modality has greatly affected the education of children due to the lack of resources of families, which causes a lack of interest on the part of students.

To provide an answer to the general objective, students' performance during the implementation of infographics as a way to teach grammar and vocabulary has been improved since it could be seen in different activities such as kahoots and tests.

The first objective, to raise students' desire to learn English through visual aids., was accomplished since students started interacting asking questions about the infographics and the learning guides they must develop.

The second specific objective, to improve students' learning performance with the inclusion of organized texts and images, it is possible to be answered in the development of the Kahoot, in which 7 students participated, of which they have an average percentage of approval of the 74%. Moreover, the performance in the last test was better for some students compared to the first test from this second semester.

Recommendations

Due to the sanitary emergency, educational institutions and teachers have been developing classes through virtual modality using the resources not only they have, but also their students. As it is known, public schools are mostly composed of low-income children.



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This makes virtual education and the way in which teachers reach their students to teach a subject difficult or the information that is transmitted is not of the best quality.

It is recommended that teachers look for different methods they can implement to make the class environment more pleasant for the students who are able to connect to them.

Chapter IV: Research Component

Introduction

In PLEX training context, pedagogical practices of pre-service teaching stand out the interests and update focus to study and to document for the enhancement of teaching-learning process in order to qualify education.

Even though there is a clear interest in the evident need to understand and transform the pedagogical practice, hence, it is beneficial that local studies focus on learning issue rather than in matters of teaching.

It is considered to design a project that involves a reflective approach on the practicum with the aim of objective knowledge, behavior and attitudes towards the educational work; additionally, as an exercise of internalization, immersion, and mindful exploration upon the own teachers' subjectivity, throughout questions and looking for information to seek solutions for any problem and the self-recognition.



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Statement of the Problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture. When the events unfold without important alteration, the teacher takes the risk of getting stuck in a logic of action that does not allow the pedagogical evolution and the renovation of the school's culture. A practicum with lack of reflection does not lead to emerge problematic situations; these realities are usually ignored, invisible. In this manner, the pedagogical practice is assumed from reproductive codes that place teachers in a traditional way, in which cultural reproduction becomes a barrier for the appearance of emerging practices that tend to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is crucial that the teacher training process, in the future teacher, promotes a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these at the same time can have an impact and transform their work and future professional performance.

In the case of the bachelor's degree in foreign languages of the University of Pamplona, reflection is conceived as a fundamental exercise in order for students who carry out their integral practice, to self-evaluate, to create a critical and constructive look at their work in the teaching role. To start this study, the following guiding questions are formulated:



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In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?

How does the exercise of reflection influence the development of the critical spirit of pre-service teacher-students in the analysis of their pedagogical work?

Justification

The design of this project in the foreign languages integral practicum context is a part of a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO¹ is held. It is claimed that conceding relevance to the role of reflection in the teaching process is the first step to fathom the difficulties associated with the profession, the own performances and to take an interest on the different models and approaches to face a complex situation and establish an analytic look on it.

In accordance with what the philosopher in education Jhon Dewey, a teaching applied reflective thinking realm pioneer, it is justified the necessity of this study to provide analytic tools and self-observation to the students that allow them to distinguish between a mere routine and reflective action. It is considered that a reflective approach protects the agents in a traditional context of inertia and authority in the school.

¹ PRADO: Práctica Docente.



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Objectives

General Objectives

- To implement reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflect and are willing to provide alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- To identify and analyze the different strategies that the students use in their pedagogical practice.
- To implement reflective workshops and didactic units that guide the reflection of Students-Practitioners.
- To analyze teachers' and students' beliefs about the teaching profession.

Theoretical Framework

The theory about teaching profession, reflection, reflective and pedagogical practice comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, we present an approximation of each one of them.



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Teaching profession

The teacher is one of the most important basics of each educational institution who has the function of imparting knowledge based on a certain science or art, but also who has the responsibility to educate students integrally.

Teaching requires the development of some competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding the simplification of the relation between management, work and education. In this sense, each teacher has to meet all the teaching requirements and competences that will allow him or her to dominate the set of knowledge and capacities on any particular area since the first intellectual requirement of an expert is the level on which he or she develop his or her activity. Likewise, each teacher should possess some competences dealing with the organization of content. It means, the pedagogical practice encompasses not only the planning of the components that are intended for students to be learnt, but also to forecast the teaching circumstances inside and outside of the educational context. The most important function that a teacher must develop is to design and contemplate teaching practice.

Reflection

Explaining reflection implies to report different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen its definition (Correa Molina et al, 2010).



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Reflection as a process

Reflection is developed through out a set of stages that result in a cyclical process. According to Shön (1983) cited by Correa Molina *et al* (2010) reflect on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”.

The stages of reflection as a process are shown in the following figure:

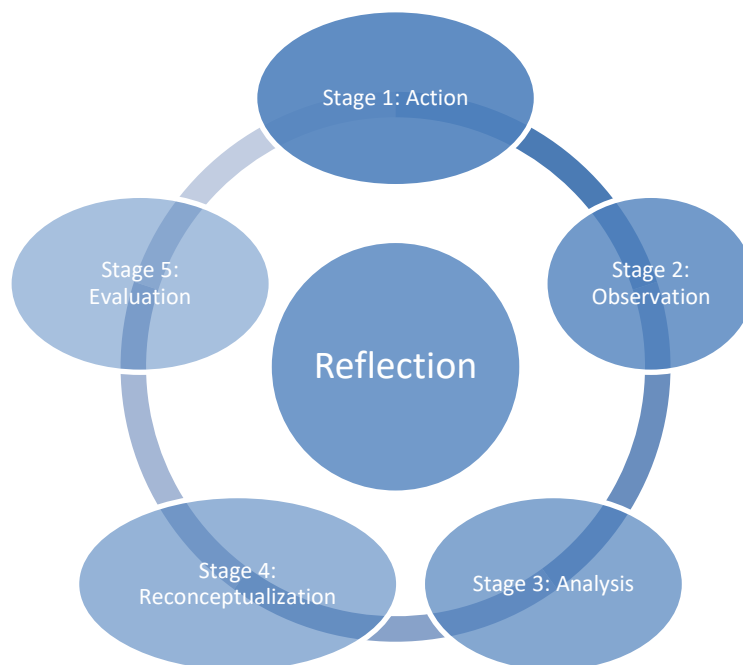


Figure 2 Process of Reflection

Reflection as a theme

The conception of reflection is based on a theme related to this concept. For this, and taking as a point of reference to Grimmet *et al* (1999) cited by Correa Molina *et al* (2010),



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reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation, and reflection as an experience reconstruction.

For the first two perspectives, the external features are the source of knowledge that allows reflection; and for the third perspective is the contextual aspects which allow the reflective exercise. Similarly, these perspectives count with mediators in order to well execute these factors, finding at first instance action, context, colleagues and the same person that reflects.

Reflective practice

Updating and qualifying the academic proposals at the University and guiding the learners towards innovative ways to deal with the world, it is needed that teachers question themselves about their practice and the impact they are generating; they are in the capability of objectifying their behaviors and assuming different roles in the pedagogical relationship.

The teacher plays a vital role in the current educational world; he or she acts in a complex space with constant changes determined by the interaction of numerous factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt and Elliot:1986). In this context, the practice’s problems demand a special treatment aimed at understanding and the social interaction.



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The necessity of articulating the changing reality to our pedagogical practice is evidenced in the many challenges when trying to explain the school phenomena and seeking ways to attend those phenomena, to make school work effective.

This study will serve to participant teachers to reflect on their methodological process in the light of reflection as the only rational and ethical mode of intervention. (Sacristán, 1999).

According to Van Manen (1997) there are different levels of reflexivity. On a first level, the effective application of technical skills and knowledge is given in the classroom; the reflection is applied to the selection and correct use of didactic strategies that teachers will implement.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are analyzed. The application of educational criteria opts to make pedagogical decisions in teaching practice adapted to the institutional reality and the contexts.

On a third level, Van Manen set up an exercise of critical reflection; at this level, the most elaborate reflection is presented, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

Pedagogical practicum

For the analysis and reflection on the practice, it is considered appropriate to turn methodologically to a conceptual operation of classification of the practicum; with this



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purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

- ***Academic practicum***

It is focused on preparing teachers who are able to reflect about the courses they teach, so that they transform it into clear structures for the students.

- ***Social efficiency practice***

The purpose is to achieve an effective teaching through the application of didactic techniques that are gathered from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: “to select among the range of available techniques what is considered most effective”.

This is the way of proceeding from technical rationality.

- ***Development***

Teaching is based on the interests and development of students, and, simultaneously, it considers the development as a teacher and as a person.

- ***Social reconstruction***

The object of reflection is the social, economic and political context, consequently fostering trustworthy democratic relations in the classroom, and equal and impartial in the social field.

- ***Generic***



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The programs allude to reflection in a generic way, but without specifying the determinations of the programs or the contents on what to reflect nor the strategies to promote reflective learning.

• ***Reflection triggers***

According to Schulman (1987), these triggers are the teacher's cognitive base for classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of one's own knowledge that a good teacher needs to make decisions in the classroom.

• ***Critical element in reflective thinking***

This element of reflective thinking is associated to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton (1991: 39). The interest in social justice and ethics in education.

These authors established a classification category of knowledge:

1. Knowledge of content.
2. General pedagogical knowledge.
3. Curricular knowledge (programs, materials, among others).
4. Teacher's knowledge and professional configuration.
5. Students' knowledge and their characteristics.
6. Knowledge of educational contexts.
7. Knowledge of fundamentals: philosophical, historical, and axiological.



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According to Georgea Spark-Langer and Amy Colton, the narrative is another factor of reflective thinking that is included in the present study as instrument. This element is directly linked to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed in which writing leads to the elaboration of the teacher's reflective thinking, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The proposed methodological strategy has as central axis the ongoing reflection that, additionally, contemplates the convening of meetings to strengthen the collective practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation.

To review the incidence of the reflective proposal about this practice process, it will be carried out a process of socialization and systematization.

This study is recognized as a qualitative research approach, from the perspective of reflection as occupational space that will contribute to a large description, identification and analysis of the pedagogical practicum.

For the data collection process, it is proposed to implement the following instruments:



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Reflective workshops

These reflection workshops' main purpose is to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to improve their process and integrate new tools to transform their pedagogical practice.

Objectives

- To strengthen a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the existing educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation sheet

The self-observation sheet has as main intention to guide the student-practitioner towards a self-perspective from their professional activity as teacher; and from their role in the environment of the educational community which they belong.

Narrative

The reflection exercise will allow teacher in training to express about his work from the narrative of his experience to endow of meaning the everyday life of the teacher.



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Class recordings

Having evidence of what teacher students do in class, class recordings will facilitate to reflect upon different aspects in the foreign languages teaching and learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings will allow having an external and constructive view of their pedagogical practices.

Chronogram

ACTIVITIES	SEPTEMBER				OCTOBER				NOVEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4
1. Narratives												
2. Self-assessment sheets												
3. Reflective ateliers												

Table 10 Research component timetable

List of activities

1. Project formulation
2. Diagnosis socialization
3. Proposal implementation
4. Data collection methods application
5. Data Analysis
6. Results socialization





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Data Analysis and Results

Bearing in mind that the work proposed by the English area is under the communicative approach and task-based and project-based methodologies, it was decided to continue implementing the methodology that the supervisor had for the development of synchronous classes. As explained previously, the classes are being developed via WhatsApp based on the learning guides created by the teacher in charge of the subject. In the case of English, these guides are created based on the Way to go! recommended by the government for public schools. These books facilitate language learning and offers a series of scenarios that promote interaction with contexts as authentic as possible.

The classes developed synchronously are intended to help students who can attend to them, to develop the guides and explain doubts or questions they may have in this regard. This has been the easiest and most effective way to reach students, since, due to the virtual modality, many do not have access to the internet and can connect once every 2 weeks to be able to send evidence of what they have been developing during that time.

Plannings

Due to the lack of total synchronous classes where all students have access to the internet or a computer to use a platform where they can be taught and perform various activities to motivate them to learn, it is not necessary to carry out planning to run the classes. Classes are carried out only with explanatory videos and solving doubts during the hours assigned to each subject.



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However, it is necessary to create learning guides that are sent to students physically so that they can continue learning.

Contents

The contents and topics covered during these class weeks were taken taking into account the area plan (**See Appendix F**).

For 8th grade, Guide 5 and Guide 6 corresponded to the competence: To understand and express facts and opinions. For the ninth grade, Guide 5 corresponded to the competence: To advise on how to have good habits, and Guide 6 corresponded to the competence: To discuss what you do in your free time.

All these contents are taught to the students through the learning guides, the infographics and the YouTube videos.

Activities and resources

Due to the current situation as a consequence of COVID-19, students receive classes through virtual modality, where greater use is seen on the WhatsApp platform. Among the resources that were added to make the teaching process more efficient are Kahoot's games, infographics, and songs. These different tools allow the student to be more motivated to learn English and want to participate more during synchronous classes since it increases the student's interest (**See Appendix G**).



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Interaction with the educational community

During the weeks that the practicum has been developed, it has been possible to attend meetings as a passive participant, which means that there has been no direct interaction with the other professors of the institution and of the other headquarters, but it has been listened to the opinions of others regarding each of the meeting topics.

However, it was possible to participate during the teacher training by giving opinions and making comments about what the speaker was asking for. This was one of the best experiences of the administrative part of the project due to what was learned in it and that it was focused on a real context that exists in the country and with which a teacher can be found at some point in his life professional.

In addition to this, it was possible to participate in the realization of a flag raising, which seems a good opportunity for the cultural part of the institution.

Monitoring of the teaching-learning process

The fulfillment of duties as a practitioner has been carried out correctly and on time, following the indications of the supervisor in charge, who is the person in charge of monitoring these activities and duties. All the activities proposed by the institution and those stipulated in the schedules of the various components of the study have been carried out.



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Students' needs analysis

The needs that can be more evidenced by the students have to do with the lack of resources to be able to develop the activities and be able to connect to the class through the explanation of the guides. This lack of resources means that students or their families do not know exactly what to do in each of the points of the guides or understand them differently even with the instructions given.

Applied evaluation

During the first week of practice, the students were in bimonthly and I was assigned to create these exams for the corresponding dates (**See Appendix H**). The exams were created based on Learning Guides 1, 2 and 3, from the second semester of the current year. As there was no knowledge of these guides, it was necessary to do several readings and to take into account the exercises that were most related to the main topic and the competition. After this, the ten questions that were going to be part of the evaluation were selected and modified a bit so that the students did not cheat. In addition, it was considered that the students of the different seventh grades did not have the same questions, so a different evaluation was made for each one.

Conclusions

During the development of the practices, reflection has been evidenced as a point to improve at all times. A clear example of this are the infographics of the pedagogical component, which had more content due to the needs of the students and the need to



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explain something that is not found in the learning guides. In addition, it has been possible to see the use of reflection during meetings and trainings when dealing with issues of the context in which we live, the problems we present, and we always try to find solutions to this, not just make complaints.

On the other hand, the data collection instruments used have also served to note certain factors and reflect on them. Questions about the students, showing concern that everyone will have a quality education with the few resources that there are is the way in which it is shown that a teacher is fulfilling her duty and has a certain feeling towards it.



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Chapter V: Outreach component

“The implementation of songs to improve primary school students’ pronunciation at the Educational Institution José Aquilino Durán, in Cúcuta, Norte de Santander”

Introduction

Participating in world trade in the academic, cultural and economic fields has motivated the Colombian National Government to foster the learning of foreign languages in the different education sectors of the country, so that all the citizens have the opportunity to participate in cultural exchanges that will allow them to gain access to equitable conditions concerning the social development of the country.

With a view to sensitize the learning of English language in Colombia as well as shaping competitive citizens, the national Ministry of Education proposed its bilingualism policy in 2004 whose objective is “Having Citizens that can be able to communicate in English, with international comparable standards that incorporate the country in the global communication processes, in the global economy and in the cultural openness”. To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. A clear example of that is the creation of “Basic Standards of Competence in Foreign Languages” for primary and secondary education, the definition of a solid and coherence evaluation system as well as the development of training programs.



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This program has been developed throughout country in which the work done of Education Secretary in public and private universities; and institutions of English work has been integrated. However, the results obtained until now have not been very encouraging since many educational institutions have not been impacted by the project yet.

In reference to primary school, the National Government tends to expand the English teaching coverage to children, since many educational institutions do not often count with an English teacher that guides the teaching and learning process, consequently, the results of the evaluations applied at a national-level are not very promising.

The University of Pamplona in Colombia as institution where professionals are trained, especially, the Foreign Languages Program English and French has further approached to the reality that faces primary schools in Pamplona regarding to the National Bilingualism Policy, many educational institutions of the city do not count with an English teacher to meet the educational needs of this sector.

By recognizing this reality and the difficulties that it generates, this social projection proposal aims to meet both, English language educational needs of childhood population from Pamplona and the integration of the foreign languages training of the pre-service teachers from the Foreign Languages Program English and French to this reality in order to decrease irregularities between the public and private area in EFL.

Governmental policies have identified the problem, however, the attention to these problems goes beyond mere regulations, there is a lack of funding support, instructors in the



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foreign languages area so that the outcomes in terms of exams, tests, and students' results are in conformity with Colombia's proposal of being the most educated country of the region.

Justification

Learning a foreign language provides the opportunity of being at the forefront of what today's world demands. This process is therefore necessary to be implemented from the first grades having basic foundations in foreign language that allow them to continuous learning process in the secondary, technical and superior education, to get more people to be trained in this area.

The main purpose of this project is to raise awareness towards English teaching in primary schools in Pamplona, contributing to the basic formation in foreign language that it is essential and prior in these levels. For that reason, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as manner of contributing to the reinforcement of English teaching in primary level.

The self-realization of this project will not only favor the student population of Pamplona, but also the Program of Foreign Languages, especially, the students carrying out their practicum This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, to the students who finish their university education process knowing the realities and educational needs of the environment, and in this way, intervening in processes that impact in the improvement of such needs.



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Objectives

General objectives

To improve primary children English pronunciation through songs.

Specific objectives

- To familiarize school children from Cúcuta with fundamental knowledge of English.
- To involve PLEX teacher students teaching processes in primary school in Pamplona city.
- To articulate the education of students belonging to the Program of Foreign Languages with outreach programs offered by Social Interaction office.

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to all the institutions in which the integral practicum will be developed and which offer primary education in Pamplona. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal is connected with social projection and goes beyond the institutional scope and makes facilitates the articulation of the Foreign Languages program to the community of Pamplona.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.



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Methodology

When it began to work with primary school children, it had been agreed that these classes would be by video call, using the Jitsi platform, with the students who could connect (there were approximately ten students, but at the end there were fewer, around five). The development of the classes began with questions that were asked to the students about the topics they were seeing and from there deriving more questions to arrive at the vocabulary. The students only responded in Spanish so they were encouraged to do so and English with questions like "Does anyone remember how to say it in English?"

After this, a video was played that had part of the vocabulary (as the vocabulary was so punctual and there were words that were not related to others, it was difficult to find a good video), and they were asked what words they found in the video, which they were pronounced and the pronunciation was corrected. The video was used approximately four times for the children to hear the pronunciation within the song.

After this, and due to the lack of resources and internet connectivity by the students, pronunciation classes were held through WhatsApp where they stopped looking so effective.

Topics

For the development of the outreach component, it was worked with 4 different grades:



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- Second: Animals and their habitats.
- Third: Imperative, parts of the house.
- Fourth: Hobbies, favorites, global community.
- Fifth: Verbs, past simple, adverbs of frequency.

Resources

YouTube videos containing songs with vocabularies for children (See Appendix I), and the Jitsi platform were used to make video calls with the students. Then, the WhatsApp platform was used to develop these classes.

Chronogram

ACTIVITIES	SEPTEMBER				OCTOBER				NOVEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4
1. Institutional Observation												
2. Class teaching												

Table 11 Outreach component timetable

Conclusions

Primary English teachers don't usually have focused studies on English, and while teaching vocabulary isn't that difficult, pronouncing it is more so. The same happens with the teaching of grammar. Teaching pronunciation to children is difficult for 2 reasons. 1. It is possible that during school they have not learned to pronounce the words well so all that



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learning has to be started again, and 2. The virtual mode limits the teaching of this a bit. In the same way, it is possible to see that not all students can receive this type of teaching.

You can see the interest and desire of children to pronounce and participate in class, they want to guess how the words are pronounced. That makes the classes more enjoyable for everyone, because they encourage each other to participate.

Not only the children but also the teacher in charge of the English course thinks that teaching pronunciation helps her to improve these skills in the future and apply them to her courses.



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Chapter VI: Administrative Component

Introduction

The pre-service teaching staff practice process does not only consist of taking charge of a certain number of courses, but also joining the institution in the development of different pre-established events, such as: religious and institutional events scheduled by the school calendar.

During the course of twelve weeks in which the practices are developed, being involved not only favors the development of these activities, but also the coupling of the teacher to the institution. The pre-service teaching teacher will play and represent the role of any other teacher in the institution who has to participate in events, activities, parades, flag raising, and other extracurricular activities, and the way they are being developed virtually.

Objectives

General Objective

To actively include the teacher in the academic and administrative activities organized by the educational institution during the development of the practice.

Specific Objectives

- To become familiar with the administrative characteristics of the educational institution.



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- To manifest during the absolute development of the events with responsibility and under the standards established by the educational institution.

Methodology

As a fundamental factor during practice, the teacher in question of pre-interview must be actively involved in the events and activities proposed by the educational institution. This, with the aim of acquiring knowledge, focusing on participation within the community. Likewise, the teacher will exercise a guiding role for students, teachers and other people who decide to participate in any English event such as: songs in English, plays, plays or any other type of event focused on the use of the language of the English.

Chronogram

DATE	ACTIVITY
September 29th	Meeting: STS Language Cycle III
October 2nd	Meeting: Results' análisis
October 5th	Training: PANARCEROS
October 12th	Flag raising: Colombus Day
October 19th	Meeting: STS Mathematics Cycle III
October 22nd	Meeting: Curriculum assessment and management
October 27th	Meeting: Profcast
October 29th	Meeting: Bi-monthly exams
October 30th	Meeting: STS Early education

Table 12 Administrative component timetable



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Parents' attention

Parents only came to ask about the learning guides, or the assignments left to students, and only very few were present (3). In addition to this, I did not have a direct approach with them, with the exception of those whom I spoke to request authorization from participants.

Teacher training

During the PANARCEROS meeting, teachers were trained on the difference between a migrant and a refugee, the current situation in the country with respect to Venezuela, how to deal with students of this type to avoid discrimination, etc (See Appendix J). Active participation due to the fact that several questions were asked within the same training about previous knowledge, personal opinions, etc.

Teacher Meetings

The role in the meetings was always that of an observer, it was not necessary to intervene because it was never seen the need to do so, teachers never asked questions in which it could be possible to participate or where it was necessary to comment or to give any opinion on the subject.

- Meeting: STS Language Cycle III, about the articulation between orality and writing.



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- Meeting: Results' análisis, in which it was possible to see, thanks to the tests carried out in previous years, how education will take in other years, what are the school's strengths and weaknesses, etc.
- Meeting: STS Mathematics Cycle III, about geometry of things, flat and round surfaces, etc.
- Meeting: Curriculum assessment and management, being an accompaniment of the different areas for the revision of school curriculum.
- Meeting: Profcast, about podcasts, audios recorded by the teachers themselves, how they are used in a lesson plan, etc.
- Meeting: Bi-monthly exams, about the introduction of a test already formulated by the government to be used as a bimonthly test by students.
- Meeting: Early education, about the relationship of the contents of the curriculum and the context and situation of the child and his/her family as a new educational institution.

Conclusions

Being part of the school meetings made me get closer to the reality of what is lived not only within the school but also to have empathy with the other teachers. In addition, the training given about the conditions in which some students find themselves and how to avoid



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certain situations in a classroom is a great help for those who are going to face any of these problems in the future.

Also, being able to participate in a flag-raising (See Appendix K) on cultural issues and seeing students expressing themselves in different ways has been one of the best parts of this practitioner experience.



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Annexes

Appendix A

	REPUBLICA DE COLOMBIA		INSTITUCIÓN EDUCATIVA JOSÉ AQUILINO DURAN			
	Guía de Aprendizaje Autónomo N° 5					
	AREA:	Humanidades	FECHA ENTREGA:	19/10/2020	ESTUDIANTE:	
	ASIGNATURA:	INGLÉS	FECHA RECIBIDO:		DURACIÓN DE LA GUÍA:	8 horas
SEMESTRE:	11 y 12	GRADO:	8°			
Competencia: Entiendo y expreso hechos y opiniones						

INTRODUCTION: En esta guía aprenderás en inglés temas referentes al perdón, los valores, y cómo resolver problemas y situaciones sabiamente, desarrollando ejercicios tomados del libro *Way to go!* de 8°. Algunos de los ejercicios pueden ser desarrollados en la guía, mientras que otros deben ser desarrollados en el cuaderno debido al espacio que requieren.

WHAT AM I GOING TO LEARN?

En esta guía se retomará el uso del **First conditional** para expresar hechos y condiciones, y se aprenderá el uso del verbo modal **Should** para expresar opiniones con respecto a estos hechos. Responde a la siguiente pregunta en español e inglés: **1) Do you remember what do we use the First conditional for?**

I'M LEARNING

Should se suele traducir al español como "debería" y se utiliza para aconsejar, opinar y recomendar. Este verbo modal se utiliza después de cualquier pronombre personal y seguido de un verbo en infinitivo como se puede ver en los ejemplos de la tabla.

La estructura para elaborar una afirmación con **should** es: **subject + should + verb + noun (complement).**

La estructura para elaborar una negación con **should** es: **subject + shouldn't + verb + noun (complement).**

La estructura para elaborar una pregunta con **should** es: **Should + subject + verb + noun (complement).**

	SHOULD	Examples	Spanish
Positive	I should ... You should ... He should ...	I <u>should</u> get up early. You <u>should</u> sleep 7 hours. He <u>should</u> eat more vegetables.	Yo debería levantarme temprano. Tú deberías dormir 7 horas. Él debería comer más verduras.
Negative	I shouldn't ... You shouldn't ... He shouldn't ...	I <u>shouldn't</u> go to bed late. You <u>shouldn't</u> eat chocolate. He <u>shouldn't</u> drink coffee.	Yo no debería ir a dormir tarde. Tú no deberías comer chocolate. Él no debería tomar café.
Question	Should I ...? Should you ...? Should he ...?	<u>Should</u> I go to the gym? <u>Should</u> you drink more water? <u>Should</u> he do sports?	¿Debería yo ir al gimnasio? ¿Deberías tú tomar más agua? ¿Debería él hacer deporte?

2) Read the positive characteristics (a–j) in column A. Use a dictionary to find the correct prefix (dis-, in-, ir-, un-) to change them to a negative characteristic in column B. Then find the correct suffixes to complete the values in column C. Lee las características positivas de la columna A, y usa un diccionario para encontrar el prefijo correcto para cambiarla a la forma negativa en la columna B. Luego utiliza un sufijo para completar los valores en la columna C. **Completa los espacios aquí en la guía.**

A Positive characteristic (adjective)	B Negative characteristic (adjective prefix: dis-, in-, ir-, un-)	C Value (noun, suffixes: -ity, -ce, -ness, -ship)
a. honest	<u>dishonest</u>	<u>honesty</u>
b. responsible		
c. respectful		<u>respect</u>
d. trustful		<u>trust</u>
e. fair	<u>unfair</u>	
f. tolerant		
g. kind		
h. forgiving		
i. friendly		<u>friendship</u>
j. punctual		

Study Tip

PREFIXES are added at the beginning of a word and may be used to give a negative/opposite meaning to a word. **SUFFIXES** are added at the end of a word to form a verb, a noun, an adjective or an adverb.

PRACTICE WHAT I LEARN!

3) Complete the resolutions for what you will do in these situations. Write the values that correspond to each resolution. Completa las resoluciones de lo que harías en estas situaciones en tu cuaderno. Luego, escribe los valores que corresponden a cada resolución aquí en la guía.

Study Tip

A resolution is a firm decision to change your life and be a better person. When you write a resolution list, you are determined to change in a positive way.

Values
collaboration
forgiveness
friendship
honesty
kindness
punctuality
respect
responsibility
tolerance

Resolution list for this week	Values
1. If I am not on time for class, I will apologize to my teacher and ask if I can come in.	punctuality, respect
2. If I accidentally hurt any of my classmates, I ...	
3. If people use bad language, I ...	
4. If one of my classmates doesn't understand the lesson, I ...	
5. If I am rude to my sister or brother, I ...	
6. If one of my classmates is hungry, I ...	
7. If a neighbour complains that I am listening to loud music, I ...	
8. If a charity needs help, I ...	



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TASKS FOR NEXT WEEK

4) Read situations 1–3. Use the prompts to form a conditional sentence (If you ..., you will/may ...) to comment on each situation. Then, make a suggestion using should or have to and one of the b options. Lee las situaciones 1 a 3. Usa las indicaciones para crear una oración condicional. Después, haz una sugerencia de lo que deberían hacer usando una de las opciones de la casilla b.

If you try to solve the conflict, you will see it was just a misunderstanding. You should forgive each other.

<p>1. Two students are fighting in class.</p> <p>a. solve the conflict/see it was just a misunderstanding</p> <p>b. • forgive each other • agree to respect each other</p>	<p>2. A student is talking on her mobile phone and is not paying attention in class.</p> <p>a. pay attention in class/learn something important</p> <p>b. • turn the mobile phone off • show respect to the teacher</p>	<p>3. A student is late for class.</p> <p>a. be on time for class/ set a good example to your classmates</p> <p>b. • get up earlier • be more punctual</p>
--	---	--

HOW CAN I KNOW THAT I LEARNT?

5) Read the questionnaire about being a good citizen, and Federico's answers. Write your own different approach to the problem. Use a contrast connector from the box to connect the sentences. Lee el cuestionario acerca de cómo ser un buen ciudadano, y las respuestas de Federico. Luego, escribe tu propio enfoque del problema. Usa un conector de la caja para conectar las oraciones. Responde a estas preguntas aquí en la guía.

but however on the other hand



6) Read your answers to the questionnaire in exercise 6. What values do they show? Lee tus respuestas del cuestionario en el ejercicio 6. ¿Qué valores muestra cada uno? Completa la tabla aquí en la guía.

Question	Value
1.	tolerance
2.	
3.	
4.	
5.	
6.	
7.	

- If someone sitting on the bus insults you, what will your reaction be?
Federico will tell the person to be quiet;
but I will ignore the insult and sit somewhere else.
- If somebody pushes in front of you in a line, what will you say or do?
Federico will shout at them.
- If your car breaks down and somebody stops to help you, what will you say?
Federico will say thank you.
- If you don't understand someone from another country who speaks bad Spanish, what will you say?
Federico will ask them to repeat their words.
- If you find a wallet with money and an identity card in it, what will you do with it?
Federico will leave it where he found it.
- If your friend is feeling sad, what will you do?
Federico will be friendly.

WHAT DID I LEARN?

Con tus propias palabras responde las siguientes preguntas en español e inglés:

- How can you use what you have learnt in this worksheet in your daily life?
- What was the easiest exercise from this worksheet?
- What was the most difficult exercise from this worksheet? Why?



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Appendix B

	REPUBLICA DE COLOMBIA		INSTITUCIÓN EDUCATIVA JOSÉ AQUILINO DURÁN				
	Guía de Aprendizaje Autónomo N° 6						
	AREA:	Humanidades	FECHA ENTREGA:	19/10/2020	ESTUDIANTE:		
	ASIGNATURA:	INGLES	FECHA RECIBIDO:		DURACION DE LA GUIA:	4 horas	GRADO:
Competencia:		Entiendo y expreso hechos y opiniones					

INTRODUCTION: En esta guía aprenderás en inglés temas referentes a los malentendidos y hechos culturales de cada país, desarrollando ejercicios tomados del libro *Way to go!* de 8°. Algunos de los ejercicios pueden ser desarrollados en la guía, mientras que otros deben ser desarrollados en el cuaderno debido al espacio que requieren.

WHAT AM I GOING TO LEARN?

En esta guía se retomará el uso del **First conditional** y se repasará el tiempo del **Futuro simple** utilizando **Will**. Responde a las siguientes preguntas en español e inglés: **1)** What will you do if you meet a foreigner? **2)** What is a peacemaker?

I'M LEARNING

We normally use **WILL** to speak about the future. It is always combined with another verb.

las opciones correctas.

Examples:

- I will go to the cinema tonight.
- He will play tennis tomorrow.
- She will be happy with her exam results.

Peacemaker Promise

I promise that ...

1. I ~~will~~/won't forgive others' mistakes.
2. I will say thank you/go away.
3. I will post **positive**/negative comments online.
4. I will **disrespect**/respect cultural differences.
5. I ~~will~~/won't tolerate different opinions.
6. I ~~will~~/won't shout at people.

3) Do you know how to be a peacemaker? Read the 'Peacemaker Promise' and circle the correct options. ¿Sabes cómo ser un pacificador? Lee 'Peacemaker promise' y encierra

PRACTICE WHAT I LEARN!

4) Charlie, from England, is planning to visit his friend Andrés in Colombia. They are sharing some cultural information about their countries. Complete the email with the words in the boxes. Charlie, de Inglaterra, está planeando visitar a su amigo Andrés en Colombia. Ellos están compartiendo información cultural acerca de sus países. Completa el correo electrónico con las palabras en las cajas.

a. cultural tip b. will feel c. will teach you d. weddings e. will have

Hi Charlie,

If you're planning to come to Colombia, you ¹ _____ to understand some cultural information. For example, many Colombians celebrate birthdays, ² _____, baptisms and graduations in a very noisy way. Parents, cousins, friends and grandparents dance salsa and vallenatos until 4.00 a.m. Many foreigners think that we party all the time. However, some Colombians prefer to travel and are quieter.

Another ³ _____ is that if you spell the word Colombia incorrectly as Columbia, many Colombians ⁴ _____ offended. Foreigners sometimes confuse the name of our country with the city of Columbia in the United States. It may be silly, but some people can get annoyed.

Anyway, when you come to Colombia, I ⁵ _____ more about my country.

I look forward to seeing you soon.

Andrés

Study Tip

Read the emails with the help of your dictionary. Write a list of the new words in your notebook.



HOW CAN I KNOW THAT I LEARN?

5) Decide if the behaviors belong to a 'peace-maker' or a 'peace-breaker'. Make two lists. Explain how you will be a peace-maker.

I will respect cultural differences in my country. I will value different races and tolerate their traditions.

Shout at people

Be friendly and helpful

Forgive others' mistakes

Say bad things to classmates

Contradict parents and teachers

Post negative comments on Facebook

Recognize others' achievements

Defend innocent people

Be intolerant in arguments

Say 'thank you'

Be resentful

Respect cultural differences

WHAT DID I LEARN?

Con tus propias palabras responde las siguientes preguntas en español e inglés:

6) How can you use what you have learnt in this worksheet in your daily life?

7) What was the most difficult exercise from this worksheet? Why?



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Appendix C

	REPUBLICA DE COLOMBIA INSTITUCIÓN EDUCATIVA JOSE AQUILINO DURAN						
	Guía de Aprendizaje Autónomo N° 4						
	AREA:	Humanidades	FECHA ENTREGA:	09/10/2020	ESTUDIANTE:		
	ASIGNATURA	INGLES	SEMANAS:	11 y 12	DURACION DE LA GUIA	3 horas	GRADO:
Competencia: Aconseje sobre cómo tener buenos hábitos							

INTRODUCTION: El énfasis principal de esta guía es promover desde el inglés cómo podemos tener buenos hábitos y aprender a usar intensificadores con adjetivos. Desarrollarás ejercicios tomados del libro *English Please 1*. Según el espacio dado, decide cuales ejercicios responderás en el cuaderno y cuáles en la guía.

WHAT AM I GOING TO LEARN?

Responde a las siguientes preguntas en español y en inglés: **1) Do you remember what do we use Should for? 2) What things do you do to stay healthy?**

3) Complete the sentences with the words in the box. Completa las oraciones con las palabras en la caja.

dentist doctor exercise fit hands soap toothbrush

To keep healthy you should:

- wash your (1) _____ with (2) _____ and water after going to the toilet.
- visit the (3) _____ twice a year and get a new (4) _____ every month.
- eat healthy food and do (5) _____ to keep (6) _____.
- visit the (7) _____ every six months for a check-up.

4) Which from these activities do you do and which you should do? ¿Cuáles actividades de estas haces y cuáles deberías hacer?

I'M LEARNING

Los intensificadores añaden fuerza al sentido de un adjetivo. We use words like **very, really** and **extremely** to make adjectives stronger.

Examples:

*It's a **very** interesting story. (Es una **muy** interesante historia)*

*a **really** interesting story. (Es una **realmente** interesante historia)*

*Everyone was **extremely** excited. (Todos estaban **extremadamente** emocionados)*

We call these words **intensifiers**. Other intensifiers are: Amazingly, exceptionally, incredibly, particularly, remarkably, unusually.

Extreme adjectives or non-gradable adjectives are words that mean "extremely + adjective"

For example, "freezing" means "extremely cold." The weather can't be "a little bit freezing" or "very freezing" – because the word "freezing" itself automatically means "extremely cold."

5) Read the rules below and choose the correct option. Lee las reglas a continuación y escoge la opción correcta.

- a. We use words like very, really, to make adjectives stronger / weaker.
- b. These words are called intensifiers. They appear before / after the adjective they are making stronger.
- c. The adjectives amazing, enormous, awful and stunning are called normal / extreme adjectives.
- d. Before these adjectives you can / can't use the intensifier very.

PRACTICE WHAT I LEARN!

6) Listening: Listen and complete the text with the words in the box. Escucha un audio que te enviará tu profesor via WhatsApp y completa el texto con las palabras en la caja.

absolutely really totally

Hi! I'm Stacey. I love the vegetable garden and I spend all my time here looking after the plants. It makes me feel (1) _____ amazing that I can help to grow vegetables to eat.

My name's JC and we don't have a garden at home, so having this (2) _____ enormous garden here means a lot to me. We can grow loads of fruit and vegetables - enough to feed the whole school.

I'm Melissa. In the winter, the playground looks (3) _____ awful - grey and dull. Now it's spring, it's (4) _____ stunning with trees, plants and flowers. It makes me feel happy to see it!

Glossary

grow = cultivar
enormous = enorme
awful = terrible
stunning = impresionante

EXTREME ADJECTIVES			
Angry	Furious	Bad	Terrible
Big	Huge	Nice	Lovely
Clean	Spotless	Funny	Hilarious
Crowded	Packed	Hot	Boiling
Dirty	Filthy	Hungry	Starving
Good	Excellent	Old	Ancient
Happy	Elated	Pretty	Gorgeous
Ugly	Hideous	Scary	Terrifying
Cold	Freezing	Small	Tiny

It's



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TASKS FOR NEXT WEEK

7) Read the text and complete it with the sentences in exercise 3.

HEALTHY SCHOOLS CAMPAIGN

Our school runs an annual 'healthy school' campaign to teach students basic health care. It's a really important part of education because a healthy body means a healthy mind. Here are some of the things we learn:

Glossary

check-up = control medico
disease = enfermedad
floss = seda dental
spread = propagarse

Annual check-up

Many students only go to the doctor's when they are extremely ill. However, our school advises students to have regular health checks and to



(1) _____. Every term the school doctor asks us to complete a questionnaire about our diet, exercise and sleeping habits. Paul, 16 years old.

Time to brush!

At the beginning of the school year there is a campaign to encourage students to clean their teeth. The teachers invite dental experts to teach us how to brush our teeth properly. At the end, they give us an incredibly useful kit: a toothbrush, some toothpaste and floss. They then remind us to (3) _____.



Annie, 12 years old.

Now wash your hands!

You'll see this sign in public toilets. Don't forget to (2) _____.



This very simple action is an easy way to prevent diseases from spreading. Wash your hands regularly throughout the day, before preparing and eating food and after travelling on public transport. Always think ... now wash your hands!

Jan, 15 years old.

Do you have a balanced diet?

Many students have bad diets. They often bring sugary snacks and fizzy drinks to school in their lunch boxes. It's really obvious that this is bad for you: eating the wrong types of food can make you overweight and give you health problems. At our school, we have posters everywhere saying (4) '_____'. Lola, 14 years old.



HOW CAN I KNOW THAT I LEARNT?

8) Choose one of these topics and write your opinion about it. Use the text to help you. Escoge uno de estos temas y escribe tu opinión acerca de él. Usa el texto para ayudarte.

- Schools shouldn't teach students how to be healthy. They should learn that from their parents.
- People are happy when they are healthy. True or false?
- Parents shouldn't be allowed to give their children dizzy drinks and sugary snacks. What do you think?

In my opinion, it's really important for schools to teach students about being healthy. Some students learn to wash their hands and clean their teeth from their parents. However, some students don't know why they should wash their hands and clean their teeth. So I think it's incredibly useful for all students to learn about hygiene. These days, diet is an extremely big problem. Many families have bad diets and some students don't know that they should eat a more balanced diet. A lot of people are very lazy and stay at home and watch TV. Not many people are active and do sport. So it's important for schools to encourage students to be more active and to spend time outside. I think school is a place to learn about everything, including health.

WHAT DID I LEARN?

Con tus propias palabras responde las siguientes preguntas en español e inglés:

- How can you use what you have learnt in this worksheet in your daily life?
- How do we have good habits in our home?
- What was the most difficult exercise for you in this guide? Why?



Appendix D

	REPUBLICA DE COLOMBIA		INSTITUCIÓN EDUCATIVA JOSE AQUILINO DURAN			
	Guía de Aprendizaje Autónomo N.º 6					
	ÁREA:	Humanidades	FECHA ENTREGA:	09/10/2020	ESTUDIANTE:	
	ASIGNATURA:	INGLES	FECHA RECIBIDO:			
Competencia:	Discute acerca de lo que hace en el tiempo libre		SEMANAS:	13	DURACION DE LA GUIA:	4 horas
					GRADO:	9º

INTRODUCTION: El énfasis principal de esta guía es conocer desde el inglés cómo podemos expresar nuestros pasatiempos y los ejercicios que hacemos en nuestra vida. Desarrollarás ejercicios tomados del libro *English Please 1*. Según el espacio dado, decide cuales ejercicios responderás en el cuaderno y cuáles en la guía.

WHAT AM I GOING TO LEARN?

Responde a las siguientes preguntas en español y en inglés: 1) What things do you do in your free time?

I'M LEARNING

¿Cada cuánto tiempo estudias inglés? ¿A menudo? 2) Match the sentences to the pictures. Relacione las frases con las imágenes.
¿O casi nunca? Un aspecto fundamental cuando aprendemos cualquier idioma es saber cada cuánto tiempo hacemos las cosas. Para ello, en inglés, igual que en español, solemos usar los **Adverbios de frecuencia** o **Frequency adverbs**. Estos adverbios nos permiten exponer con qué regularidad ocurre algo.

ADVERBS OF FREQUENCY

100%	ALWAYS	He's always very punctual. I'll see it if he's here yet.
90%	USUALLY	We usually go to the restaurant on Sundays.
80%	GENERALLY	We generally go to the sea for our holidays.
70%	OFTEN	They often visit caroling at Christmas.
50%	SOMETIMES	Sometimes , I just need someone to talk to.
30%	OCCASIONALLY	We occasionally meet for a drink after work.
15%	SELDOM	I have seldom seen such brutality.
5%	RARELY	She is old and rarely goes out.
0%	NEVER	If you don't aim high you will never hit high.

www.eslforums.com

Free Time Activities

11 He goes swimming.
She does Pilates.
They play football.
They do aerobics.
They go cycling.
They do karate.
He plays pool.
He plays wheelchair basketball.

10 They play board games.
He goes climbing.
They go running.

PRACTICE WHAT I LEARN!

3) Read about Jimmy and complete his diary in your notebook. Lee acerca de Jimmy y completa su diario en tu cuaderno.

Jimmy is a sports fan! He loves all sports and games. Every morning from Monday to Friday, he gets up at 6:00am. He goes running around the park for an hour. Then, he gets home and prepares a healthy breakfast: carrot juice, eggs and a sandwich. After that, he walks to school. During the break, Jimmy plays football with his friends. After school, he goes skating with his friends. Sometimes they go cycling. Then in the evening, on Tuesdays and Thursdays he plays tennis, and on Mondays and Wednesdays

he does karate. On Fridays, he does yoga. On Saturday morning, he plays basketball and in the afternoon he goes swimming. Sometimes, during the evening he plays chess with his sister or when his parents are at home they all play board games.

Sundays are family days, so Jimmy goes sailing or fishing with his dad while his mum plays volleyball with his sister. In the afternoon, they all play baseball and have lots of fun together. They are sports fans!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	go running	go running	go running	go running	go running		
Afternoon							
Evening							

HOW CAN I KNOW THAT I LEARN?

4) Write a paragraph about how you spend your free time during the week and the weekends. Use time expressions, frequency adverbs and adjectives. Escribe un párrafo acerca de cómo pasas tu tiempo libre durante la semana y los fines de semana.

WHAT DID I LEARN?

Con tus propias palabras responde las siguientes preguntas en español e inglés:

- How can you use what you have learnt in this worksheet in your daily life?
- What was the most difficult exercise for you in this guide? Why?
- What was the easiest exercise for you in this guide? Why?



Appendix E

First CONDITIONAL

STRUCTURE

+ If it rains, I will stay at home.
Simple Present | Simple Future

- If it doesn't rain, I will go out.
Pronombres: I, He, She, It, You, We, They

¡OBLIGATORIO!

VOCABULARY

Entertainment	Medicine	Clothes
Health	Food	Indigenous people
Elderly person	Foundation	
Sick	Sweets	

SHOULD

Auxiliary verb - Modal auxiliary

WHAT DO WE USE IT FOR?

It is used to make **RECOMMENDATIONS** or to give **ADVICE**

EXAMPLES:

- You should go home now.
- We should do the homework.
- I should help my mother.

STRUCTURE

+ He **should** sleep 7 hours
S + A.V. + M.V. + C

- You **shouldn't** drink coffee
S + A.V. - + M.V. + C

? **Should** I go to the gym?
A.V. + S + M.V. + C

VOCABULARY

TRUST <i>confianza</i> 	FAIRNESS <i>justicia</i>
FORGIVENESS <i>sofía</i> <i>perdón</i> 	FRIENDSHIP <i>amistad</i>
KINDNESS <i>amabilidad</i> 	PUNCTUALITY <i>puntualidad</i>

YOU SHOULD STUDY THIS GRAMMAR!



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Appendix F

<https://drive.google.com/file/d/1v1->

[vDV92k7OD8jHEty274G7VNgYUnL98/view?usp=sharing](https://drive.google.com/file/d/1v1-vDV92k7OD8jHEty274G7VNgYUnL98/view?usp=sharing)

Appendix G

Paulina María Montero Campo

Narrativa 1

Durante la primera semana de clases, fue difícil para mí adaptarme a la manera en que debían enviarse los mensajes por el grupo de WhatsApp. Mi supervisor lleva un orden como durante cualquier clase, pero, al ser necesario enviar archivos, fue necesario acomodar una carpeta dentro de mi celular con las imágenes, documentos WORD y pdfs, videos explicativos, entre otros, para que me fuera más sencillo ubicarme al momento de cambiar entre pestañas.

Los estudiantes fueron muy amables al presentarse luego de que el profesor diera una breve presentación de mi rol dentro del grupo. Aun así, para dudas y mensajes al interno del WhatsApp siempre recurrían a mi supervisor, y él los remitía a mí.

Realicé una buena gestión del tiempo implementando actividades ya estipuladas, debido a que esa semana se encontraban haciendo una retroalimentación de las guías de aprendizaje pasadas para presentar la primera evaluación. Mis instrucciones para el desarrollo de las clases y de la evaluación fueron claras, y sólo un par de estudiantes necesitaron ayuda.

Para la explicación de los videos, fui clara y utilicé un lenguaje adecuado al nivel de los estudiantes. De igual manera, las instrucciones muchas veces se daban en español e inglés para mejor comprensión.

Me dirijo a los estudiantes de manera respetuosa, manteniendo seriedad y autoridad, sin ser agresiva o grosera. Mantengo un ruido adecuado en el desarrollo de las clases, abordando los temas tanto de gramática como dentro del contexto de nuestro diario vivir.

Reflexión:

El comenzar una etapa nueva siempre es difícil, pero cuando ya se acostumbra a un ritmo de trabajo, es bastante fluida la manera en que se ejecutan las acciones y el docente puede encontrarse en un ambiente más cómodo para él.

La primera semana de clases me hizo valorar el trabajo que tienen los profesores y la vocación para enfrentar todo tipo de dificultades que la situación de la pandemia les pone en sus caminos.



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Paulina María Montero Campo

Narrativa 2

Durante esta semana, tuve la oportunidad de implementar mi propuesta. La infografía se realizó en el día acordado (el domingo antes de semana), y fue implementada como recurso para explicar la gramática y el vocabulario a desarrollar con la Guía de Aprendizaje #4.

Como se había dicho anteriormente, cada dos semanas se desarrolla una nueva Guía de Aprendizaje. Estas guías son basadas en los libros *Way To Go!* del grado octavo, cada una correspondiente a una lección del libro. Cada lección trae consigo una nueva parte de gramática a desarrollar.

Fue bastante práctico para mí, como docente, el utilizar la infografía hecha para explicar el desarrollo de las guías y que algunos de los alumnos se basaran en ella y la tuvieran como apoyo y ejemplo para poder desarrollar las actividades allí descritas.

Esta semana, además, me fue posible asistir a 2 reuniones de profesores, una con la temática de la Articulación de la oralidad con la producción textual, y la otra con la temática de mejorar el rendimiento de los estudiantes en las pruebas Saber que se hacen cada 4 años.

Esta semana fue bastante gratificante para mí, debido que pude utilizar mi metodología de trabajo, tuve la oportunidad de asistir a reuniones de trabajo con los demás profesores de áreas que componen el colegio, y además de ver como se llevaban el registro de calificaciones dentro de la plataforma del colegio.



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Paulina María Montero Campo

Narrativa 3

Durante la semana de receso, tuve la oportunidad de asistir a una reunión de profesores que, desde mi punto de vista, tuvo una temática bastante importante a tratar, no sólo por ser profesores, sino también como personas deberíamos saber. Esta charla fue dada por un experto en el tema acerca de los migrantes y refugiados que encontramos en un aula de clase. Realmente me sirvió mucho saber acerca de esto y nos fue dotado material para enseñar a los niños, porque ellos no sólo deben conocer sobre ciencias, también deben saber sobre valores que los ayuden a crecer dentro de este contexto que estamos viviendo actualmente.

Además, tuve que realizar lo correspondiente a las guías de aprendizaje número 5 correspondientes a esta semana. Me sentí bastante complacida al escuchar a mi profesor felicitarme por el gran trabajo y esfuerzo que le estaba poniendo a lo que hacía. Realmente tenemos que saber que todos tenemos sentimientos, y que, si se crea un buen ambiente de trabajo, el desempeño de la persona va a aumentar.

La semana pasada se realizó la izada de bandera correspondiente al día de la raza y el día del árbol, en el que eran organizadores una profesora y mi supervisor a cargo. Mi papel dentro de la izada de bandera fue de editora del vídeo que luego se iba a publicar en YouTube para que estuviera al alcance de todos los alumnos y padres de familia. Estuve muy satisfecha con él, y recibí varios cumplidos al respecto.

Esta semana de clase transcurrió con normalidad, pero al terminar la semana, los estudiantes terminaron el desarrollo de las guías de aprendizaje correspondientes, enviando evidencias para que estas fueran calificadas. No considero que sea carga para el profesor el tener que calificar tantas actividades, es parte del trabajo, pero teniendo en cuenta la flexibilidad que se le da a los estudiantes, es un poco desordenado para mí como docente, el haber terminado de calificar lo que me han enviado los estudiantes, y que luego otros me envíen por problemas y falta de recursos. No es culpa de nadie, pero de esta forma, el profesor no puede llegar a organizarse con si tiempo para realizar las actividades académicas, sino realizar todo esto en diferentes espacios de tiempo.



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Paulina María Montero Campo

Narrativa 4

Durante esta semana se empezó con una nueva temática. Nuevamente se les envió a los estudiantes la infografía correspondiente a la nueva temática. Pero, antes de esto, se fue enviado el quiz de Kahoot correspondiente a la anterior semana para que los estudiantes lo realizaran. En este se evidenció que muchos de los estudiantes no tienen recursos para acceder a este tipo de páginas, o no muestran interés en lo que se envía dentro del grupo de WhatsApp. Esto se ha demostrado antes cuando se envía un vídeo explicando las instrucciones para desarrollar las guías, y algunos de los estudiantes que asisten a las clases sincrónicas desarrollan el ejercicio totalmente diferente a lo que se explica.

Por otro lado, debido a que se empezó con una nueva Guía de Aprendizaje, los estudiantes estuvieron enviando sus guías solucionadas a lo largo de la semana. Debido a la flexibilidad que se da, los estudiantes son calificados no solo teniendo en cuenta el contenido de las guías, sino también el esfuerzo por realizar el trabajo y por buscar la manera de enviarlo sin tener recursos para hacerlo. Esto en parte me parece un poco injusto con los estudiantes que sí se esfuerzan en desarrollar las guías y buscar la manera de comunicarse con el profesor, pero es entendible la razón por la que se le da la flexibilidad.

Appendix H

<https://forms.gle/HzFyMESDpzPothXj6>

<https://forms.gle/XCwqTYqd5F6Ug1tL9>

<https://forms.gle/SpcDx3EkCVHgT3Hy6>

Appendix I

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

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

<https://www.youtube.com/watch?v=tL2zIFNfbFs>



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Appendix J

<https://drive.google.com/file/d/19H4mdmRRrDhiodBfk50n4x32plm6OdQo/view?usp=sharing>

Appendix K

<https://www.youtube.com/watch?v=Y4iM5YeDhtE&feature=youtu.be>



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