TED talk as a pedagogic tool to encourage listening skill development in ninth graders

students at Francisco Jose de Caldas, a public school.

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Approval Note

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Table of abbreviations

Abbreviation	Meaning
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PLEX	Foreign language Program
CEFR	Common European Framework of Reference
EFL	English as a Foreign Language
MEN	Ministry of National Education
PEI	Institutional Educational Project
TPR	Total Physical Response
TED	Technology entertainment design

Chapter I – General presentation of the project

Project presentation

This proposal contents six different chapters. The first chapter deals with the *General Presentation of the project,* it describes the different components that conform the entire project. The second chapter, *Institutional Observation* provides the general information of the Educational Institution, where the practitioner will conduct the integral practicum.

In third place is the *Pedagogical Component.* This is a pedagogical proposal, implemented in one of the Educational Institution's courses where the pre-service teacher develops her teaching practice. Such proposal has been addressed taking into account the institutional observation where some weaknesses related to English Competences had been discovered. In this case, the principal objective is to enhance listening comprehension through Ted Talk videos as authentic material.

The fourth chapter, it is the *research component.* Pre-service teachers are part of a macro- project called "The formation of the reflective spirit in the practitioners of Foreign language Program (PLEX), a training tool to qualify the pedagogical practice". Such a project had two objectives: 1. To implement reflexivity as a transformer tool of the pedagogical processes in the integral practice. 2. To promote the development of the critical spirit in practitioners for analysing their pedagogical work.

In the fifth chapter is the *Community Outreach* Component. Where the practitioner had to offer an extension work directed to primary students, this space was

framed by the macro project untitled: "Raising Awareness of the English Language in Primary Schools in the City of Pamplona". This project has a double objective too: 1. To attend the training needs in English of the children of primary school in Colombia. 2. To integrate the training of the Foreign Languages Students of the Foreign Languages Program English-French to the educational reality of teaching English in Primary Colombian Schools.

The last chapter of this study is called *Administrative Component* and corresponds to the active participation of the pre-service teachers in extra-curricular activities proposed by the institution, in this way the practitioners have known the teacher role outside the classroom.

Introduction

Learning a foreign language has become an important need in today's world, especially to communicate with individuals and establish interactions with others while exchanging thoughts and ideas. According to Uribe (2012), human beings develop their skills related to speaking, writing, listening and reading at school. There were individuals, who had first contact with a foreign language, as they interact with classmates and they are instructed on literacy by the teacher too. In this sense, the Colombian Ministry of National Education (2006) has decided to strengthen the English teaching process in public institutions as stated by Uribe (2012)

"During the last decade more attention has been given to the English language and that is why entities such as the Ministry of National Education of Colombia have

been in the task of creating the Bilingualism program, as a strategy for competitiveness 2004-2019, through which it is hoped to achieve the goal that students of the institutions of basic, middle, higher education and non-formal education have acquired skills in this language. " (p. 87).

In other words, the Ministry of National Education hopes to improve the teaching processes focused on the English language in educational establishments so that students are well-prepared to face new challenges and experiences in their personal and professional lives. Likewise, Estándares básicos de competencias en lenguas extranjeras: inglés (MEN, 2006) noted that by 2019, both students and teachers should reach predetermined levels of English, according to the Common European Framework of Reference [CEFR].

This is why new pedagogical models have emerged with the intention of improving students' learning process by bringing a variety of benefits. Hence, the Pedagogical Project has the purpose of implementing listening comprehension as a pedagogical tool to enhance students' oral comprehension, improving pronunciation and reinforce vocabulary through Ted Talk as authentic videos to learn English.

Nowadays, in Primary School children receive just one hour or in some cases two hours a week of the foreign language lessons, hours that have not been taught by a Language teacher. This is why, when the school children finish their primary school and start their high school studies, they do not feel confident with themselves, and in the majority of the cases they do not understand what the teacher is talking about.

However, given the World outbreak of Covid-19 the practicum modality had to be changed as well as all the education. During the second semester of this year, the educational system had already established changes in teaching and learning processes within the institutions, facilitating accessibility to education, taking into account vulnerable students or those with difficulties with the Internet and other technological tools in order to achieve their educational programs.

In the same way from the Foreign Language programme it has been proposed some activities in order to reflect about the practice process. Facts about the methodology implemented the atmosphere inside the classroom but also, the practitioners had the opportunity to write some narratives where they could reflect and analyze the current health emergency and how it has affected and transformed the education modality. Reflection that is presented in the fourth chapter.

Besides, the practitioners worked with a primary School population, and throughout the fifth chapter of this project it is explained the process of how the pre-service teacher contributed to the necessity of such a population and poor English learning among them.

Throughout the sixth and last chapter it is presented as a component related to the administrative activities in which the pre-service teacher participated during the Integral Practice.

Justification

The importance of implementing this proposal lies in the fact that it will not only benefit the pre-service teacher but also the population involved. On one hand, she will

gain meaningful experience due to it being the first time working with students as an English teacher in a virtual setting , facing different challenges that arise daily and need to be enhanced. On the other hand, the beneficiary population involved in this research are the students of 9th and 3rd grades at Francisco Jose de Caldas, a public institution in Cucuta, Colombia.

The pre-service teacher who implemented this study had the desire of teaching, having received a preparation for facing reality and being in front of a class. In addition, she wanted to be a facilitator of knowledge. The fact here goes beyond, all teachers want to facilitate knowledge and help their students but the difficulty lies on how to do that, the teacher needs to recognize how to achieve it, it is indispensable to be effective on how we teach. "The single most important factor in a teacher's effectiveness is described as his or her unique style of interaction and personality" (p. 45). (Zehm & Kottler 1993), as this makes the teacher unique, assertive and favourite by the students.

Nevertheless, given the world outbreak of Coronavirus 19, the Ministry of Education adopted measures regarding education in Colombia in order to accomplish the established objectives into the institutions.

When executing a learnt theory or putting in practice something previously acquired, it is necessary to reflect about it, to evaluate the process and the self-performance of a training teacher. For that reason these reflections are presented and analysed below.

To sum up, the practitioner felt responsible of Colombian Education and more specifically of the Foreign Language Learning because the fact of becoming bilingual is her task too.

Objectives

General objective

To enhance listening comprehension through Ted Talk videos in ninth grade students at *Francisco Jose de Caldas* school.

Specific objectives

- To implement reflection as a transformer tool of the pedagogical processes in the integral practice.
- To promote the development of the critical spirit in practitioners for analyzing their pedagogical work.
- To attend the training needs in English of the children of primary school.
- To support the students with their difficulties when learning English.
- To participate actively in the different activities proposed by the Educational institution.

Chapter II - Institutional observation

Throughout this section of the project, you will find some general aspects related to the institution *Francisco Jose de Caldas*. Aspects that had been collected during the space given to observe and to read the information that a new member of an institution has to know. Those elements will be presented as follows: Topographical location of the

institution, the distribution of the physical plant, the school authorities, the relevant aspects of the institutional educational project (PEI), the fundamental aspects of the coexistence manual, the institutional organization chart, the school calendar, and the supervisor's schedule.

Topographical Location of the Institution

Francisco Jose de Caldas is an official public institution and is located in in the urban area of Cucuta , Norte de Santander specifically in street 19 # 5-57 Ospina Pérez.

Distribution of the physical plant

The Institution has three headquarters, one for primary school from preschool to fifth grade, the second one for primary and secondary and the principal headquarters for high school. The principal headquarter school building is equipped with different resources that can be used by the students and the administrative staff. Such physical resources include 40 classrooms, two bathroom buildings, one restaurant for the students, three computer labs, two stationaries, a wide food sale area, one library with different types of material available, one big room for teachers to rest in-between classes, one storage room, and a big coliseum. Even though the access to some of these areas must be first authorized by the school's authorities, it is matter of fact that the institution is plenty of places to carry out different types of activities.

The School authorities

Table 1. *School Authorities*

Name	Charge
Sandra Patricia Figueroa Sarmiento	Principal
Alexander Arias	Academic coordinator
Azula Blanco	Discipline Coordinator

General aspects of the Institutional Educational Project (PEI)

Considering the Political Constitution of 1991 and what is ordered in its article 67, Education in Colombia is established as a Social, Economic and Cultural right that must be standardized, applied and fulfilled. From here on, from the Ministerial Directive N ° 016/1996 and in the New General Law of Education N ° 115, articles 73 and 87 and in its Regulatory.

Decree 1860/94 article 17, Institutional Educational Project PEI, appears as a firsthand tool. The PEI is the first tool to define the north that education should have in a community. Some of the aspects observed after some days attending the school Francisco José de Caldas as an active observer, and prescribed in the institution's PEI are summarized thereupon.

Mission

Francisco José de Caldas school has the mission of educating students as autonomous and critical people, who have a life project based on values such as respect, honesty, self-esteem, and solidarity. In addition to this, they are supposed to obtain an entrepreneurship vision, looking for inclusion in the productive sector to achieve social and family improvement.

Vision

In the year 2021, we will be recognized as one of the top five Educational Institutions at the regional level and will continue working :

- To educate for autonomy, criticism, and strengthening of values and institutional principles.
- To foster the inclusion of the community in the institutional projects.
- To strengthen the entrepreneurial spirit in students.
- Improvement of technical education through the creation of inter-institutional compacts.

Additionally, a set of values are fostered throughout the students' learning process as the means to achieve such mission and vision. Thus, the institution stands for values such as respect, honesty, solidarity, and productivity.

Values of Francisco Jose de Caldas High School

Respect

In the Caldista Community, respect means the acceptance of personal differences and to allow their integral development within the educational institution, giving each one of the members of the community a friendly and tolerant treatment. Respect allows the students to see the other as they are; thanks to respect each educational member can understand the feelings of the others, because everybody would like to be treated respectfully, therefore respect is the basis of healthy coexistence.

Responsibility

In the Caldist Community, those who are concious of the consequences of their acts, who accomplish their duties, functions and responsibilities, make correct use of their educational freedom. Therefore, responsibility is a fundamental duty inside the educational institution to enforce the students' duties within it.

Honesty

It is to act in a manner consistent with ethical and moral principles, reflecting transparency in feelings, thoughts, and actions. In the Caldista Community, those who fulfill their duties and respect the rights of others are honest. Being honest requires sincerity, truth, and recognition.

Solidarity

Solidarity is the contribution of each of the members of the Educational Community according to their capacities to generate conditions that favor the common

good, the improvement of the processes of educational quality, love, and service to others.

Self-esteem

In the Caldista Community, self-esteem is defined as the ability to love, value, appreciate and accept oneself, in coherence with his actions and his life project.

Proactivity

In the Caldista community, proactivity focuses on aspects of the context that can be improved to achieve the positive transformation of its environment.

Institutional Symbols

Francisco José de Caldas School has three main symbols that are connected to the institutional values, as well as the mission and vision that guides the pedagogical practices. These symbols are depicted and described below.

School's shield

Fig 1. *School´s shield*

Note. This figure represents the school's shield; it contains fundamental elements of the school principals, such as science, growth, and wisdom.

Institutional Flag

Fig 2 *Institutional Flag*

Note. This figure corresponds to the flag of the institution, used in official internal and external events.

Official Institutional Mascot

Fig 3 *Official Institutional Mascot*

Note. This figure depicts the institution's representative pet. The latter responds to the picture of an eagle, whose meaning entails aspects such as dignity, liberty, and a warrior spirit.

Fundamental aspects of the Coexistence Manual

According to the dynamics of the institution, perceived during the observation week, it was evidenced that following the institutional principles is a significant aspect of school coexistence. Keeping this in mind, it must be noted that the authorities of the institution pay special attention and do not allow some specific actions nor in students nor teachers. Consequently, the school handbook states rigorous behavior rules, which aim at regulating the school community's actions, to propitiate a harmonious academic ambiance. Following the previous idea, the institution's handbook presents the actions that are banned inside the educational building.

The banned actions are labeled in Type 1, 2, and 3 situations and depending on the type of fault the consequence or action that must be undertaken by the school authorities varies. The type 1 situations can be described as the minor faults, or faults that do not harm the school community's body and health, and they can be corrected through a verbal wake-up call, without the intervention of the higher institution's authorities. It is not the same case of type 2 situations, which consist of the recidivism of type 1 situations, and the ones that may cause some harm to the school community. Such actions are punished by contacting the students' legal guardian and giving the student an ultimatum to correct such faults. This also may affect the student's grade in the behavioral aspect.

Finally, type 3 situations as the actions typified by Colombian laws as crimes. These actions are linked to crimes against liberty and integrity and perpetuating them are a causative for the expulsion of the institution and referral to the competent authority.

In addition to the aforementioned situations, the behavior manual of the institution also includes a set of institutional coexistence agreements whose main topics are closely related to the school's values previously mentioned. The aim of these agreements is to foster positive actions inside the school, which foster a harmonious learning environment and reflect the school's commitment to preparing citizens for good for the Colombian society.

Organizational Chart

Fig 4. *Organizational Chart*
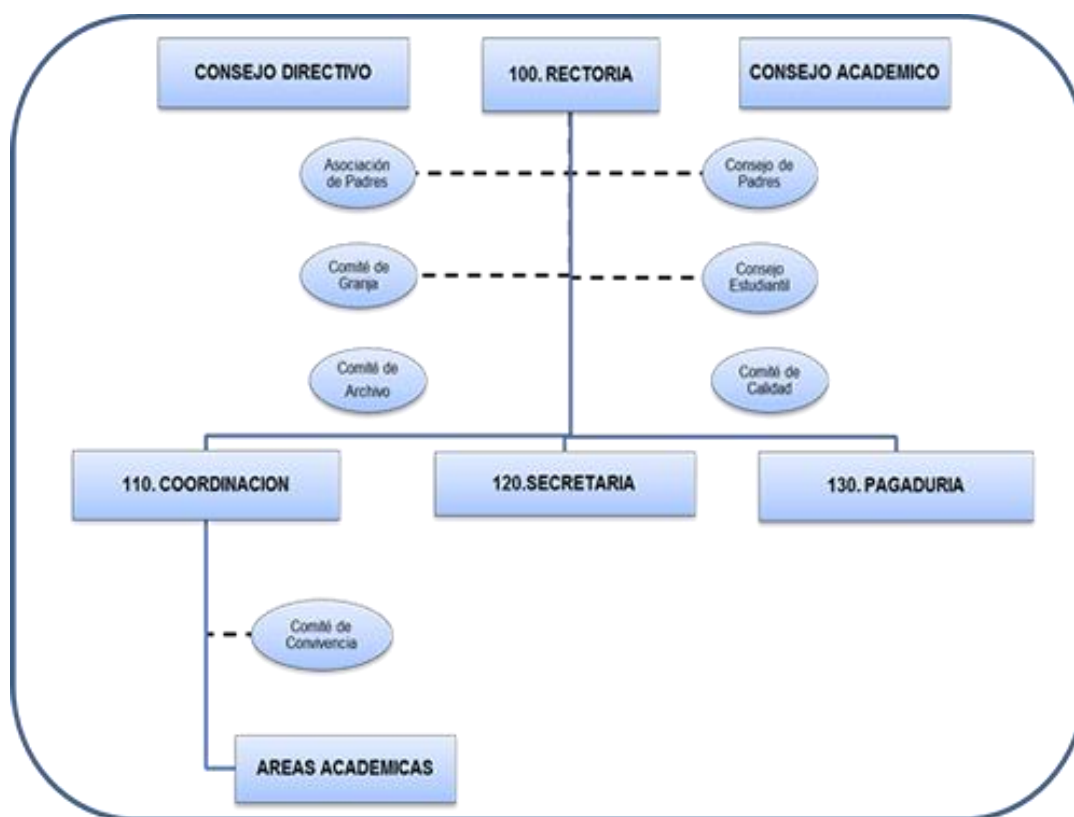
Note. In the figure above, the organization of the institution members and external authorities is graphically represented.

School Calendar

Table 2. School Calendar

Term	Dates
1st term	From January 20th to April 24th
2nd term	From April 27th to August 13th
3rd term	From August 17th to November 27th
academic recess	From October 5th to October 9th
4th term	From October 12th to November 20th

Fourth academic terms, which are worked at Francisco Jose de Caldas school.

Supervisor´s timetable

Table 3. Supervisor´s timetable

	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	6:00 – 6:50 a.m.		902	901	901	902
2	6:50 – 7:40 a.m.			901		902
3	7:40 – 8:30 a.m.	1001	903	905	903	1001
	9:00 – 9:30 a.m.			Descanso		
4	9:30 – 10:20 a.m.	1001			903	1001
5	10:20 – 11:10 a.m.	905		904	807	
6	11:10 – 11:55 p.m.	905	904	904	807	807

The supervisor English timetable in different groups of eight, ninth and tenth graders.

Pedagogical aspect

Throughout the two observational weeks, pre-service teachers carried out a series of analysis taking into account several aspects such as the physical plant and teaching staff of the institution, and the recognition of the educational community. Additionally, the reading of different institutional documents, ruler book, the educational institutional project (PEI), schedules and institutional schedules. Furthermore, an inspection of the different resources used in the English classroom, programmatic contents of the area, teacher schedules, and planning, among other aspects allowed the pre-service teacher to have a starting point for performing the pedagogical proposal to deploy.

Planning

Most of the classes prepared by the teacher are based on the area plan proposed by the Ministry of National Education (MEN), which proposes a series of topics organized by goals and skills that learners are supposed to have in their respective grades of level. However, during the institutional observation, it was evidenced that the plannings were not carried out due to the time of the classes. For example, the teacher prepared planning for one hour but the activities lasted much time because learners requested more time to complete them.

Regarding the supporting material, the teacher carried out her classes taking into account an English book entitled "English Please" provided by the MEN. This book has three editions, the first one is for 9th-grade students, the second one for 10th-grade students and the last one for 11th-grade students. The purpose of English Please book is to achieve a B1.1 level. The book has a wide variety of activities using a combination

of learning strategies (memory, cognitive, compensation, metacognitive, affective and social), which motivate the students to reach the proposed objectives and to become autonomous. As well, they involve all the skills (reading, writing, speaking and listening).

However, the teacher limited the classes, because she just explained the topics and gave to the student's worksheets to do the exercises proposed in the book and listening skills were not work. Also, pronunciation worked when students had to read a text aloud, so the teacher corrected them immediately if it was necessary.

Therefore, it was observed that the skill that was most emphasized in class was reading, through activities from the book English please, due to the limited time that the teacher in charge has to work in the virtual classes, all the activities in the workshop guide must be simplified and quickly explained.

Fig 5. *English books established by the ministry of education*

Finally, as to the basic school course assigned (3rd grade), teachers in primary grade do not follow a school book, their principal source is internet information, being the only way to acquire didactic material for the classes. In addition, teachers in primary

grade are not teachers from a foreign language degree. They are teachers from other areas which might hinder the teaching and learning process of the students.

Methodology

It is important to highlight that, due to the COVID 19 pandemic, the classes are given synchronously, once a week with each course to explain the topic of the guides, which are named "lapsus" and to clarify doubts, these guides are created following the established guidelines of "plan de aula", plan de asignatura" and "pauta de guia". In addition, each class has a duration of one hour or more through Jitsi application, they are connected around 8 to 19 from 40 students, the classes are active because the teacher is always making questions related to the topic they are working on and in this way she motivates the students to participate. Another thing that could be evidenced, was that the methodology focuses more on reading, and therefore leaves aside listening skills, for this reason, the pedagogical proposal of this project is based on the listening improvement through TED talk conferences.

9th graders students

In each course there are between 35 to 40 students, they live in Cucuta, their ages ranged are from 14 to 18 years old and they have an A2-B1.1 language level.

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established guidelines of "plan de aula", plan de asignatura'' and "pauta de guia". In addition, each class has a duration of one hour or more through jitsi application, they are around 8 to 19 students who connect in each session, likewise the classes are active because the teacher is always making questions related to the topic, they are working on and in this way she motivates the students to participate.

Another thing that was evident was that the methodology focuses more on reading, and therefore leaves aside the listening skills, for this reason, the pedagogical proposal of this project is based on the improvement of the listening through TED talk conferences.

Students

Table 4. *9th grade students*

Course	English Level	N. Students	Girls	Boys	Ages
901	A2	36	22	14	13-16
902	A2	37	19	18	13-16
903	A2	35	24	11	13-16
905	A2	35	17	18	13-16

Chapter III - Pedagogical Component

TED talk as a pedagogic tool to encourage listening skill development in ninth graders students at Francisco Jose de Caldas, a public school.

Introduction

From the institutional observation made during the first two weeks of September, it was observed that the ninth grade students of Francisco José de Caldas have some difficulties to understand what the teacher in charge asks to them, also to understand some videos that they usually watch during the synchronic meetings, so the teacher always translates what she says into Spanish, in order to make everything clear during the virtual classes.

During the first non-participant observation the pre-service teacher entered into the virtual class, and she greeted the class so, students answered like repeating a learned phrase, something that they have already memorised. All along the lesson the teacher asked them general class questions (such as what day is today? What did we learn last class? etc) and the students did not answer her, therefore, the teacher opted to mix Spanish and English throughout the lesson. To sum up, only two or three students closely participated when the instructor communicated in English, which indicated the level of listening comprehension in 9th grade students.

As we know, Listening is the most significant skill of communication as it is pivotal in providing a substantial and meaningful response. Listening comprehension undeniably helps the individual to understand the speaker message, which is essential in communicative processes. Furthermore, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax (D. Renukadevi 2014).

This chapter will be divided into the following sections; problem statement, the justification, the objectives, the theoretical framework, the literature review, and the methodology.

Problem statement

Ted talk videos emerge as a necessity to help 9th grade students of Francisco Jose de Caldas to continue with their English learning process while they stay safe at home during the COVID-19 pandemic. In fact, according to the observation done to the population aforementioned, it was evidenced that half of the students manage to connect to a synchronous classes that are usually set up on Mondays, Thursdays and fridays morning being among 19 students present out of 40 per group. By introducing TED talk videos during the virtual classes and in the lapsus, one guarantees that students who cannot join the virtual encounters, work with the same methodology in comparison to the ones who currently attend the virtual classes.Therefore, this new practice tool will help students to develop listening and other English skills, as well as to explore new technological resources that will be useful to them during their learning process.

Listening comprehension is one of the main competences into a foreign language learning process; according to the observation done to the population aforementioned, it was evidenced that half of the students who were able to connect to the synchronous meetings usually conducted on Mondays, Thursdays and fridays morning being among 19 students in each group. However, the educational scholar seems to be more focused on learning other competences like reading or in some

cases, the contents established by the institutions are just focused on grammar teaching. So pre-service teacher realized an unqualified proficiency in listening comprehension in students when the teacher asks them something specifically.

Thus, the pre-service teacher wanted to promote the development of listening comprehension competence, through authentic material about topics that would catch the attention of young learners. Therefore, by introducing TED talk videos during the virtual class and within the worksheets (lapsos), one guarantees that students, who cannot join to the virtual encounters, work with the same methodology currently attend into the virtual classes, because the worksheets contain all the links and tools for doing so.

In order to establish a critical and constructive view of TED talk videos as pedagogical tool, the pre-service teacher formulates the following questions:

General question

How did the use of TED talk videos enhance listening and vocabulary in 9th grade students?

Specific questions

● How could the use of TED talk videos influence the learning process in 9th grade students?

● How were the TED talk videos accepted by 9th grade students?

Justification

After having observed during two weeks the students in the English course, it was evidenced that they faced many challenges regarding the listening skills they do not understand everything they are listening to, as this is the least worked on skill at schools. So, they are focused on working on reading or on vocabulary learning, which means that it is necessary to work on more in this competence, as stated by Huei-Chun, (1998) EFL listening competences has been ignored for a long time in lieu of the theory that listening is learnt automatically.

Therefore, it was noticed that students are very insecure when answering what the teacher asks, since they do not understand or it is not clear what they heard in the videos provided by the teacher in THE virtual classes, thus making it difficult for the teacher to work successfully on oral comprehension.

Additionally, students are not aware of their mistakes, they mispronounce certain words and are immediately corrected but after some minutes, they mispronounce them again and keep doing it, which means that there is not much practice of this skill during the learning english process, because if you practice by listening, you can improve the pronunciation and the vocabulary and even improve other skills, such as speaking. Finally, we can say how important this competence is during English learning process as it is a complete skill in EFL. so, it is necessary to implement oral comprehension strategies, in order to increase the English comprehension in foreign language students.

As listening is an important skill that allows to students into the development of other language skills, such as pronunciation and vocabulary increase it means that listening comprehension is a very wide and necessary skill to practice during the English learning process.

Objectives

General objective

To enhance students' listening comprehension through Ted Talk video in ninth grade

students at *Francisco Jose de Caldas.*

Specific objectives

- To implement Ted Talk videos to practice listening comprehension.

- To acquire vocabulary through Ted Talk videos while improving pronunciation.

- To increase learners' interest towards English by proposing Ted Talk videos.

Theoretical Framework

To set out this project, the researcher will take as a starting point different

definitions that will support this research proposal taking into account concepts such as

TED Talk as A pedagogical tool, listening skillS and vocabulary.

TED Talk as A pedagogical tool

Nowadays, learning a second language has become a necessity in different

areas of life. It is crucial since children these days have contact with technology and

internet full time (Henríquez, Moncada, Chacón, Dallos, & Ruiz, 2012). That means

children and people, in general, have access to different tools such as digital platforms,

which are used to entertain and to get information. For instance, TED Talk (Technology,

Entertainment, and Design) or YouTube channel, where there are videos about different

topics. In TED's case, there are videos of conferences given on different topics like sports, culture, fashion, politics, technology, etc. Made by speakers from all around the world speaking in English. For that reason, there are many kinds of accents, words, and expressions that can be used in an English class in a didactic way to introduce and to practice the language through this kind of material.

Listening skills

Listening is the ability to identify and understand what the speaker is saying through understanding the accent, pronunciation, grammar, vocabulary and grasping the meaning. Those sub components of listening are well explained by (Rost,1994) as he draws a particular list of components to master when dealing with this skill: - Discriminating between sounds . - Recognizing words. - Identifying stressed words and grouping of words.

Identifying functions, such as apologizing in conversations - Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non linguistic cues (gestures and relevant objects in the situation) in order to construct meaning. - Using background knowledge and context to predict and then to confirm meaning. - Recalling important words, topics and ideas. - Giving appropriate feedback to the speaker. - Reformulate what the speaker has said.

Although the essence of listening in second and foreign language learning is well established today and an appropriate listening comprehension instruction is essential for target language competence (Morley, 2001), listening was one of the most neglected skills in foreign language classrooms especially until the late 1960s. Both, researchers and language teachers paid more attention to reading and grammar, and to teach

listening comprehension was not accepted as a significant feature of language teaching (Richards & Rodgers, 2001). Field (2008) states that "in the early days of English Language Teaching (ELT), listening chiefly served as a means of introducing new grammar through model dialogues" (p. 13).

Vocabulary

The individuals can enhance their lexicon using listening skills as much as the language from their family environment. Vocabulary is defined as all the words that people acquire in proportion to their age, gender, natural and social environment (Koçak, 1999). The ability of the individual to actively use the four basic language skills with the acquisition of these skills is closely related to the acquired terminology.

On the other hand, the terms is highly important for second language learners. Having a wide range of lexis, learners can express their ideas efficiently both in oral and written forms. According to Neuman & Dwyer vocabulary can be defined as "words that we must know to communicate effectively; words in speaking (expressive wordbook) and words in listening (receptive wordbook)" (2009, p. 385). In other words, terminology refers to the set of words that a speaker has to communicate with others. Without an appropriate lexis adapted to the situation, the speaker could have problems being understood by the listener: "without an accurate vocabulary, speakers cannot convey the meaning and communicate with each other in a particular language" (Laufer, 1977, p. 54).

Listening strategies:

According to Vandergrift (2004), she mentions three steps in order to carry out a listening comprehension activity in an English as a second language classes for doing so, we must taking into consideration, before, during and after:

Before: Teachers activate the students' prior knowledge, on what they will listen to, so students can better predict the information presented within the audio as well as to guess the possible words they can possibly hear. This step is what the author calls "planning and directed attention"

During: students monitor their own self-comprehension and interpretations about what the audio presents. To do so, the students must follow three stages during the listening, which are:

First verification stage; students verify their hypotheses in regards to the audio's topic, in order to correct to if it is necessary and write down the complementary information they could hear.

Second verification stage; students correct any mistake writing from the audio, they make corrections and keep on writing details they could understand

Final verification stage; students try to listen to information they could not comprehend during the first listening stage.

After: Students evaluate themselves their achievement during the listening exercise then, the teacher encourages them to keep on practicing listening and to apply the strategies learnt during the listening so they can eventually improve their listening

comprehension. Students can answer questions related to the audio, write a summary of the recording, and provide a critical view on the topic.

Literature review

In this section, the author shows the main studies that will contribute and support the research proposal. They are divided into two categories. The use of TED talk videos to enhance listening and the use of TED talk videos to enhance vocabulary.

TED talk videos to enhance listening

Technology in the classroom can accelerate learning by providing a more productive source of language input necessary for second/foreign language learning (Krashen, 1994).

Takaesu (2014) in his study entitled **"***TED TALKS AS AN EXTENSIVE LISTENING RESOURCE"* had the purpose to examine how TED (Technology, Entertainment and Design) Talks, used as an extensive listening material, affected college students' listening skills, and explores strategies to tailor the activity for lower-proficiency students. The target population integrated 468 freshmen students whose average age was 18; 349 were upper intermediate (average total TOEFL score: 514; listening: 52) and 119 were intermediate (average total TOEFL score: 443; listening: 45). Findings illustrate some benefits that can be gained from using online lectures such as TED Talks for students at lower and upper levels of proficiency. In addition most of the students acknowledged that the activity enhanced their listening comprehension, it is noteworthy that the TED lectures motivated some students to independently pursue

their own interests and spurred some to further research. The authentic listening

materials also helped them become used to real aural input.

Besides, Fahmiansyah and Abdulrahman (2018) in their study entitled "*TED talks*

video and students' listening skill" which aimed to find out whether there is or no effect

of the use of TED Talks video on grade eleven students" listening skill. The research

was conducted at SMAN 89 Jakarta with 216 students sitting in six classes. It was found

that using TED Talks video can help to improve 11° grade students" listening skills at

SMAN 89 Jakarta. That means, Using this conferences videos in English classrooms

has many benefits, but as no teaching strategy and media is perfect, it also has some

problems and disadvantages. This strategy requires multimedia setup in order to be

applied in the classroom, and students are required to have some background

knowledge regarding the topic of the video. In addition, because TED features speakers

from around the world, there are some speakers whose English is rather difficult to

comprehend, so the teacher must be smart in choosing the appropriate videos for the

students.

Furthermore, In the research *"Exploring Iranian EFL Learners' Listening Skills*

via TED Talks: Does Medium Make a Difference?" conducted by Rashtchi (2019) the

participants were Sixty intermediate level male learners aged between 18 and 20 in

three separate classes. In this research it was found that TED talks are useful sources

of practicing listening skills. The study shows the efficacy of self-directed learning via

mobile devices have implications for teachers and practitioners who are seeking ways

to extend language learning beyond the confinement of the classroom. However, the

integration of technology as a learning tool cannot blur the role of the teacher in the

classroom and only plays a supplementary role in the process of learning. The findings of this study should be of interest to English teachers who are in search of methods for improving EFL learners' listening comprehension knowledge. This experiment suggests that TED talks can be used as authentic materials in the listening classes and is consistent with research on self directed learning.

TED talk videos to enhance vocabulary.

TED talk is also useful for learning vocabulary, as Chen-Yu and Howard Hao (2019) found in their research *" Academic Spoken Vocabulary in TED Talks: Implications for Academic Listening"* which aim to employ the Academic Spoken Word List (ASWL) and the British National Corpus and Corpus of Contemporary American English (BNC/COCA) lists to analyze TED talks' vocabulary profiles in a corpus consisting of transcripts of 2085 such talks from six main topics.   Findings reveal high coverage of the ASWL over talks at approximately 90%. The coverage figure is similar to that of the ASWL over academic speech, suggesting that t talks conference should be suitable materials for academic listening. Learners are also likely to learn high-frequency academic spoken vocabulary from such talks.

Moreover, Nurmukhamedov (2017) in his research entitled *" Lexical Coverage of TED Talks: Implications for Vocabulary Instruction",* which is based on a lexical coverage-profiling methodology, seeks to identify a vocabulary size necessary for learning from TED Talks presentations. It was found that a vocabulary size of 4,000 word families, plus proper nouns and marginal words, provides 95% coverage of Talks presentations, while 8,000 word families, plus proper nouns and marginal words, provides 98% coverage. Likewise, the findings of this article suggest that learners need to have a

large vocabulary in order to effectively watch Talks. As well, intermediate and high intermediate learners are advised to know the most frequent 2,000 word families to have a basic comprehension of TED Talks. In addition, learners need to know large numbers of proper nouns within given subject areas because they are frequently mentioned in TED Talks presentations.

The aforementioned studies provide a general view on how ted talks can improve learners' listening comprehension due that they are involved in many cultural topics, accents, types of discourses, grammar and vocabulary in context etc. Furthermore, TED talks encourage learners to actively learn from authentic materials out of regular instructions provided by the grammar book. Finally, these studies provide a clear example that listening comprehension should be carried out with the motivational conferences TED talks provide.

Methodology of pedagogical component

Regarding the accomplishment the objectives of this study, the pre-service teacher will provide a clear explanation of her pedagogical procedure during her integral practice at Francisco Jose de Caldas School and taking into consideration the actual situation with the COVID-19 pandemic classes will be given through virtual resources, which means all methodology process will be conducted through synchronic meetings.

With the purpose of encouraging 9th grade students to be interested in practicing and enhancing listening skills through TED talk videos, the pre-service teacher plans to

follow the three steps proposed by Vandergrift (2004), that are described in a detailed manner in the theoretical framework. Those steps involve the before, during and after listening comprehension. So, those previous steps will be implemented in each TED talk listening comprehension. It is important to highlight that each TED talk activity will be included and developed at the end of each synchronic classes, with a view to reinforce the topic of the lesson, for example in lapso n°10 the topic is: animals and there is / there are, in order to take into account the objectives, lineaments and standards already established by the school and MEN (Minister of National Education). The instruments of data collection are; the lapso (workshop) in which will be demonstrated the evolution of the students' language and the improvement of the oral comprehension skill by some questions, in addition to that, an open survey will complete the instruments of the data collection of this study. In brief, the aforementioned instruments of data collection will provide the appropriateness and effectiveness of TED talk as pedagogic instruments to enhance students' listening comprehension.

Likewise, this proposal is a qualitative research understood as a holistic approach that comprises the discovery of a specific phenomenon as defined by Creswell (2014) "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. Therefore, it can be emphasized that qualitative research facilitates the deeper understanding of a topic or social phenomenon. By the same reason, this study follows

the action research design, which is perceived as "systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning". The principal goal of action research is to identify problems you face and act in ways that can help "fix" those problems and observe whether your changes have worked (Johnson & Christensen, 2019).

Finally, for the data collection the sample for this study was carried out on four ninth grades students from Francisco Jose de Caldas at Cucuta, Norte de Santander, other characteristics of this population are the level of students that are between A2 and B1, as well, the age ranges are between 14 and 17 years old. The ethical considerations carried out in this project are, the informed consent for the survey to be conducted as data instruments, also the participants' anonymity is kept and finally with the objective of giving credibility to this study and avoiding misunderstandings, the articles taken as support for this study are referenced.

Instruments and sample

Instruments	Sample
Lapsos 10,11 and 12.	9th grade students
one survey	9th grade students

Chronogram

Taking into account the general schedule of activities created in order to carry out the pedagogical project, the activities prepared and developed by the pre-service teacher are presented below, following the order set out in the previous chronogram. Therefore, you will find a description of each one of the activities carried out with ninth grade students at Francisco Jose de Caldas School. On table n° 4, the chronogram is going to encompass the activities that were developed IN the integral practice project, so it explains when an activity occurS at which time and the sequence that was carried out during the development of each activity. Likewise, data instruments to conduct the data analysis, which are the lapsos (worksheets) and the TED talk survey.

Table 5 *Chronogram of Pedagogical Activities and data collection*

Activities	Weeks															
	September				October				November				December			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
School diagnostic		x														
Project plan	x	x														
Project correction		x														
Project in action			x	x	x	-	x	x	x	x	x					
Lapso n°10				x												
Review activities					x											
Lapso n°11							x									
Review activities								x								
Lapso n°12									x							
Review activities and TED talk survey										x						

Report of the implementation		X		
Report's corrections		X		
Report's submission and correction			X	
Tutor's corrections			X	
Final report's analysis				X
Project's sustenance				X

They were the pedagogical activities carried out during the practicum.

Sequence of TED talk conference

The subsequent table explains the sequence followed in each TED conference worked in each lapso and these steps are proposed by Vandergrift (2004), that are described in a detailed manner in the theoretical framework.

Table 6. TED talk sequence

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Before	First, before doing the Ted talk activity the pre-service teacher always explains the topic of the lapso (worksheet) and then, at the end of this, she introduces the TED talk conference asking students, what they think the video will be about? , so they make an inference based on their previous knowledge.	40	Speaking Writing	Lapso (guide) Laptop
During	During this stage, the pre-service teacher gives some instructions that students must follow while listening to the video, they are	15	Listening Writing	Lapso (guide) Laptop Notebook

			Pencil
After	always instructed to pay attention to the video and take notes of the words that they understand, since later the pre-service teacher will be asked some questions concerning the video. They are instructed to respond each point into the lapso according to the video. In the first point, there is always a paragraph, which they must complete with the correct words said by the speaker in the conference, so they must pay attention in order to identify the words. Afterwards, the video is played twice, the first time without subtitles and the second time with subtitles. This time, they can understand more and identify THE vocabulary. After watching the video, the pre-service teacher asks the students if they managed to understand the words to complete the paragraph, and then she asks which of the multiple choices they think the correct ones are, after answering the questions asked in the lapse; to clase, she indicates the written production they must do regarding the Ted talk conference.	15	Speaking Writing	Lapso (guide) Laptop

Before explaining the activities, it is important to clarify what is a Lapso , so it is the worksheet worked every 15 days and is organized according to the following structure: introduction, pretext text, connection with knowledge, knowledge assessment and TED talk conference, so the lesson classes always followed the lapso order. As

well, the third last lapsos (10,11,12) were made and conducted by the pre-service

teacher.

Lapso n°10   (September 28th to October 16th).

This was the first class that the pre-service teacher gave to the students of 9°5,

on Monday, September 28th , 2020. (Every lesson class was carried out at each ninth

grade in charge: 9°1, 9°2, 9°3 and 9°5 during the week). The objectives of the classes

during this week were the development of the lapso n°10 and to explain the main

grammar subject so, the topics of this "lapso" or worksheet were: there is / there are and

the animals, therefore the TED talk conference was about "stop animal abuse" by Kyle

Chung. (See annexe n°A)

Fig 6. *Image of the lapse n°10*

Each class begins by greeting the students, with the objective of breaking the ice,

then the-preservice teacher asks them the date in English, some answer by

microphone, others by chat, they are also instructed to write in their notebooks the

number of the lapso, the theme and the date. Then the lesson begins with the

introductory video in this case about the animals and there is a review of the vocabulary

through this video, also by asking questions, for example: according to the video which

are the domestic, wild, marine animals and which is their favorite animal?, then the *texto*

pretexto is worked, making a detailed reading, clarifying doubts and unknown

vocabulary, and then, they go to answer the questions about the text, which are

expressed in *conexión con el conocimiento*, so this section is completed according to

the text, there are also other points relating to the central topic of grammar, which is

introduced with a video and then pre-service teacher clarify doubts about the subject,

she ask questions to the students about the subject in order to see if they have clear the

topic, after that they must do a list of animals using the there is / there ARE, so they

give some examples in the chat. Likewise THE pre-service teacher explains the last

point of this section, which is a written production, where they must give their point of

view on the subject of the text pretext, so she gives them an example and they

subsequently must give one example in the chat.

Fig 7. *Image of the lapse n°10*

TED TALK CONFERENCE

1) watch the following Ted Talk video and do the following activities, when you finish the activity, send evidence of the task done /Ver el siguiente video de Ted Talk y hacer las siguientes actividades, cuando ya hayan terminado, enviar evidencia de la actividad hecha:

Video link: https://youtu.be/LellPt4yNZQ

1) Listen to the video and fill in the blanks using the words from the video/ escucha el video y llena los espacios usando palabras del vídeo.

Antabuse spraying all over the globe, knowing millions of _____ are abused every _____ , probably as we _____ , in fact in _____ there had been 1880 reported cases of an _____ in the U.S.

2) Which of these animals are mentioned in the video? (multiple options)? / ¿cuales de estas animales son mencionados en el video? (varias opciones)?

3) Write a text giving your opinion about the animal abuse/ escribe un texto expresando su opinión sobre el abuso de los animales.

Similarly, the pre-service teacher explains how to do the following points and gives examples, so they respond to the activities. There are groups that are more participative than others, but it is always possible to develop the class successfully with the few that participate.

Fig 8. *Image of the lapse n°10*

Finally, TED talk conference, in which the sequence described above is followed for the development of the video, first they receive the instructions before listening to the video, then it is played twice and finally the questions are answered during the lapso development, this was the first time that the TED talk conference was implemented with the students, some were very interested and participative, others not so much but I could evidence that they liked the activity, since it was something different for them.

During the next week, there were two Kahoots quizzes carried out in each course of 9th grade, with the objective of reviewing the topic of the lapso and evaluate the Ted talk conference, which were developed during the classes, it was a different activity for the students and some said that they liked the activity (see Annexe n° B)

Before making the quizzes, the pre-service teacher asked the students, if they remembered the topic of the lapso, asked them for example: when do we use there is/ there are ? how do we use there is and there are ? write an example in the chat using the grammar topic. After they remembered the lapso topic, the pre-service teacher asked them if they remembered the TED talk conference, what is the topic of the video about ? what do they remember ? and then, she played the video one more time with the previously instructions given.

Lapso n°11 (October 19th to October 30th).

This is the second lapso carried out by the pre-service teacher, frequency adverbs and the hobbies were the topics of the lapso, this week the pre-service teacher explained the theme following the lapso activities, she always starts asking them the date and the topic, likewise indicating them to write the information of the lapso on their notebooks, she also motivates them to send the homework as soon as possible. Then, the pre-service teacher starts the class with the introduction video, before she played the video she always gives the indications in order to work the video in a correct way. This time the video is about hobbies, as usually the pre-service teacher prepare some questions for the students, for example: according to the video, what were the hobbies mentioned? Which of those hobbies do you like?, What is your hobby in your free time?. Afterwards, she starts working on the *Texto pretexto* asking the students to read the text paragraph by paragraph in order to read detailed and make clear the vocabulary by examples given by the pre-service teacher.

Fig 9. *Image of the lapse n°11*

When the text was completely clarified, the next section of the lapso was *conexión con el conocimiento*, in which there were questions about the previous worked text.

Pre-service teacher helped them with the first part of the box, in this case "Monday" and then the students answered the next day on the box; she did the same with the next point, teacher explained what they must do and she helped them with the two first true or false exercise and so on with each point. Finally, *in the Ted talk conference*, in this section of the lapso the pre-service teacher followed the previous steps mentioned in the sequence, before, during and after in order to carry out in a correct way the listening practice.

Fig 10. *Image of the lapse n°11*

For this second week of the lapso, the pre-service teacher prepared some slides to do a review about the topic, starting with Frequency adverbs and then with some questions about TED talk conference, to introduce the talk activity, she indicates the steps their will do in order to work in a correct way, then she does some questions about the conference, some students answer them through microphone and other on the chat. Finally, she gives them some vocabulary taken by her, and then she plays the video one more time (see Annexes C).

Lapso n°12 (November 2nd to November 13th).

This was the last lapso carried out with ninth grade students, the subjects were How to be polite and can/can't , pre-service teacher explained the complete lapso during the first week, so always tried to explain as better as she could, she frequently did questions to the students according to the different sections of the lapso. Practitioner followed the same order mentioned during the previous lapsos, just changed the topic, in order to achieve the objectives of the lesson it was implemented the same methodology; likewise, TED talk conference was implemented following the

previous sequence (before, during and after) mentioned before in order to develop in a successful way an oral comprehension activity.

Fig 11. *Image of the lapse n°12*

As a second week of the lapso 12, it was implemented a quiz made on Kahoot with the objective to measure if they learned about the subjects and if they really improved their oral comprehension, in which there were some questions related to the TED talk conference.

Data collection

For the data collection as mentioned above, two instruments were selected and implemented, one was the lapsos developed by the ninth grade students and the TED talk survey that was carried out on them (see Annexes D).

According to the complexity of the time, it was impossible to analyze the 125 lapses from the four ninths grades, so the pre-service teacher decided that the sample for this instrument would be 15 students since it was the average of students who

connected to the synchronous meetings. The objective of the lapsos was to analyze the answers and to analyze if there were progresses in oral comprehension.

In contrast, the TED talk survey could be implemented to the major part of the students, as 81 of them answered the survey compo. It is important to highlight that since the students were minors, pre service teacher provided them an informed consent at the beginning of the survey in which the parents had to put their names and the identification numbers to give this permission, also it clarified that the information was taken for academic purposes.

Data analysis

For data analysis, it was necessary to understand how to make sense of the information collected. For this reason, the typological analysis method was chosen for the data interpretation process. Lecompt e & Preissle (1993, p.257), cited by Hatch (2002), describe typological analysis as "the division of everything observed into groups or categories on the basis of a canon that allows the whole phenomenon under study to be broken down". Taking into consideration the research questions of this study, this analysis helped to categorize the data in order to have an accurate answer to the phenomenon to be studied. For a first cycle pre-service teacher analyses, she organized the data into 1. English skills improvement; 2. Measuring Ted talk videos as an English learning method; 3. The influence of TED talk videos in English classes.

To follow the analysis with the typologies related to the research questions, pre-service teacher worked with MAXQDA, which is a software that identifies the analysis results without interpreting them. This software was implemented to analyze the open questions of the Ted talk survey instrument.

Results

      In this section the pre-service teacher presents the results after analyzing the documents and the Ted talk survey, these results are divided into three subjects taking into account the questions of the study: 1. English skills improvement; 2. Measuring Ted talk videos as an English learning method; 3. The influence of TED talk videos in English classes.

English skills improvement

Fig 12. *Image by Maxqda analysis*
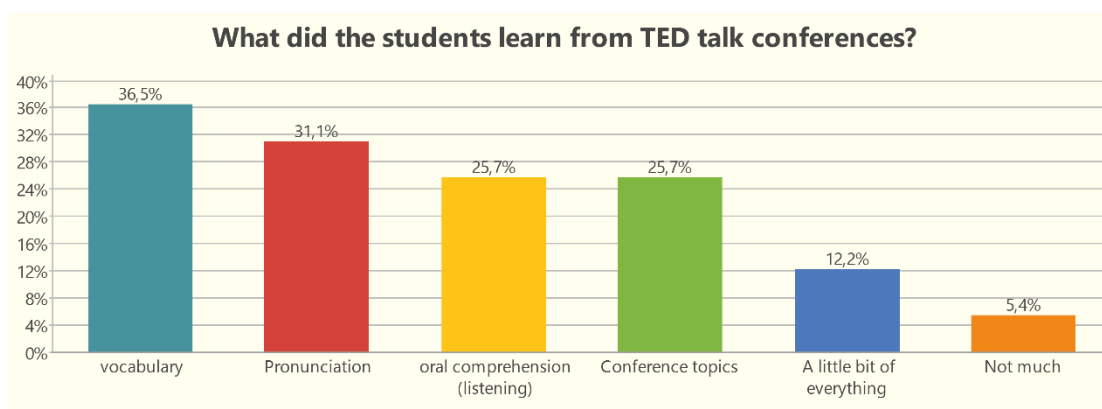
      This graph shows the first result, answering the first question of this study; the most frequent codes found in the survey, in which taken into account: vocabulary, pronunciation and oral comprehension. So, the students reported that what they learned the most from the TED talk conferences was the vocabulary with 36,5%, as well they learned pronunciation with 31,1% and the 25,7% improved their oral comprehension. The documents of the solved lapsos by the students support the results of the survey, since the exercises of vocabulary and the oral comprehension weren't well resolved.

Measuring Ted talk videos as an English learning method

Fig 13. *Image by the survey*

1) De 1 a 5 como califica la metodología de TED talk conferences, implementada por la docente practicante.
81 réponses
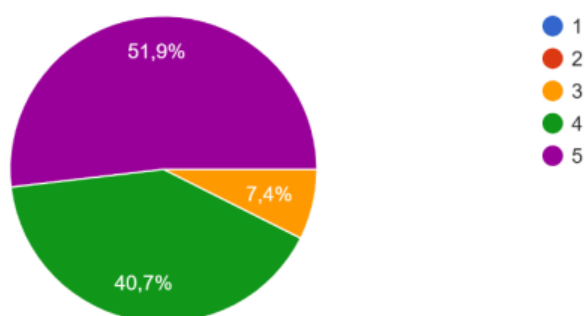
Two of TED talk questions survey were about the methodology carried out during the project execution, in order to measure how was the TED talk conferences accepted by the students, this code respond to the second question of the study. The results found were that the 51,9% valued 5 as excellent, the 40,7% esteemed 4 as good and the 7,4% ranked 3 as acceptable.

Fig 14. *Image by the survey*

4) De 1 a 5 que tanto le gustarón las conferencias de TED talk implementadas en los lapsos?
81 réponses
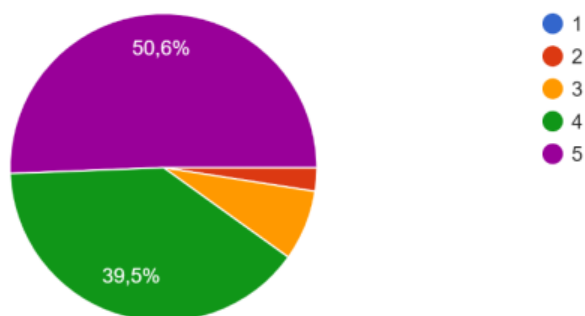
Likewise, they expressed that they liked the TED talk conferences implemented into the lapsos, with the 50.6% ranked as they really liked, then 40,7% classified as they liked and the 7,4% as they liked less than the others one. As a result,

Based on the results previously presented, it is possible to conclude that the students liked the methodology of the TED talk implemented as a tool for learning English and as a practice of listening

The influence of TED talk videos in English classes

Fig 15. *Image by Maxqda analysis*
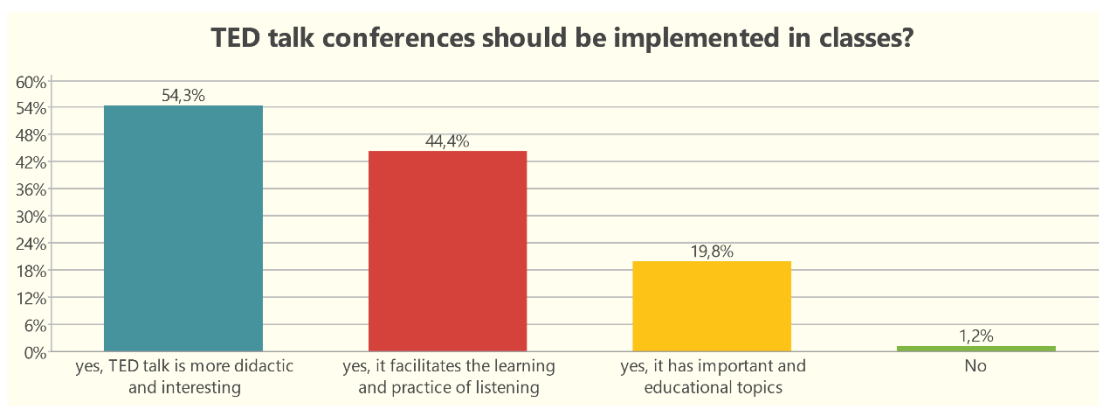
In order to respond to the last question of this study, the students give their opinion about the influence of the TED talk in the classroom, in which the most frequent codes were; yes, TED talk is more didactic and interesting with a 54, 3% ranked. Then, yes, it facilitates the learning and practice of listening with a 44, 4% rated and the last code with 19,8% yes, it has important and educational topics. As a result of this code pre-service teacher could infer that TED talk had a good acceptance by ninth grade students, most of them were attentive during the conferences, as well participative and even some of them in different occasions manifested that they liked the topics, thus the

videos and the classes were enjoyed because it made the sessions more diverses and didactics.

Conclusion

Fig 16. conclusion graphic
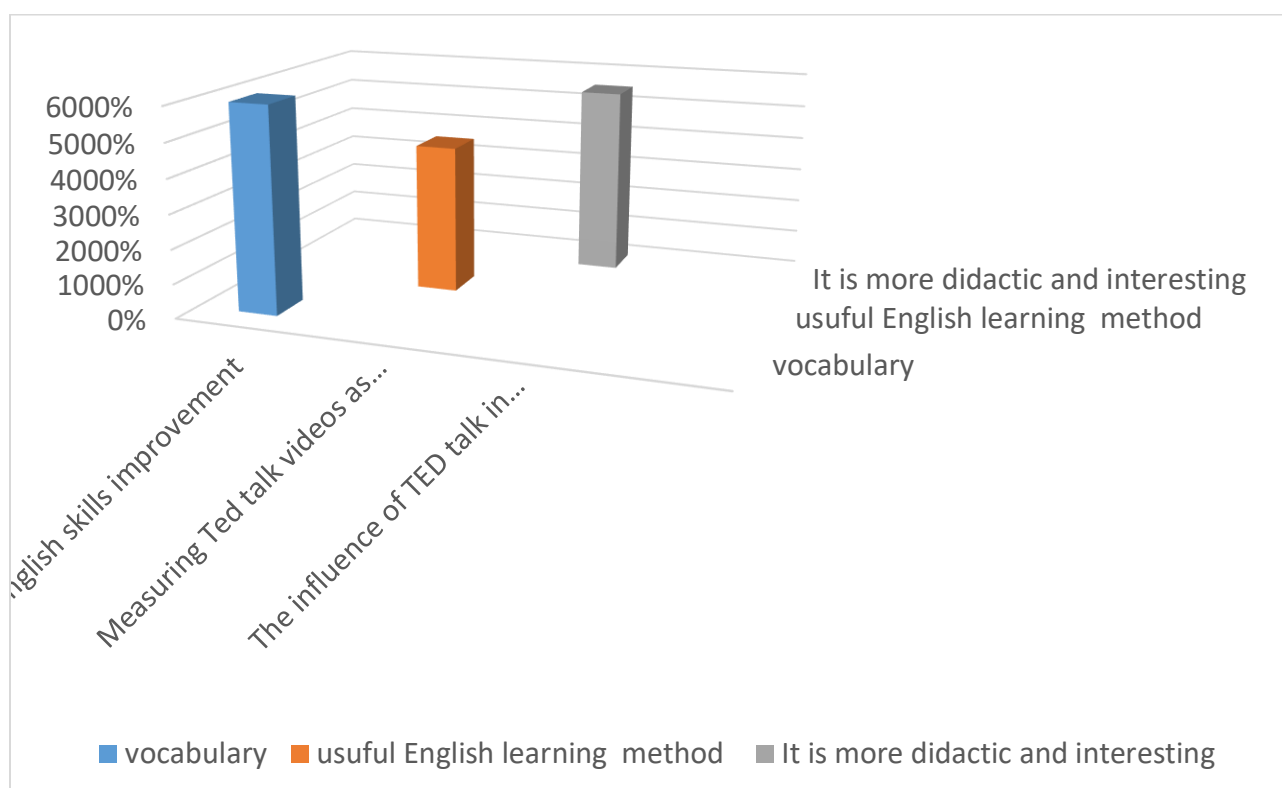
In conclusion, after the implementation of the workshops (lapsos) elaborated for the development of the virtual classes in 9th graders students, in which the conferences have been implemented and after analyzing the data collection of this project; it is possible to say that the students have shown an interest and improvement in their listening skill, as well vocabulary and pronunciation.

Likewise, it was found that TED talk conferences is an usuful English learning method, in which students discovered a different and didactic way to practice their lisening comprenhension and to improve other English skills, therefore it was a very well accepted tool into the virtual classes, always following the methodology proposed by Vandergrift (2004) who mentions three steps (before, during and after) to take into account at the moment of developing a listening comprehension activity.

Finally, the use of TED talk conferences in the English class is a tool that could have pleased students for certain reasons, such as the possibility of leaving the traditional routine, vocabulary (typical expressions), and pronunciation; as well as the increase in motivation by listening to different topics of the conferences.

Chapter IV – Research Component

Introduction

In the context of education in Foreign language Program (PLEX), the educational practices of the teachers in training are outlined as one of the points of interest to be studied and documented with the purpose of improving the teaching-learning processes, to qualify the education.

Although there is a clear interest in the evident need to understand and transform pedagogical practices, it is also true that a good part of the local studies are focused especially on the problem of learning rather than on that of teaching.

It is relevant to formulate a project that establishes a reflexive approach on the practice of training teachers to objectify knowledge, behaviors and attitudes aimed at guiding their work as teachers; furthermore, it is an exercise of reflection, immersion and conscious exploration of the teaching subjectivity itself, through the formulation of questions and the search for information to solve problems and to achieve the self-recognition.

Justification

The formulation of this project in the context of the Comprehensive Practice of Language Students, is part of the vocational concept of practice as a spearhead to improve educational processes in the application centers where is implemented. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of this profession, the different models and approaches to address a challenging situation by means of establishing an analytical view on the event. In accordance with what has been exposed by the philosopher of education John Dewey, pioneer in the field of reflexive thought applied to teaching, we justify the need of this project to provide students with tools of analysis and self-observation that allow them to distinguish between routine action and reflexive action. We consider that a reflective approach shields the agents of the traditional context from the inertia and authority that permeate school.

Problem Statement

Schools assume core aspects in the constitution of individuals, in institutional life not questioned; they are seen as the stable and invariable reflection of the school identity and culture. Furthermore, teachers have the risk of installing themselves in a situation that does not allow the pedagogical evolution and the renewal of the school's culture as events occur as planned. In this sense, a practice that lacks reflection does not contribute to look for solutions to problematic situations; such situations tend to be ignored and made invisible. Viewed in this way, the pedagogical practice is assumed as the reproduction of procedures that place teachers in the traditional role of teaching, which hinders the emerging practices that tend to modify thought and knowledge to meet the social needs. Because of this situation, which affects teachers to a greater or lesser extent, the teacher training process must foster a critical spirit and reflection in the teachers-in-training, that contributes to the improvement of their pedagogical practices, so that these, in turn, become essential elements to transform training teachers' future professional performance. In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is conceived as a fundamental exercise for the students who carry out their integral practice, to evaluate themselves, to establish a critical and constructive view of their work in the teaching field. To begin this study, the following guiding questions are formulated:

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

- How does reflection influence the development of the critical spirit of teachers-in-

training in the analysis of their pedagogical practice?

Objectives

General objectives

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

Specific objectives

- To consolidate a group of teachers-in-training with a critical spirit who reflect and present proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, to share ideas and guidelines helping them to effectively assume their pedagogical practice and the insertion in the school.
- To identify and to analyze the strategies used by the teachers-in-training in his/her pedagogical practice.
- To implement workshops and didactic modules that guide the reflection of the teachers-in-training.
- To analyze one's own beliefs about the students and teaching practice.

Theoretical Framework

The theory of the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of this study. In order to have a greater degree of clarity about the concepts covered, in close relation to this research project, we present an approach to each one of them.

The Teaching Profession

One of the fundamental members of any school is the teacher, who has the function of transmitting knowledge within the framework of a specific science or art, but who also has within her responsibilities the integral formation of the students. The teaching profession requires a series of competencies, which currently constitute a conceptualization and a way of proceeding in the planning and management of human resources oriented to facilitate the articulation between management, work, and education. Therefore, we find that all teachers must have a series of competencies that allow them to master a set of knowledge and skills in the specific domain they teach since the first intellectual requirement of a professional is the level at which he or she practices. Similarly, all teachers must possess skills in the organization of content that is to say, the pedagogical practice not only requires organizing the subjects to be taught but also anticipating the conditions of teaching in the educational context or outside it. In other words, all teachers must develop the skills that allows them to structure and to anticipate from the practice of teaching itself.

Reflection

Talking about reflection implies approaching different conceptions about this notion. For this reason, in order to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process

The reflection is carried out through a series of stages that in a cyclical way result in a process. According to Schön (1983) quoted by Correa Molina et al (2010), reflecting on the experience implies "a type of reflexive dialogue with the situation, where language would favor access to the individual's experiences, which would allow a new structuring of the situation". 2

The stages of the process of reflection are shown in the following diagram:

Fig 17. Reflection as a process

Reflection as theme

The concept of reflection is based on a theme that is related to that concept. For this purpose, and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as a reconstruction of the experience. For the first two perspectives, the external aspects are the source of knowledge that allows for reflection; and the contextual aspects allow for the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the person who reflects.

The Reflective Practice

To update and to qualify the university's academic proposals in order to guide students towards new ways they can interact with the world, it is necessary that teachers question themselves about their own practice and about the impact it has caused; so that they are able to realize their behavior and to assume the different roles the pedagogical practice demands. Teachers play a central role in the current educational world; they act in a complex environment that is constantly changing as a result of the interaction of various factors and conditions. The profession of teaching demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and EllioT:1986).In this context, the problems of practice and class size demand a particular treatment-oriented not only to understanding but also to improve the social interaction. The need to articulate the changing social reality to our pedagogical task is evident in the existence of numerous attempts to explain and to

address the school phenomena making the school work more effective and more efficient. This study will serve the teachers-in-training to reflect on their methodological processes in the light of reflection as the only rational and ethical way of taking action. (Sacristan 1999)

According to Van Manen (1997), there are different levels of reflexivity, in the first level there is the effective application of skills and technical knowledge hence, reflection is applied to the selection of the teaching strategies and its appropriateness within the classroom.

At a second level, reflection involves the implicit assumptions in the specific practices of the classroom. As a result, the consequences of the adopted strategies, of the curricula, and of the SE practices are analyzed. Then, the application of the educational criteria to the teaching practice is chosen in order to make pedagogical decisions adapted to the institutional reality and to the different contexts. In a third instance, Van Manen establishes an exercise of critical reflection; at this level, he formulates the most elaborate reflection, a questioning of the ethical, the normative, and the moral criteria directly or indirectly connected to the classroom.

Pedagogical practice.

For the analysis and reflection on practice, it is considered appropriate to resort methodologically to a conceptual process of classification of practice; for this purpose, Zeichner's proposal is assumed, who has established several Modalities of practice in this way:

Academic Practice.

It is aimed at preparing teachers to be capable to reflect on the courses they teach so that they can transform teaching into structures that students can understand.

Social Efficiency practice.

The aim is to achieve effective teaching through the application of didactic techniques that are derived from general principles that have been reached by pedagogical research. In this case, the reflection consists of a strategic decision: "to select among the range of available techniques the one considered most effective".

This is the way how technical rationality proceeds.

Developmental.

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

Social reconstruction.

The purpose of reflection is the social, the economic, and the political context, to promote truly democratic, egalitarian, and fair relationships in the classroom.

Generic

Programs refer to reflection in a generic way, without specifying the purposes of the programs and the programmatic contents denying strategies of reflection to promote reflexive learning.

Reflection triggers.

According to Schulman (1987), these triggers are the teacher's cognitive foundation of life in the classroom which are indispensable because they constitute the element of reflective thinking that contributes to the development of the self-knowledge a good teacher needs to make proper decisions in the classroom.

The critical element of reflective thinking.

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as stated by Sparks-Langer and Colton 1991:39.

These authors established some classifying categories of knowledge

 1. Content knowledge

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, etc.)

4. Teaching knowledge and own professional organization

5. Knowledge of the students and their characteristics

6. Knowledge of the educational contexts

7. Knowledge of the philosophical, historical, and axiological principles.

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thought that is included in this study as an instrument to collect teachers-in-training narrations to encourage the documentation of their experiences in the classroom. In this component are situated the teaching diaries in which writing unleashes the elaboration of the teacher's reflective thinking, about his or her experiences of practice at the objective, subjective, and intersubjective level.

Methodology

The methodological strategy proposed is based on the continuous reflection that additionally involves meetings to strengthen the collective practice as an initial step to address educational and labor problems hand in hand with the principles of organization, autonomy, planning, and self-observation.

This process of socialization and systematization will be carried out in order to review the impact of the proposal of reflection on this process of practice.

This study is part of the qualitative research approach, in which reflection is seen as a professionalizing mechanism that will contribute significantly to the description, identification, and analysis of pedagogical practice.

Data is going to be collected through the application of the following instruments:

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the teachers-in-training, while at the same time to socialize and to share experiences related to their work allowing them to enrich their practice and to incorporate new tools to transform their pedagogical methods.

Objectives.

- To consolidate a group of teachers-in-training able to reflect and present proposals and alternative solutions to the educational problems of their pedagogical practice.

- To socialize criteria, to share ideas and guidelines in order to carry out their pedagogical practice.

- To qualify, to facilitate and to insert themselves effectively in the educational center.

Self-observation file

The main objective of the self-observation file is to guide the Teacher-in-training towards his own view of the teaching practice and his role in the classroom and his connection with the educational community of which he is a part.

Narrative

The exercise of reflection will allow the student to express himself about his work from the narrative of his own experience as a way of giving meaning to the everyday life of the teacher.

Context

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is located in the valley of Espiritu Santo, in the Colombian Andes. Also known as "ciudad fundadora de ciudades" during the colonial period, it has been throughout its history a center of religious confluences and influences; it has welcomed a great number of religious communities among which we can mention: "la comunidad de franciscanos, la Hermanas clarisas; los Hermanos de San juan de Dios, la Compañía de Jesús, la Comunidad la sallista", as well as female religious communities: "Hermanas de la presentación, Hermanas bethlemitas" among others. The presence of these communities in the city brought with it the creation of educational establishments with a projection of their beliefs and values. This study is placed in this geographical context, with the school as the agency in which the school actors work: PLEX Practitioners.

The school is understood as a specific educational community that is in charge of making official education, that is to say, the school is the place where education takes place, where education is fulfilled, and where education is ordered.

At present, the school is considered the way of life of the community, meaning that the school transmits those learnings and values that are considered necessary in the community, and those lead students to use and to improve their abilities for the benefit of both society and themselves.

In the school, we always find a series of fundamental elements that take part such as the case of teachers and students whose behavior and ways of acting are subordinated to a social and a cultural order from which the school itself takes its organization.

The school is an organ dependent on society, a social institution destined, within the specific area of education, to administer education systematically and which conditions the formation and organization of groups represented by educators and students (Crespo, 2010).

School as an educational establishment fulfills specific functions within which it stands out:

Socializing Function

It is about the learning of young people, of values, norms, behaviors, attitudes, or skills, targeting the predominant culture, in the political and economic context to which they belong. This function covers all the processes of socialization, in which the members of the school participate.

Instructional Function

The instructional function is based on the improvement of the spontaneous processes of socialization, to guarantee the formation of human resources, which is required by the functioning of the labor market. It tries to ensure that the higher the level of culture, knowledge, values, etc., the greater the possibility of adaptation.

Educational Function

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

Population

The total population of the present study is constituted by the students of the tenth semester, practitioners of the Program of Foreign Languages English-French of the University of Pamplona.

The direct beneficiary population:

- Teachers-in-training
- Supervisory Teachers
- Student community from the educative institutions for practicum implementation.

Indirect beneficiary population

This population comprises the teaching community of the Bachelor of Arts in Foreign Language degree since the results provide useful feedback for the view of the program members about their practice as the Pacticum group.

Institutional departments articulated to the project

- The Bachelor of Arts in Foreign Languages degree.
- Language and communication department.
- Faculty of education sciences.

External institutions linked to the project

- Colegio Francisco José de Caldas

- Colegio San Pedro Claver

- Colegio Santísima Trinidad

Proposed Locations and Scenarios for Project Activities II Semester 2020

Official educational institutions of the City of Cúcuta in which the Integral Practice proposals are implemented.

Schedule and Activities

This schedule shows each of the activities carried out in this component during the pre-service teacher practicum for data collection, in order to have an idea of each activity and the date of the implementation.

Table 8. Research component timetable

	Activities	September			October				November			
		2	3	4	1	2	3	4	1	2	3	4
Reflection Workshop	Workshop #1		x									
	Workshop #2					x						
Self-Observation Sheet	Self-obs. Sheet #1				x							
	Self-obs. Sheet #2							x	x			
Narrative journal	Narrative #1			x								
	Narrative #2				x							
	Narrative #3					x						
	Narrative #4						x					
	Narrative #5							x				

Narrative #6	x		
Narrative #7		x	
Narrative #8			x
Narrative #9			x

Data collection

In order to answer the research questions, data collection was based on three types of instruments: Narratives, reflexion workshops and self-observation.

Narratives

The pre-service teacher has developed five narratives that aim to describe her experience and process in the educational establishment (see Annexes E) It is important to highlight that each narrative had to be sent weekly taking into account the experience lived with the students in the classes.

Reflection Workshops

Reflection workshops come into play because based on those experiences, the teacher begins to look for solutions to all the challenges that arise. On the other hand, reflection helps the teacher to know her rhythm and style of work, allowing her to be an innovative teacher in the classroom and above all dynamic.

Self-observation

This is a very important tool in the teaching-learning process since it can allow us to realize the different aspects to improve as future teachers. In the field of   education, reflection becomes an essential tool for the teacher's role because it allows her to

recognize the way she teaches. As the teacher develops in the real context, numerous challenges arise that must be solved. challenges such as lack of discipline on the part of the students, the management of time in classes, the needs of the students, the learning rhythms, among others.

Data analysis

For data analysis, it was necessary to understand how to make sense of the information collected. For this reason, the typological analysis method was chosen for the data interpretation process. Hatch (2002), describes typological analysis as "the division of everything observed into groups or categories on the basis of a canon that allows the whole phenomenon under study to be broken down". Taking into consideration the research questions of the study, this analysis helped to categorize the data in order to have an accurate answer to the problem to be studied.

To follow the analysis by typologies related to the research questions, the researcher worked with MAXQDA, which is a software that identifies the analysis results without interpreting them.

Results

In this section the pre-service teacher presents the results after analyzing the instruments previously mentioned, the results are divided into three typologies, taking into account the questions of the study: 1. The teaching profession, which is divided into

four subcategories: didactic techniques, methodology, virtual classroom adaptation, integration into the institution and decisions; the second category is 2. reflection and it is divided into two subcategories: the reflective practice (positive and negative experiences) and critical elements of reflective thinking.

The teaching profession
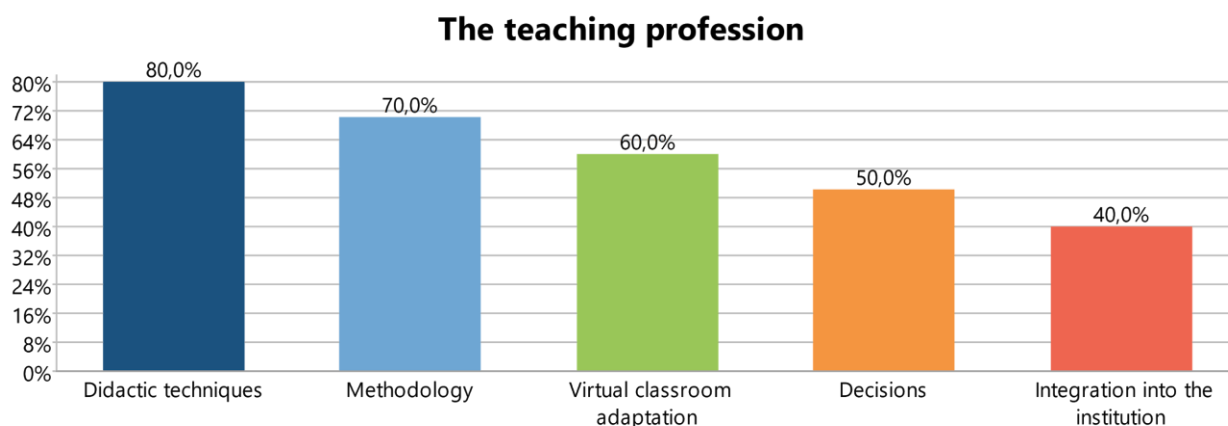
The teaching profession

 In order to respond to the first question of the study, this first typology shows the more frequently codes within the data collection, the first one code more current was didactic techniques with 80% rated, then methodology with a 70% ranked, later we have virtual classroom adaptation with a 60% ranked.

As a result of this typology, this field of reflection is a great guidance tool because it leads us to think if we are doing the job correctly as teachers. If the methodology that we are implementing is according to the students, at their level, if they understand or not what they are learning, therefore the reflections help us to go deeper into our acts as teachers within the classroom, to think if we should change, improve or continue with our teaching methodology. It enriches the role as a teacher, since they lead me to improve through my experiences and reflections.

Reflection

The reflective practice
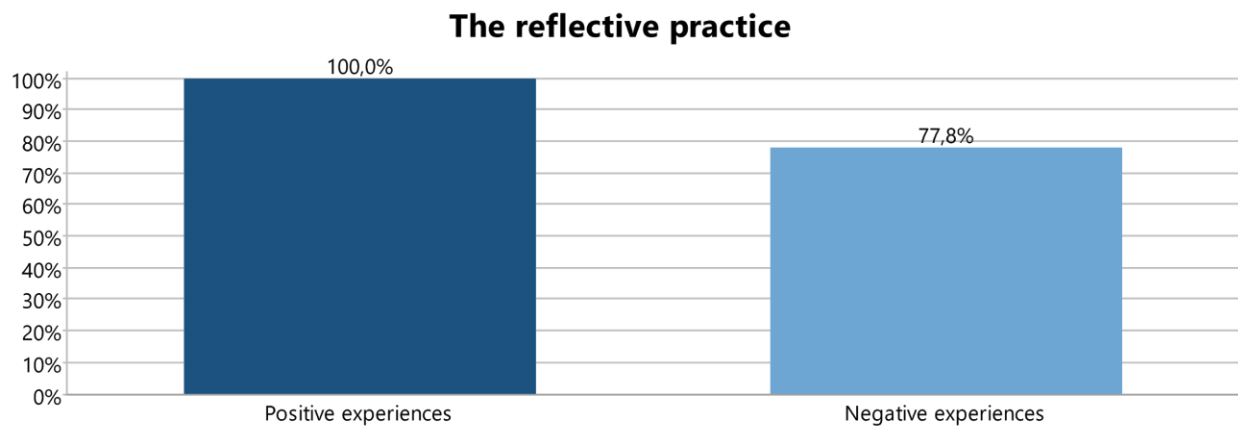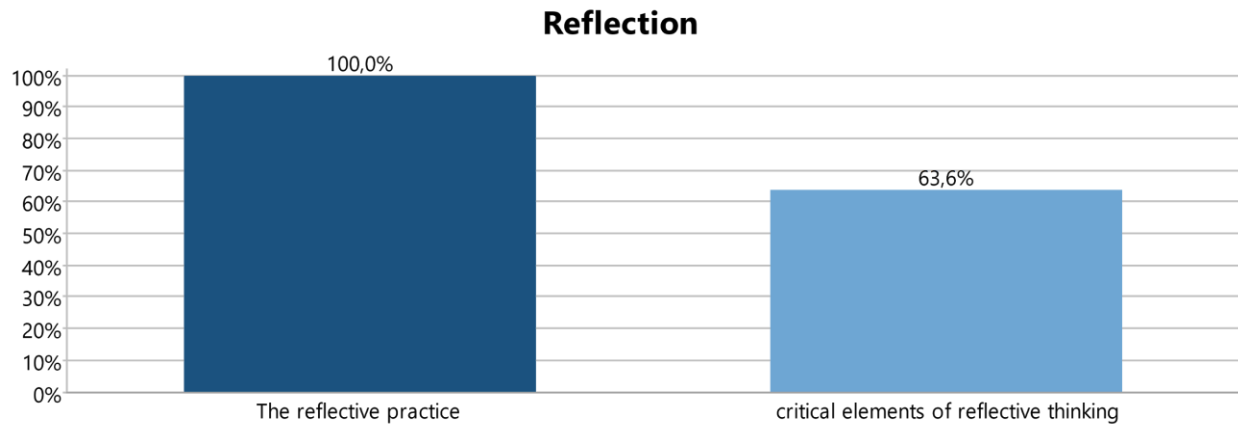
Reflection

The second typology, answering to the second question of this study, in which the reflective practice had a 100% ranked and critical elements of reflective thinking with a 63.6% rated. As a result the researcher found that the reflective practice could be positive and negative experiences, in which positive experiences had a 100% and negative experiences with a 77.8% rank.

Conclusion

     I put in practice all the learned theory during my degree. I was in front of thirty fifth graders in each course, I felt a little nervous about all the existent facts in a virtual classroom given that being in front of a class goes further than teaching something or sharing knowledge.I guided the classes having as reference the methodology course I studied during my degree. Taught during the course of didactics offered during my degree as a Foreign Language teacher. My experiences worked as a trigger of self reflection, so my abilities and capabilities played an important role to seek patterns allowing me to identify my strengths and weaknesses when teaching instructing, so I could improve step by step.

Chapter V - Outreach Component

Awareness to the English language for primary schools in Pamplona

Presentation

When reading this proposal, the reader will find a twofold objective: to organize in a project the social impact of the Language Program from the implementation of the extension component to the community of Integral Practice, and to sensitize students of the elementary school to the basics of the foreign language, English.

It presents in the first instance, the justification, and the objectives of the project, its characterization and the lines of contribution to which it contributes.

The theoretical framework guiding the proposal, the population to be benefited, the timetable and the budget estimate table to be prepared by each participant are presented below.

Introduction

The participation in world policies in the academic, cultural, and economic fields motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens can collaborate in cultural exchanges that allowS them to access more equitable conditions for personal development, which will be reflected in social development of the country.

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

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

Regarding primary education, the Government is advocating the expansion of the coverage of English language education for boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes, and therefore the results of evaluations implemented at the national level are not very encouraging.

The University of Pamplona of Colombia, as a public training institution for teachers and more specifically the bachelor's degree Program in Foreign Languages English French, has come close to the reality facing the primary school in the city of Pamplona as regards the National Bilingual Policy. Many of the educational institutions

in this city do not have English teachers to meet the training needs of the primary sector.

Recognizing this reality and the problems it produces. This present proposal of social projection seeks to found the needs of teaching English in primary school population in the city of Pamplona. Likewise, to integrate the foreign language training of students of the English French Foreign Language Degree Program into the educational reality of this sector to deal with, to reduce the gap between public and private schools in the foreign language area.

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

Justification

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

The aim of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic foreign language training that is necessary and essential at these levels. For this reason, it is carried out as part of the

extension component to the community of the integral practice developed by students of last semester of the Degree in Foreign Languages of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education sector.

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

Objectives

General Objectives

- The implementation of this social extension project by the bachelor's degree Program in English French Foreign Languages of the University of Pamplona is aimed at the following objectives:
- To meet the needs of the children of the primary school in the city of Cucuta.
- To integrate the foreign language training of students of the English French Foreign Languages Degree Program into the educational reality of teaching English at the primary school in the city of Cucuta.

Specific objectives

With the purpose to have a better understanding the issues raised above, this proposal will seek to:

- To familiarize the child of the primary school of Pamplona with fundamental knowledge of English.

- To involve students of the Degree Program in Foreign Languages English French in the processes of teaching English in the primary school of the city of Pamplona.

- To link the training of students of the bachelor's degree Program in Foreign Languages English French with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

Typology of the project

This is a formative project, disciplined around curriculum; open to institutions where the Integral practice is carried out and offer basic training in primary education in the city of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal articulates the social projection, transcends the institutional space and makes possible the articulation of the PLEX Degree to the Pamplona's community. The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the community of the University and the degree.

Contribution Lines

- Contribution to academic training in the field of foreign languages.

- Citizen education (attention to problems in the educational environment that tend to reduce the inequity of the education system)

- Projection to the school community at university and program level.

Theoretical Framework

Teaching of the languages

International linguistic policies

For several years, UNESCO has been concerned with the role of languages in the global context. At the general conference in 1999 it adopted the term 'multilingual education' to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and the special needs of culturally and linguistically different communities, can only be met through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) believes that languages are not just a means of communication, but a true factory of cultural expressions; they are bearers of identities, values, and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that provide access to global communication and information exchange. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue,

as well as developing policies for translation, in all possible ways, of written and visual

materials with a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006), the learning of foreign languages is now an

inescapable necessity, but it is also learning of the cultures they represent. Languages

are the spirit and conscience of peoples, the poet points out; they are the best

instrument for accessing other

88 cultures, other histories, other ways of seeing and understanding the world; they

erase distances and bring us closer to science and technology too.

All types of learning are of vital importance for the sociability of the human being

as long as it allows it to develop properly in different contexts. The learning of a foreign

language or several languages focuses both the professional and personal life of an

individual allowing it to be successful and fruitful in its doing and know-how.

National Program of Bilingualism

Colombia, like other countries in Latin America and the world, has adopted

academic policies aimed at disseminating the English language as a foreign language,

through the

national bilingualism program launched in 2004 with three specific lines of work:

institutions of primary, secondary, higher education, programs of education for work and

human development; ethno-education; and flexible models of education. This program

aims to train competitive and productive human talent in a global environment in

different fields of action. (MEN, 2006, p. 6).

Bilingualism

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

The teaching of English in primary school

According to Yesser A, & Chacon C, (2011), the acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character are inherent to the individual. As well as factors specific to the socio-cultural and educational context such as the curriculum are involved, the methodology used, the training and updating of the Foreign Language Teacher, among others. Thus, the importance of reaching the point of understanding how the child learns and incorporates a Foreign Language becomes necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) o LE and how this process relates to the native language of the child.

Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to LE. The acquisition of language is done naturally and unconsciously in the form of a comprehensible input,

which is processed and internalized, while learning involves consciously learning the rules of the language about.

This distinction has been questioned because it is difficult to define both terms as part of a continuous process between the unconscious and the conscious (Richard-Amato 1996). The authors raise their point of view on the subject and differ for the purposes of this dissertation, the terms learn and acquire interchangeably because the SL can be acquired through recreational activities in an inductive and natural way that also involves processes of learning.

It is important to note; however, that the contributions of Krashen and Terrel (1983) in terms of the natural approach of language are relevant to the process of acquiring SL in children and support the method of Total Physical Response (TPR) proposed by Asher

(1976).

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

- *Pre-production* is the stage in which the child develops the ability to hear and understand language through gestures and actions is a period characterized by silence. Therefore, at these stages, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing oral production.
- *Early Production.* It begins to produce one or two words and/or phrases. It is recommended to focus on meaning by avoiding grammatical errors.

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

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

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

Yesser A & Chacon C,2011, (quoted in Ausubel,1986) states that there are differences between cognitive abilities of the child and the adult in relation to cognition and affectivity.

These are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and distance them from the adult, who is usually more prone to emotional block when expressing in another language. From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in

the acquisition of pronunciation. That is, at a younger age, the more likely the child is to develop the pronunciation of a native.

Why learn LE in primary school?

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

● Children who start foreign language study at school tend to achieve more positive performance than others that no start early this foreign language process.

● Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and daring that exceeds those of young people and adults.

● Children tend not only to be afraid of making mistakes, but they often acquire and transmit meaning through gestures and pantomime.

● Children are at a stage in their lives where the plasticity of their brains makes it easier for them to learn languages.

In summary, it is noted that the human learning process is based on experiences with the environment in which it is influenced by cultures that predominate and identify their idiosyncrasy and autonomy, especially in the young population in the childhood life cycle, where from an infinite number of theories from the psychological field. It is argued that sociological learning takes place through the observation and listening to sounds that focus on the senses of everyone. Emphasizing that the process of cognition from

mental processes direct and leads to a meaningful learning in children who are at the beginning of learning especially from an LE.

Subproject

Acquisition of vocabulary through flashcards. In 3rd graders students

Beneficiary Population

The population involved in this project is "primary course" of 3rd grade from the Francisco Jose de Caldas School.

Elementary School Students

● Teachers of Primary Basic Language and Area Courses

● Foreign Language Program Students-Trainees

The beneficiary indirect population:

● Foreign Languages Program Community

● Pamplona Educational Community

Institutional units linked to the project:

● Foreign Language Program Department of Languages and Communication

● Faculty of Education

● Directorate of Social Interaction

External institutions linked to the Project

Francisco Jose de Caldas school

Pedagogical methodology

Given that, third grade students did not have a teacher in charge for the English area, this proposal aimed at implementing flashcards as a tool to improve English pronunciation and vocabulary by generating a meaningful learning experience.

General Objective:

- To support 3rd grade students of the Francisco Jose de Caldas school through Flashcards and videos.

Specific objectives:

- To go into detail about the programmatic contents
- To solve doubts of any topic students do not understand
- To teach English vocabulary through Flashcards and videos.

Development of the Outreach Component

After two weeks of observation, the pre-service teacher could notice that there was a lack of vocabulary in English and pronunciation because the teacher is not a foreign language teacher. The purpose of the Project is to improve the English pronunciation and vocabulary of the students of third grade through flashcards. In this way, the strategy to be implemented in this project is based on the use of flashcards to improve the vocabulary and pronunciation on primary courses. According to Eslahcar:

Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition. Flashcards are useful for drilling new letters, syllables, words, and other information. They are normally used in a classroom, but can also be used more informally. A flashcard is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format (2012, p. 137).

Likewise, flashcards were used as a pedagogic tool to reinforce students' vocabulary in primary course 3dr grade due to their shortcomings with the English language. Besides, the use of flashcards allows learning in a different way given that grammar aspects might be explained through the vocabulary.

Due to the current situation, all classes' sequences were carried out through videos in which the pre-teacher service will explain each flashcard. Below a table is presented with the activities planned.

Chronogram

Table 9. *Chronogram of the Outreach Activities*

Week	Topic	Material Implemented
1st	Animals	Flashcards
2nd	colors	Flashcards
3rd	Feelings	Flashcards
4th	Physical appearance	Flashcards
5th	Numbers	Flashcards
6th	Food	Flashcards

7th	sports	Flashcards
8th	Clothing	Flashcards
9th	Fruits	Flashcards
10th	Means of transport	Flashcards

This proposal was implemented in 3rd grade during 10 weeks at the institution Francisco Jose de Caldas in , which aimed to work on the vocabulary through flashcards and educational videos proposed in the lapse n°10, the worksheet worked with the children is explained below.

Therefore, fortunately due to the time Therefore, unfortunately due to time it was not possible to carry out all the topics proposed previously in the timeline.

Lapso n°10

The teacher in charge divided the grade into two groups to avoid connectivity problems as the group is quite large, classes were carried out on Thursdays , so the pre-service teacher has had three meetings with each group.

In order to work with the students, the teacher in charge suggested to the pre-service teacher to work on the pronunciation of the vocabulary within the *lapso* and just make videos of each vocabulary subject (see Annexe K), so every week the pre-service teacher makes a video and attend the virtual meetings to reinforce their vocabulary and pronunciation. The methodology that the teacher follows, she first greets the children

and then they pray, then she takes the attendance. Later, she assigns the pre-service teacher as the one in charge of teaching the English class, since she then teaches other classes, such as math, biology and so on.

Pre-service teacher starts the class following the *lapso* proposed by the teacher in charge the 3rd grade, so she starts asking them, what is the topic of the lapso? and all of them answer the questions "animals, colors and the emotions", but in this first class she teach them just the animals farm, then she makes them repeat each word by showing them the Flashcard designed on Quizlet in order to practice and memorize the vocabulary (see Annexe K), during the first class with them the pre-service teacher teaches them the pronunciation of the animals songs and practice the colors using the animals, as on the video too.

On the next class, pre-service teacher taught to the students "the emotions" the correct pronunciation by using the Flashcard designed on Quizlet, later she explained them how to do the exercises proposed in the *lapso*, pre-service teacher as usually gave them examples of how they should do the exercises, she really enjoy works with them, as they are very active and participative. Finally, I share the video link with them so they can work on it at home and share it with the students who were not able to attend class.

Conclusion

Thanks to the technology this component has been carried out in a successful way, because pre-service teacher have looked for tools to create the Flashcards in an easy and useful way, in the same method the videos that practitioner made for children

were a complement since they can practice the pronunciation in an autonomous way at home and pre-service teacher has seen the progress.

Chapter VI - Administrative component

Introduction

In this last chapter the practitioner presents the administrative activities in which she had to participate actively during the integral practice. It is her duty to take part in all the activities that the educational institution proposes during the school year.

Throughout the twelve weeks of the integral practice, the pre-service teacher had to stay during all the work day in the institution, with that in mind, the pre-service teacher has to participate in the events, activities, celebrations, masses, prayers, festivities of the School among others. The process of getting involved in these extra-curricular activities and at the same time improves the interpersonal relationships.

Objectives

General objective

- To be involved in extracurricular event of *Francisco Jose de Caldas.*

Specific objectives

- To help the administrator to organize the different extracurricular activities.
- To give aid and support to other teachers in the development of cultural activities.

Methodology

As a practitioner I had to be ready to participate in all the activities proposed by the educational institution according to the school calendar. I had to occupy the same role as an employee teacher of the institution, being involved in the activities, it means cooperating with all the teaching staff and with the principal of *Francisco Jose de Caldas* during the integral practice. All the activities in which I have to participate will be presented in the timetable of the School activities.

School activities

Table 10. School activities

Activities	August			September				October				November		
	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III
Official and representatives' election														
Women's day high school														
Women's day primary														
Accountability												x		
English day													x	
Flag-raising												x		

Administrative activities

Teachers training

Francisco Jose de Caldas school, had a week of recess (from 5th to 9th October) During this week, a space was opened for practitioners, in which every pre-service teacher had to prepare an activity according to a training topic or that we could teach them and at the same time they enjoyed the activity. Therefore, I chose to teach them the use of Kahoot as a pedagogical tool within the classroom. So, I decided to make an activity in this game-based learning platform (see Annexes F) referring to the Colombian culture, as an example of the use of the platform, I also created some slides to bring order and explain what this platform is about.

The activity was planned and organized in advance with the help of the supervisors and our tutor, also with the head area teacher Ramiro, who helps us a lot in each organization, we always do synchronous meetings (see Annexes F) with him in order to clarify doubts and organize everything. The activity was done on Wednesday of that week during the morning from 7 to 11. The idea of the activity was to create a virtual room for each one of us where the teachers of the institution could enter and the practitioners would rotate, that was a great opportunity to interact with the teachers of the school. Despite the technological inconveniences we had, we were able to develop the previously programmed activities.

English Day

This event is in process, there is not a date established yet. The pre-service teacher is in charge of editing the videos of ninth and third grades, which are entitled *"family care during quarantine"*, a Drive has been created to upload the material ready (see Annexes G) , the idea is to create videos for each group with different activities and

in this way create a single video. There have been synchronous meetings with teacher Ramiro and the supervisors, I have had meetings with my supervisor too for the organization of documents and so on (see Annexes G).

Use of the 'Webcolegios' platform

This platform of the school is which teachers use to upload grades, create the synchronous meetings, upload the lapsos and receive homework, it is a very useful and simple platform to use, my supervisor has taught me how to use it, we had some meetings with the objective of learning how to use the different tool. Since I was in charge of it since I started with the lapso n°10, it is up to me to grade, to create the classes and to upload the lapsos (see Annexes H).

Fig 18. conclusion graphic

Administrative activities

■ Teachers training ■ English Day ■ Use of the 'Webcolegios' platform ■
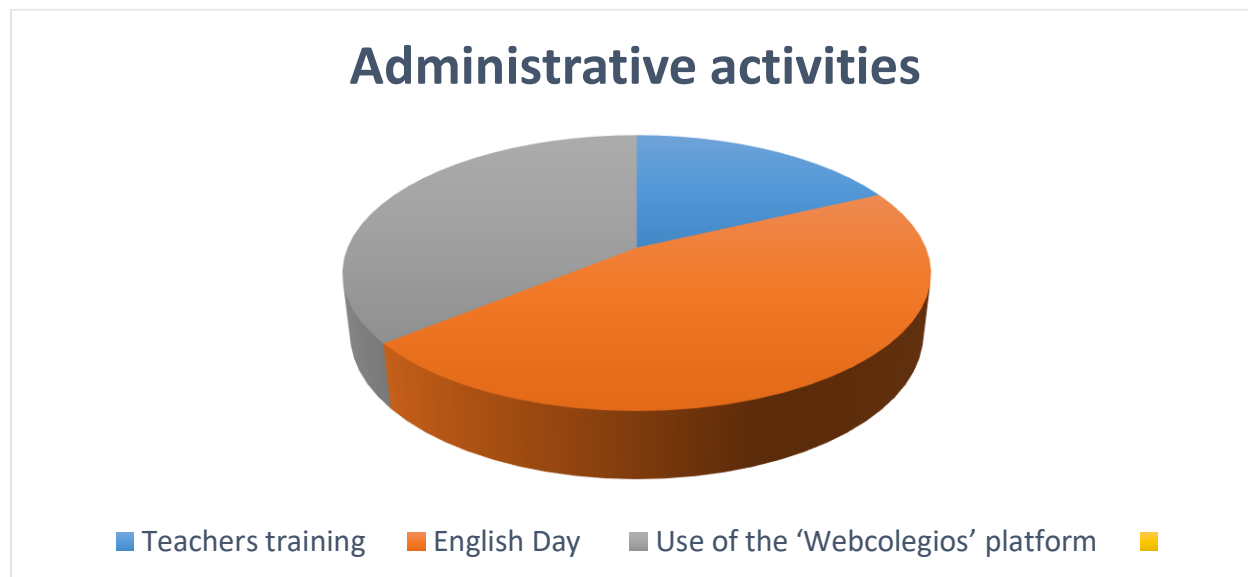
Conclusion

With the implementation of this component, the aim was to participate in all the extracurricular events and activities proposed by the institution and thus learn about the

role of the teacher in its entirety. However, given the circumstances, it was difficult to do the school activities but not dreadful to achieve the proposed objectives, because despite the difficulties it has been possible to organize an event, which through the technological tools give us the possibility of doing new and different things for the school.

General Conclusion

The process of practicum is a very important and necessary stage as a teacher in training, which allows the preservice teacher to implement the theory learned during the degree, by facing a real context of teaching and learning process, Moreover, in spite of the challenges that were had during this process due to the virtual setting, the pre-service teacher was able to carry out all her practice in a successful way, ending with gratitude and great experiences as a teacher that provided new knowledge, new tools and techniques to implement in a virtual classroom.

Finally, Pre-service teacher is grateful to the faculty of both the school Francisco José de Caldas and the teachers in charge of the practice committee, because together were a great team to successfully carry out each of the processes during the integral practice.

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Annexes

Annexes A. Evidences of Lapso n° 10

<u>**Lapso**</u>

<u>**Introduction video**</u>

INSTITUCION EDUCATIVA FRANCISCO JOSE DE CALDAS
Decreto de Creación Nº 059 de febrero 8 del 2005
Resolución de Aprobación Nº 002231 de agosto 30 del 2018
GUÍA DE APRENDIZAJE LAPSOS   Página 3 de 5

⬇ Valoración del Conocimiento

There is & There are

1) Read the sentences and match them with the correct images /Leer las oraciones y unirlas con las imágenes correspondientes:

Read the sentences and match:

1. There are three horses. ●
2. There's a goat. ●
3. There's a cow. ●
4. There are six chickens. ●
5. There are two farmers. ●
6. There are nine ducks. ●
7. There are seven sheep. ●
8. There's a bee. ●
9. There are four pigs. ●
10. There's a duck. ●
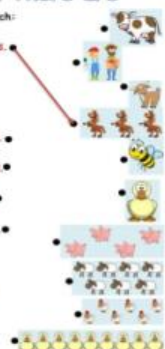
2) How many animals of each species are in the image?/Cuantos animales de cada especie hay en la imagen?. Example:

✓ In the image there is a crocodile
✓ In the image there are....
✓
✓
✓
✓
✓

INSTITUCION EDUCATIVA FRANCISCO JOSE DE CALDAS
Decreto de Creación Nº 059 de febrero 8 del 2005
Resolución de Aprobación Nº 002231 de agosto 30 del 2018
GUÍA DE APRENDIZAJE LAPSOS   Página 4 de 5

TED TALK CONFERENCE

1) watch the following Ted Talk video and do the following activities, when you finish the activity, send evidence of the task done /Ver el siguiente video de Ted Talk y hacer las siguientes actividades, cuando ya hayan terminado, enviar evidencia de la actividad hecha:

Video link: https://youtu.be/LellP4iNZO

1) Listen to the video and fill in the blanks using the words from the video/ escucha el video y llena los espacios usando palabras del video.

Antabuse spraying all over the globe, _____ knowing millions of _____ are abused every ____, probably as we ___, in fact in _____ there had been 1880 reported cases of an _____ in the U.S.

Stop Animal Abuse | Kyle Chung | TEDxPascoCountyScho...
TEDx Talks

2) Which of these animals are mentioned in the video? (multiple options)? / ¿cuales de estos animales son mencionados en el video? (varias opciones)?

3) Write a text giving your opinion about the animal abuse/ escribe un texto expresando su opinión sobre el abuso de los animales.
(No olvide enviar la evidencia de estos tres últimos puntos)

Texto pretexto

ANIMAL CRUELTY by Marta Sánchez

We share our planet with millions of species of animals. Animals are beautiful and intelligent, but people often do terrible things to them. In my opinion, we have to stop cruelty to animals.

Circuses
We love seeing animals like elephants and lions in circuses. They live in small cages, and people often hit the animals if they don't learn quickly. Some people think that the animals don't suffer because they are used to circus life. But I think it's cruel.

Traditions
Sports like bullfighting, fox hunting and dog fighting are popular in a lot of countries. So people think that bullfighting is exciting, and say that it's fair because bulls are strong and powerful. But I disagree, because the bullfight chooses to fight, but the bull can't choose.

Animal trafficking
A lot of exotic animals are taken from their habitats. People can make a lot of money from animal trafficking. People buy them as pets, them for food, or make products from their such as souvenirs, clothes and medicine.

Chat:
6:48 Laura Valentina Camacho° — Shark
6:48 Jefferson caceres — Starfish
6:48 Marlon David Villamizar — manatee
6:48 Adriana Villamarín — Dolphin
6:48 Daniel Sebastián calderon tarazona — Crab
6:48 Karelyn ortega — Lion

Grammar video

TED talk conference

Attendance list of the week (9°1, 9°2, 9°3, 9°5)

#	Código	Apellido1	Apellido2	Nombre1	Nombre2	Asistencia
				09-03 MARTES 29 DE SEPTIEMBRE, HORA 8:10 A.M. DESARROLLO DEL LAPSO 10.		2020-09-29 08:10:00
1	1606	CHAVEZ	BUENO	LENNY	SANTIAGO	
2	1540	COLMENARES	ARENAS	JHOAN	SEBASTIAN	
3	1544	DIAZ	LOZANO	JEFFERSON		
4	20161796	GARZON	GOMEZ	VICTOR	MANUEL	
5	1908	GRANADOS	BARON	KEVIN	ANDERSSON	
6	1548	GUAYAZAN	MORA	MICHELL	DAYANNA	✔
7	2017003	HERNANDEZ	CAICEDO	VALERY	CAMILA	✔
8	20161136	HERNANDEZ	GARCIA	SANTIAGO	ANDRES	
9	2019398	HERRERA	VELANDIA	SARY	VALENTINA	✔
10	2019371	JAIME	PABON	JUAN	FERNANDO	✔
11	2017049	JAIMES	ROJAS	KAREN	GIDDIANY	
12	20160860	MANTILLA	DUEÑAS	PAOLA	VALENTINA	✔
13	20161061	ORTIZ	BAEZ	NATHALY	JULIETH	
14	20160579	ORTIZ	ESPINOSA	FREIMAR	ALEXANDER	
15	2019427	PABON	MONROY	CARLOS	ALBERTO	
16	1804	PEÑARANDA	CUEVAS	JEISON	STEVEN	✔
17	1805	PEÑARANDA	NORIEGA	SEBASTIAN		✔
18	20161330	PRIETO	BUITRAGO	DANNA	VALENTINA	
19	1733	PRIETO	HERNANDEZ	SHIRLY	SARAY	
20	1734	RINCON	MEDINA	GLEDIMAR		
21	2017109	RIVERA	SILVA	DAYONER	JOSEPH	✔
22	1735	RODRIGUEZ	LOZANO	BREYNER	ESTIBEN	
23	1555	RODRIGUEZ	PUENTES	JOHAN	ANDRES	
24	1556	RODRIGUEZ	VECINO	JUAN	PABLO	✔
25	20162011	ROJAS	DUEÑAS	ANGEL	YOSHUE	✔
26	1557	SANCHEZ	SALAZAR	SHERMIE	ARACELLY	
27	2017255	SANTOS	REYES	CRISTIAN	SNEIDER	✔
28	2016023	SOLANO	VILLAMARIN	KEYMAR	CRISTINA	✔
29	2017075	SOLEDAD	VELANDIA	JERSON	ANDRES	✔
30	1737	TAMARA	CACERES	SHAROL	SLENDY	

Lista De Asistencia

Sede	Jornada	Grado	Tema			Fecha De Realización
01	M	09-05	LUNES 28 DE SEPTIEMBRE, HORA 10.20 A.M. DESARROLLO LAPSO 10.			2020-09-28 10:20:00

#	Código	Apellido1	Apellido2	Nombre1	Nombre2	Asistencia
1	20160683	ACERO	RODRIGUEZ	MIGUEL	DAVID	
2	1741	AGUDELO	MERCHAN	MICHELL	ALEJANDRA	
3	20161034	ARCILA	VEGA	DUBRIX	SHYNETH	
4	20161788	ARENAS	CARRILLO	JUAN	PABLO	
5	20161181	BACCA	VERJEL	JAIR	MAURICIO	
6	20160919	BARROSO	ROJAS	MICHELL	ALEJANDRA	✔
7	1634	BAUTISTA	ZUTA	ABRAHAM	ALEXIS	
8	1455	BECERRA	RUEDA	ANGELA	JULIETH	
9	2015107	CACERES	URBINA	MARIA	ANGELICA	✔
10	1603	CAMPOS	CABREJO	LAURA	SOFIA	
11	1536	CARREÑO	JEREZ	KAREN	JULIETH	
12	1458	CASADIEGOS	CABALLERO	SHIRLEY	YURANNY	
13	1604	CASTAÑEDA	HERRERA	PAULA	GABRIELA	
14	2015743	CHACON	REMOLINA	GEIDY	ALEJANDRA	✔
15	2018415	GARCIA	GUERRERO	DANILO	JOSE	✔
16	2018377	GARCIA	ISCALA	YEISON	LEONARDO	
17	2017053	GARCIA	QUINTERO	LAURA	SOFIA	
18	20161973	GRIJALVA	ARIAS	DANIELA	ANDREA	
19	1613	GUERRERO	GARCIA	WENDY	GERALDYN	
20	1508	HERNANDEZ	AGUILAR	KAROL	MILENA	
21	2017034	JAIMES	JOYA	YORDAN	ALEXIS	✔
22	2015789	JURADO	JIMENEZ	YURGEN	ANTONIO	
23	20160829	JURADO	RAMIREZ	DIEGO	ALEJANDRO	
24	2017045	MUÑOZ	RONDON	GLENDY	JEDITZA	
25	2017064	MUÑOZ	RONDON	ORIANNA	MICHELLE	
26	20161099	PEÑARANDA	GARAY	DANILO	ANDRES	
27	1521	PEREZ	FLOREZ	ORIANA	TATIANA	✔
28	1553	PINTO	DAVILA	KAREN	MILENA	
29	2018375	POVEDA	SUAREZ	JHOAN	SANTIAGO	✔

Annexes B. Evidences of Kahoots

Annexes C. Evidences of Lapso n°11

Introduction video

Texto pretext

Grammar video

TED talk conference

Annexes D. Instruments of data collection

Checked Workshops evidence (lapsos)

TED talk survey

Annexes E. Frequency adverbs

Refletions

Segunda reflexión (28 de septiembre al 2 de octubre)

Esta semana fue muy emocionante y la vez un gran reto para mí como docente, ya que pude dar mis primeras clases virtuales, junto con la supervisión de la docente a cargo de mi proceso de practica integral (supervisora). Por ser mis primeras clases, tuve varias expectativas, ya que es muy diferente planear la clase y tener todo listo a efectuar lo planeado y aún un reto más grande, mediante las herramientas tecnológicas.

Durante la primera clase que le di al grado 9°5, me permití soltarme y romper el hielo con los estudiantes, se conectaron a la clase más de 10 estudiantes, desde un comienzo les hice preguntas, referente a sus procesos académicos, si ya estaban al día y como estaban con sus trabajos de inglés y eso me permitió acercarme a ellos un poco y que ellos rompieran igualmente el hielo conmigo, por ende, me sentí cómoda, aunque en varias ocasiones lograr la participación durante la clase es difícil, seguí la misma metodología en todas las clases, siempre guiándome con lo observado durante las dos primeras semanas, siguiendo la metodología de la docente a cargo de los grupos.

No es fácil enseñar mediante una plataforma virtual que enseñar presencial, muchos factores influyen negativamente, el internet no les funciona bien a todos o no todos cuentan con internet y dispositivo para ingresar a sus clases, pero en cada clase y con los que pudieron asistir a clases, di lo mejor de mí, porque todo el tema y el lapso, quedaran claros, el cual es otro reto como docente, lograr un aprendizaje efectivo en todos los estudiantes.

Finalmente, todas las sugerencias y recomendaciones dadas por mi supervisora me ayudaron mucho a orientarme y saber si estaba haciendo bien las cosas, siempre pedí su opinión y orientación con el objetivo de mejorar en cada clase, lo cual me ha sido muy efectivo ya que me da seguridad de que estoy haciendo o no lo correcto como docente.

Roxana Rodríguez Velásquez
1.095.930.129|

Primera reflexión (21 al 25 de septiembre)

Como practicante de la institución Francisco José de Caldas de Cúcuta, norte de Santander, durante las dos semanas de observación y la semana de nivelaciones pude tener una serie de experiencias. El primer contacto que tuve fue con mi supervisora, Adriana María Peña Bolívar, seguidamente ella me presento ante los cursos con los que fui asignada (grados 9°), fue muy gratificante, al principio se sienten nervios ya que es el primer acercamiento formal como docente hacia una institución educativa.

He sido incluida en los encuentros sincrónicos tanto de mi supervisora como de los encuentros con los docentes del área de inglés, coordinadores y rectora de la institución, para mí fue muy gratificante empezar con la bienvenida de los docentes de la institución. De igual manera, me fueron de gran utilidad los encuentros con los estudiantes, ya que pude observar sus comportamientos en clase, participación y trabajo en general. Por otro lado, también me permitió observar la metodología y procedimientos de la docente durante el desarrollo de las clases virtuales, lo cual me ha servido bastante para tener en cuenta cuando yo vaya a iniciar mis clases de práctica. Del mismo modo, ayudar a la docente con la planeación del material de clase "lapsos" me ha servido para orientarme, aprender y enriquecer mi experiencia como docente, he aprendido mucho estas semanas referente a la planeación y lineamientos que se deben seguir en la institución para llevar a cabo la planeación y el desarrollo exitoso de las clases de inglés.

Finalmente, referente a los grupos de primaria que me fueron asignados (3°) he tenido encuentros virtuales con la docente a cargo (Mildred Johana Gómez), pero con estos grupos desafortunadamente no he tenido encuentros virtuales, estuve desmotivada porque pensé que no podría desarrollar exitosamente mi proyecto con ellos, pero estos días ya la docente me asigno unos horarios de encuentros sincrónicos con los estudiantes y empezaremos a trabajar de la mano esta semana, hasta el momento me he sentido incluida tanto como practicante o docente en formación dentro de la institución.

Roxana Rodríguez Velasquez
1.095.930.129

Annexes F. Colombian Culture Kahoot

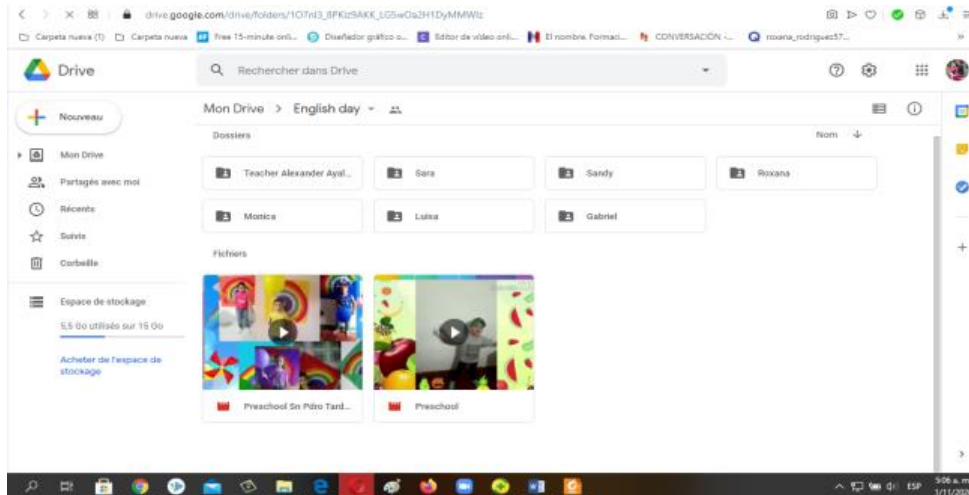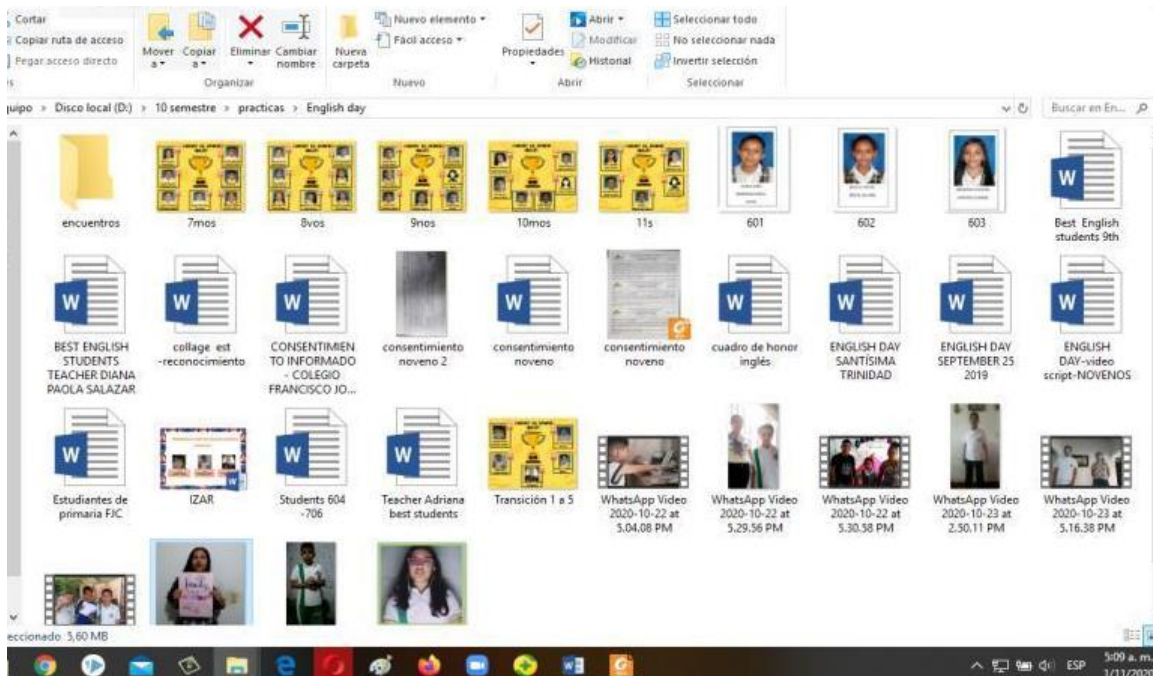## Kahoot slides
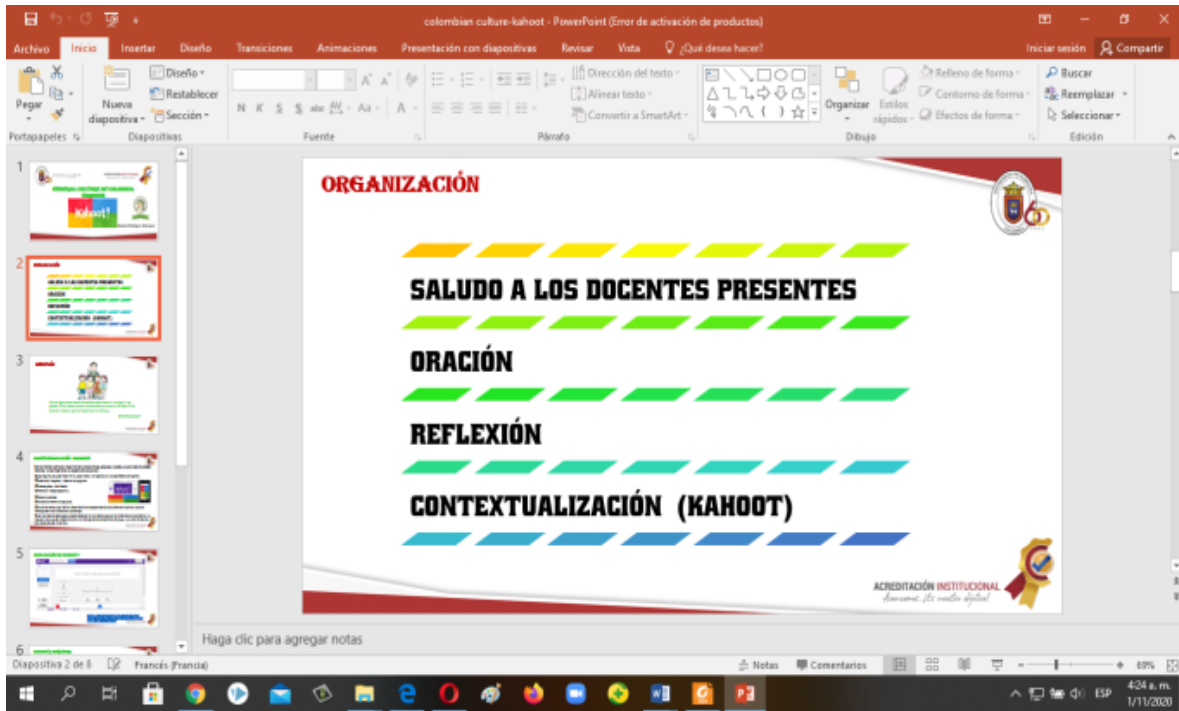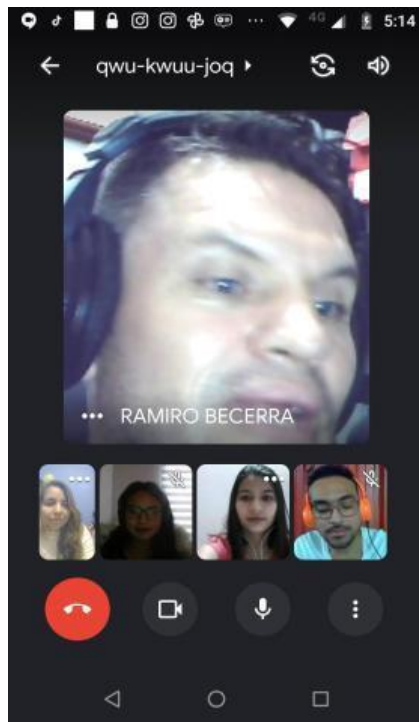
Meeting

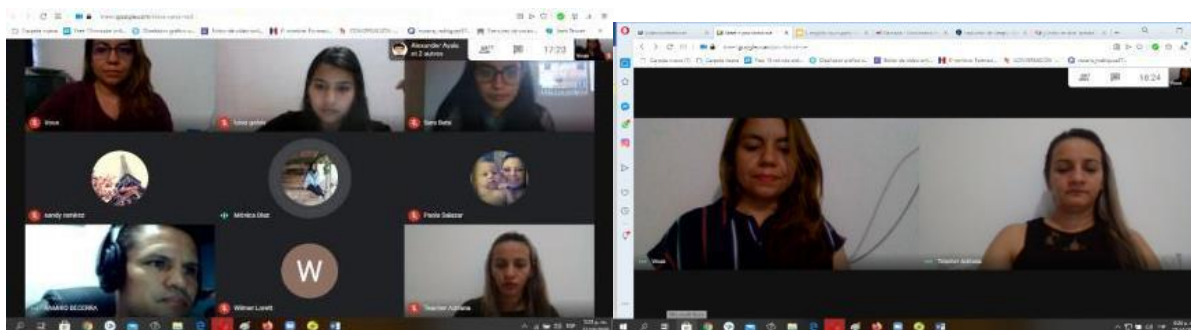**Annexes G.** English Day

Drive

https://drive.google.com/drive/folders/1O7nl3_8PKiz9AKK_LG5wOa2H1DyMMWlz

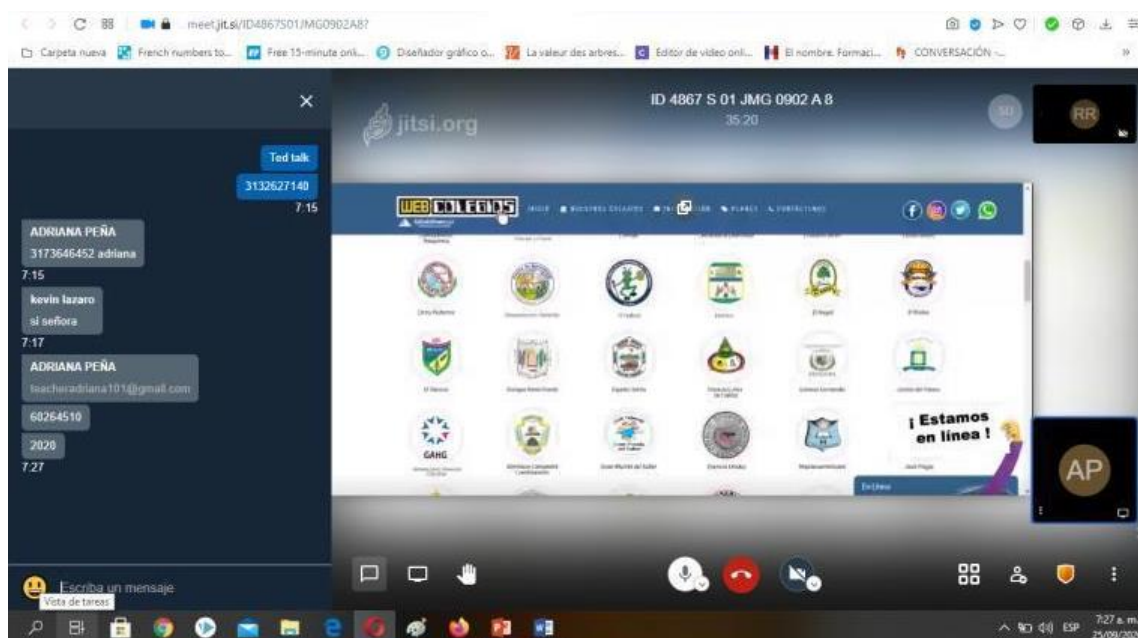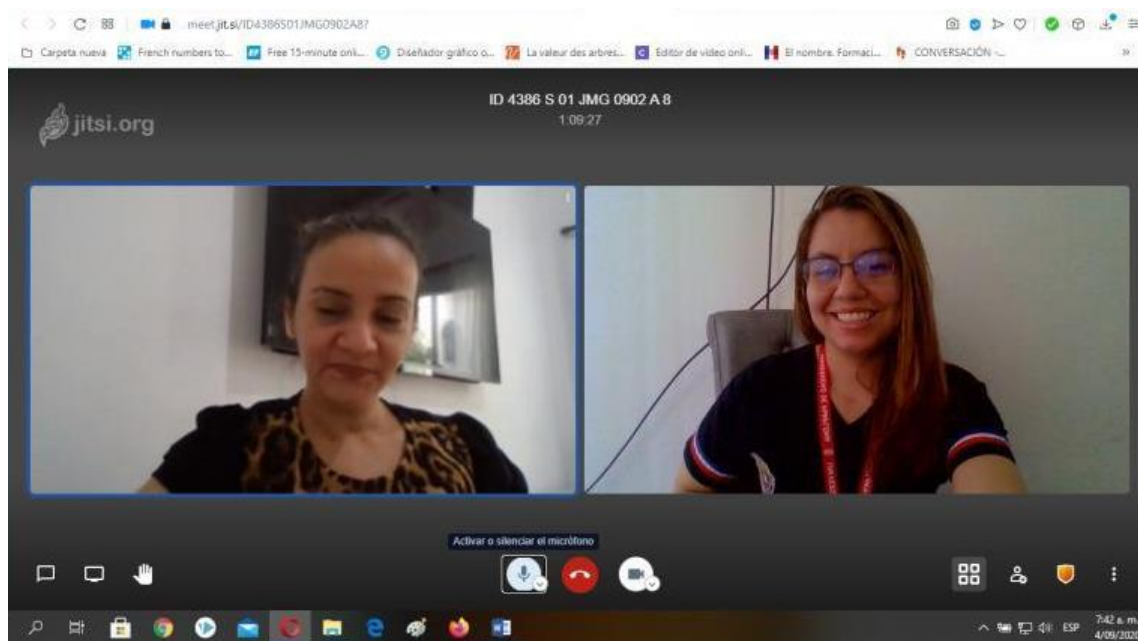**English Day documents 9th and 3rd grades**

Meetings

Annexes H. Use of the Webcolegios platform

<u>**Meetings**</u>

Week's classes

Homework assignment

Checked Workshops evidence

Annexes I. Lapso 10

Lapso

INSTITUCIÓN EDUCATIVA COLEGIO FRANCISCO JOSE DE CALDAS
RESOLUCIÓN Nº 2291 DEL 30 DE AGOSTO DE 201
DANE 154001002136 – NIT390.506.425-9
GUÍA DE APRENDIZAJE

Grado	3-0 PRIMARIA	Asignatura	INGLES	Lapso	final
Docente		Estudiantes		Fecha De Ejecución	

Áreas integradoras	INGLES- ARTISTICA- ETICA- LENGUA CASTELLANA-
Meta de aprendizaje:	IDENTIFICA LOS ESTADOS DE ANIMO EN INGLES REALIZA DESCRIPCIÓN DE ANIMALES, PERSONAS, EN INGLES RECONOCE LOS COLORES EN INGLES

HAPPY FARM ANIMALS

RECUERDA...

LA DESCRIPCIÓN EXPLICA CÓMO SON LAS PERSONAS, LUGARES, ANIMALES O SER SU ESTADO DE ANIMO.

THE SONG OF THE ANIMALS

Esta es la canción para aprender ingles

Cada cosa tiene un nombre en español y en inglés.

Volando por los aires, me gusta observar las cosas, el paisaje, ponerme a cantar.

La vaca se dice COW

La vaca COW se dice COW, COW, COW

El cerdito se dice PIG

Se dice PIG, PIG, PIG

Caballo se dice HORSE, relincha

Se dice HORSE, HORSE, HORSE

La vaca COW, el cerdito PIG y el caballo HORSE.

Esta es la canción para a prender inglés, cada cosa tiene un nombre en español y en ingles también.

Volando por los aires me gusta observar, las cosas, el paisaje, ponerme a cantar.

El conejo se dice RABBIT

Se dice RABBIT, RABBIT, RABBIT.

LES'T PRACTICE:

ESCRIBE EN INGLES EL NOMBRE DE CADA ANIMAL TENIENDO EN CUENTA LA CANCI:

THE EMOTIONS:

Las emociones, emotions, son respuestas breves a los estímulos externos, como esa sensación particular cuando te hacen una fiesta de cumpleaños o cuando terminas la tarea o simplemente cuando ves un animal que te produce amor, nervios o susto.

feliz *happy*	triste *sad*	enfadado/a *angry*	molesto/a *upset*
serio/a *serious*	avergonzado/a *embarrased*	emocionado/a *excited*	enamorado/a *in love*
nervioso/a *nervous*	pensativo/a *thoughtful*	aburrido/a *bored*	sorprendido/a *surprised*

Let's try → Vamos a intentarlo

QUE DICES, SI COMENZAMOS A PRACTICAR LAS EMOCIONES CON LOS ANIMALES, INTENTALO:

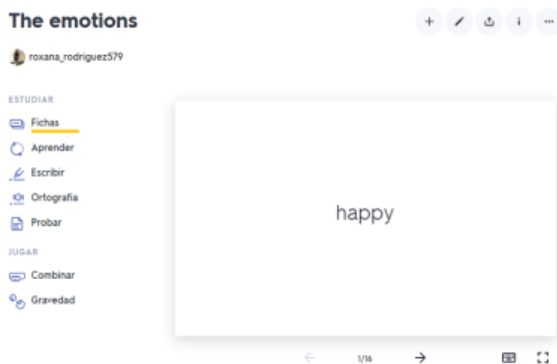DIBUJA Y ESCRIBE EN INGLES CADA ANIMAL CON EL ESTADO DE SENTIMENTO QUE TE PRODUCE:

TE DAREMOS UN EJEMPLO:

ANIMALS   EMOTIONS

IN LOVE

CAT

RELACIONA DE ACUERDO AL ESTADO DE ANIMO:

😃	depressed
😢	Happy
😡	sad
😔	In love
😑	Upset

Flashcards

Videos

Farm animals (Francisco Jose de Caldas school)
95 vues • 3 oct. 2020

THE EMOTIONS (FJC)
33 vues • 22 oct. 2020

https://youtu.be/_VaPp9QXKmQ

https://youtu.be/ObXJAoB8zJM

Evidence of clases