

**Enhancing writing skills through news production in 9th grade students from  
Bethlemitas Brighton school**

Sandra Milena Ramírez González

**University of Pamplona  
Faculty of Education  
Languages and Communication Department  
Foreign Language Degree English - French  
Practicum  
Pamplona  
2020 – I**

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Sandra Milena Ramírez González

Mentor

Mg Mayeini Katherine García Parada

**University of Pamplona**

**Faculty of Education**

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La dicha que inunda mi corazón es inmensa, gracias totales a Dios, a la vida y a ustedes...

*«El futuro pertenece a quienes creen en la belleza de sus sueños».*

*Eleanor Roosevelt*

APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

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**Enhancing writing skills through news production in 9th grade students from  
Bethlemitas Brighton school**

**Presentation**

This project is divided into four chapters: pedagogical, research, outreach and administrative component.

Pedagogical Component, it contains the description of the pedagogical methodology that would be implemented at Bethlemitas Brighton school with ninth grade students during their English course. This project would be carried out considering an action research method and using a Task -Based Learning methodology focused in enhance the writing skills of students using the writing news production.

Research Component, consist of a macro project entitled “Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum” which aims to implement the reflection as a transformative tool of the pedagogical processes of integral practice and promote in the Students-teachers the development of a critical spirit that allows them to analyze their pedagogical work.

Outreach component presented information about a macro project entitled “Awareness project to teach English language in primary schools in Colombia”, which seeks to integrate the students of the Degree Program in Foreign Languages to the educational reality of teaching English in Primary schools in Colombia to attend the needs of primary school students learning English. Also, the Student – Teacher participated in this project applying a sub-project which consists in teaching English vocabulary using songs with students from first grade in Bethlemitas Brighton primary school.

Administrative Component presented the methodology and school chronogram, as well as the extra-curricular activities in which the Student – Teacher will be involved during the practicum in order to learn about the role of teachers outside the classroom.

## **Introduction**

We currently live in a completely globalized world which forces us to learn a new language in order to survive in it. In Colombia the Ministry of Education has proposed the goal to achieve Colombian bilingual citizens who can develop naturally within the globalized world in order to allow them, understand other contexts, better communicate and appropriate knowledge seeking to expand their opportunities being more competitive to improve their quality of life.

In order to reinforce the English learning in schools the national government through the Ministry of Education, has created the National Bilingualism Program 2004 – 2019 which presents the new Standards of communicative competence in English based on the levels of proficiency presented by the Common European Framework and organized in the four communicative competencies: reading, listening, writing and speaking. In addition, the government has provided to the educational institutions with programs, technologies and tools to facilitate the process.

Looking to contribute significantly to this goal, the Students- Teachers from the last semester from the Foreign Language Program of the University of Pamplona during the practicum stage must propose a strategy to be implemented in a public high school to improve the students' abilities and competences learning English, while developing an active role inside the educational institution. This process was presented through a Practicum Written Proposal that contains some pedagogical, administrative and research activities.

In this case, the proposal that will be presented in the chapter one of this project that concerns to the pedagogical component is about improve students' communicative written skills for the creation of a mural newspaper. The ninth-grade students from Bethlemitas Brighton school following the methodology known as Task Based Learning would learn how to write news according to the appropriate structure and at the same time, they would improve their written skills and would enrich their vocabulary. According to Harmer (2007) as cited in (Sanchez, 2017, p. 22) “writing is used as an aide mémoire or practice tool to help students practice and work with language they have been studying. Thus, working in the classroom using the process of writing can be seen as a valuable opportunity so students can derive their learning from significant experiences, interest, and questions related to the environment in which they live”.

Despite the fact that this project was proposed to be carried out in the Educational Institution, during the process it had to be rethought to be done virtually due to the suspension of classes face to face decreed by the National Government in response to the health emergency caused by COVID19 in the country. For this reason, through the reading of this project, certain changes in its planning and its execution that could not be carried out are evidenced.

### **Justification**

The Ministry of Education in Colombia taking into account the need of learning a second language in order to create people competent to face the globalized world, proposed through the National Bilingualism Program the learning of English as mandatory, looking to their students interested in learn English as a second language understanding all the benefits that know English offers.

After two weeks of observation during English classes of ninth grade students from Bethlemitas Brighton school the teacher – student noticed that students did not work in the writing competence, since the classes are focused in oral production most of the time. On the other hand, the students did not show dislike for the English class although in some cases it is difficult for them to understand what is related to the verb tenses. Nevertheless, these situations give a favorable starting point to the project, since by applying an entertaining task to students following the Task Based Learning methodology, it would possibly achieve student's commitment in the project and in this way improve their written skills and obtain a meaningful English learning.

## **Objectives**

### **General Objective**

To enhance writing skills through news production in 9th grade students from Bethlemitas Brighton school.

### **Specific Objectives**

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.
- To meet the English Teaching demands in primary school in Pamplona.
- To integrate the foreign languages education of the PLEX teacher students with the educational reality in primary school in Pamplona.
- To be effectively associated with administrative activities and events proposed by the school.

## **General conclusions of the project**

Due to the preventive confinement decreed by the National Government due to the risk implied by the COVID 19 virus, this project could not be carried out in the way it had originally been proposed in none of its four components. It was necessary create contingency plans that allowed to continue with it, applying it from the virtual modality. From this situation, virtual strategies were created in order to achieve that students could continue their learning from home, part of these strategies were the preparation of workshop guides, online evaluations, virtual classes through the zoom platform and WhatsApp groups to keep in touch permanent with students.

In order to comply with the pedagogical project, a space was created on the google classroom platform where the plans to carry it out virtually were left posted, unfortunately it could not be executed due to lack of time. With regards to outreach component, it was necessary create explanatory videos to reinforce the virtual learning with first grade students.

On the other hand, the administrative component could not continue to be executed, due to the suspension of events within the institution, nevertheless during the two week of institutional presence it was provided support and accompaniment in activities such as raising the flag, celebrating Women's Day and Eucharistic celebrations. Finally, for the research component the reflection process started during the face-to-face practice was continued, but changing the reflection approach of the teaching practice from the virtual modality.



## **Institutional observation**

This part presents information about the educational institution Bethlemitas Brighton in which this project was implemented during the practicum stage as teacher – student in ninth and sixth grades.

### **Topographical location of the school**

The educational institution Bethlemitas Brighton is located at carrera 4 N°6-84 in downtown area in Pamplona, Norte de Santander. The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004, which provided the community education in Pre-school, primary and secondary levels. This institution belongs to the calendar A and its character is full-time for all its educational levels corresponding to Transition, Primary, Secondary and Intermediate Technical.

### **Educative authorities**

This public institution is under the direction of the sister Flor Elba Torres Miranda. Additionally, there are two main school coordinators one in primary school Luz Dary Solano Villamizar and other in high school Maria Socorro Jauregui Torres and the psychologist Gladys Parada.

The School Government in this educational establishment is composed of the following bodies: The managing board, with the participation of the community, educational, academic and administrative orientation of the institution. The academic council, as a higher participation in the pedagogical orientation of the establishment. The principal, as representative of the establishment to the educational authorities and he is the executive to make decisions in school government. The representative bodies will be

elected for annual periods; they must continue in their functions until they are replaced. On vacancy, its replacement will be chosen for the rest of the period.

### **Educative Institutional Project - Proyecto Educativo Institucional (PEI)**

The challenges of Globalization, including technological, scientific, social, and cultural advances have led to a rediscovery and appreciation of the Bethlehemites education which are expressed in the following principles:

- The Bethlehemites education has as its main purpose the integral formation of students through a dynamic and coherent process, which develops all the potential at a personal, social and transcendent level and interdependence with the environment.
- The Bethlehemites education is based on the Christian anthropology that conceives the person as "being unique and unrepeatable".
- The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlehemites education invigorates from the curricular development so that students achieve the academic excellence.

#### ***General Objective***

- To establish the route to invigorate the administrative, pedagogical processes of the Quality Management System of integral formation, based on the principles and values of the Gospel, in accordance with the provisions of the MEN, the charisma and the Bethlehemites

spirituality and according to the Institutional Horizon to meet and guarantee high levels of educational excellence.

### *Specific Objectives*

- To strengthen the Pastoral of Human Development from the integrality of the person and achieve a harmonious development of each one of its dimensions (corporal, communicative, sociopolitical, cognitive, aesthetic, affective, spiritual and ethical) to train people committed to their personal development and the renewal and change of society according to the values of the Gospel.
- To strengthen the Quality Management system to guarantee continuous improvement in the educational service, thus fulfilling the expectations of the educational community.
- To invigorate the educational vision of the institution through the pedagogical model which allows students to achieve meaningful learning considering dimensions, processes, performances and competencies.
- To determine the guidelines for making rational use of human, physical and economic for the welfare of the Educational Community.
- To set the criteria for the adoption and implementation of the Holistic Pedagogical Model with the Collaborative, as well as the monitoring and evaluation of the impact of said model.

- To make the Institutional Improvement Plan a tool that allows improving the quality of education according to the educational needs and expectations of the students.
- To strengthen the capacity of the educational institution to advance training processes that promote values and develop individual and group competences to exercise democracy, interact on the basis of respect for their own human rights and of others, handle conflicts appropriately, and participate in alternatives to solve the problems that affect the environment and the educational community.
- To promote the consolidation of an institutional culture that transforms the relationships between pedagogical aspects, participation in school management and relations with the community, in opportunities to learn to coexist in a constructive and peaceful way.
- To contribute to the construction of an inclusive, equitable, just and peaceful society.
- To form Bachelors Technicians in Informatics, in coordination with the SENA to offer a greater possibility for entry into the world of work.

### ***Mission***

We are an Educational Institution that in the light of the Bethlemitas philosophy seeks the participation, update and the service in evangelization. We contribute in integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory and environmental

principles. We have the strength of God and the legacy of the Saint Founders, the policies of the state and the commitment of the educative community.

### ***Vision***

The Bethlemitas Educational Institution Brighton will be recognized in society as an entity with projection towards the leadership in educational innovation, investigative, pedagogical and technical inclusive nature consolidated in its highly qualified training processes people.

### **The coexistence handbook**

The coexistence handbook is a tool for the institution to determine rules, criteria, principles and procedures to promote, ~~to~~ prevent, ~~to~~ monitor and ~~to~~ evaluate scholars. It guarantees and defends the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

Its principles are:

- Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.
- Equity: equitable participation among the genders, in the different activities that the

Educational Institution develops.

- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- Dignity: recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

1. Learn to take care of yourself.
2. Do not attack the other
3. Learn to communicate
4. Learn to interact
5. Learn to work in group
6. Learn to take care of the environment
7. Learn to value social knowledge.

Finally, we can find some aspects related to each chapter:

Chapter I. Generalities, justification, objectives and legal basis

Chapter II. Philosophy and institutional symbols

Chapter III. Obligations, duties and responsibilities of the institution.

Chapter IV. Organizations of participation

Chapter V. Rules of personal hygiene and public health

Chapter VI. Student profile, rights and requirements of the students, stimuli for the students, procedures and protocol

Chapter VII. Prevention, using and trafficking psychoactive substances, teenage pregnancy and environment care.

Chapter VIII. Inclusion process

Chapter IX. Educational community, rights and parents' responsibilities, profile of graduates, rights and requirements of graduates.

Chapter X. Rules for using laboratories, computer rooms, audio-visual, technical, artistic, and games room and chapel.

### **Physical distribution**

The educational institution counts with two establishments; one of them is the main establishment located in the Brighton neighborhood where the primary school levels, from pre-scholar to fifth grade operate. In this establishment, every classroom has a Smart TV which is used for educational purposes, additionally, there are specific bathrooms for each academic level: for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> 5<sup>th</sup> grade students and one for teachers. Likewise, regarding the secondary school headquarter, where the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades operate, there are also a Smart TV for each classroom, however there are no specific bathrooms for the academic levels, except for the teachers.

## Institutional organization

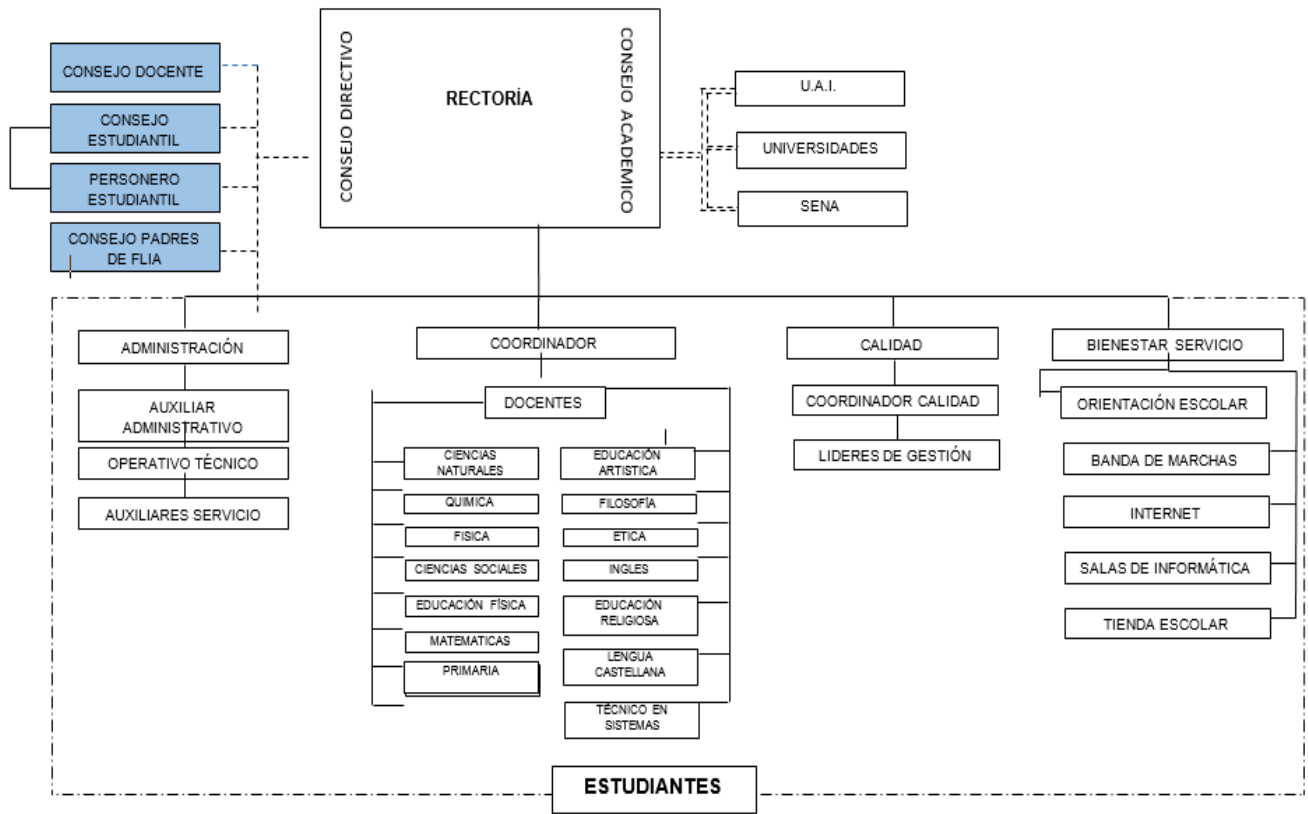


Figure 1 Institutional Organization

## Academic Schedule



MONTH	VALUES
FEBRUARY	Faith
MARCH	Strength
APRIL	Goodness
MAY	Authenticity
JUNE	Self- realization
JULY	Dialogue
AUGUST	Reparation
SEPTEMBER	Comprehension
OCTOBER	Critical Sense
NOVEMBER	Compassion

*Table 1 Secondary and technical mean values*

FIRST TERM															SECOND TERM																			
JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUNE									
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F					
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
26	27	28	29	30	31																													

- Institutional development Teachers and Managers: January 07-19
- Start of classes: January 20
- First semester: From January 20 to June 14
- First period of classes: From January 20 to March 27
- Parents Notification : 24 February
- Institutional Development : April 6 to 12
- Quality tests: March 17 to 26
- Platform Closure: March 29
- Evaluation Commissions: March 30
- Secondary grade report : Monday April 13
- Primary Elementary grade report : Tuesday April 14
- DAY E May 16
- Second class period: March 30 to June 12
- Parents Notification : May 27
- Quality tests: June 3 to June 12
- Family celebration
- Platform closing: June 14
- First semester holidays Directors and teachers : June 15 to July 5
- Completion of the first semester: Friday, June 12
- Evaluation commissions: Monday, July 6
- Delivery of Basic Secondary bulletins: July 13
- Delivery of Primary bulletins: July 14

Table 2 First and second schedule

< Janu 2020		FEBRUARY 2020					March 2020>
SUN	MON	TU	WED	THURS	FRI	SAT	
						1	
2	3	4	5	6	7	8	
	VALUE LAUNCH: FAITH AFTERNOON: PEDAGOGICAL DAY PREPARATION OF ACTION PLANS,	VALUE LAUNCH: FAITH SOCIALIZATION REQUIREMENTS FOR STUDENTS ASPIRING TO BE COURSE	7:00 ACADEMIC COUNCIL: LOCALE AFANADOR	MEETING OF STUDENTS WITH DISCIPLINARY COMMITMENT AND PARENTS. MEETING OF STUDENTS WHO	ACTIVITIES: A HEALTHY LIFESTYLE		

	ACTIONS, AREAS.	REPRESENTATIVES AND CONCILIATORS		RESTART THE SCHOOL YEAR		
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
FAMILY EUCARIST. ELEVENTH GRADE BETHLEMITA	SENSIBILIZATION SCHOOL GOVERNMENT AFTERNOON: 4:00 MEETING PARENTS OF SECONDARY	SENSIBILIZATION SCHOOL GOVERNMENT AFTERNOON: 4:00 MEETING PARENTS OF PRIMARY	INDUCTION AND ORGANIZATION OF SOCIAL WORK, TENTH GRADE	SENA INDUCTION	ELECTION OF GROUP REPRESENTATIVES AND CONCILIATORS. ENCOUNTER WITH CHRIST ELEVENTH GRADE	
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
FAMILY EUCARIST TENTH GRADE 01	LAUNCH OF THE CAMPAIGN TO: LEGAL STATUS, COMPTROLLER, PRESIDENT, STUDENT COUNCIL		MEETING OF STUDENT REPRESENTATIVES AND CONCILIATORS		ENCOUNTER WITH CHRIST TENTH 01 GRADE	
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
FAMILY EUCARIST TENTH GRADE 02	AFTERNOON: NOTIFICATION TO PARENTS	DAY OF ATONEMENT AFTERNOON: NOTIFICATION TO PARENTS MEETING WITH ALUMNI	ASH WEDNESDAY	FLAG RAISING, ELEVENTH GRADE	ENCOUNTER WITH CHRIST, TENTH 02 GRADE DELIVERY OF ADAPTED LEARNING MESHES FLAG-RAISING, FIFTH GRADE	

*Table 3 February schedule*

## Schedule of English Classes

Day	Class 1	Class 2	Class 3	Break	Class 4	Class 5	Class 6	Class 7
Monday			6-03		6-03	7-03	7-03	
Tuesday	9-02	9-02	9-01		9-01	10-02	10-02	
Wednesday	6-03	6-03	11-01		11-01			
Thursday	9-02	9-02	10-01		10-01			10-02
Friday	7-03	7-03	11-01		10-01	9-01	9-01	

*Table 4 Timetable. Supervisor Teacher Gennis Emilce Navarro Gómez – Secondary*

Day	CLASS 1	CLASS 2	CLASS 3	BREAK	CLASS 4	CLASS 5	CLASS 6
<b>Monday</b>			6-03		6-03		
<b>Tuesday</b>	9-02	9-02	9-01	Turno disciplina	9-01		
<b>Wednesday</b>	6-03	6-03			1-01	1-01	
<b>Thursday</b>	9-02	9-02			1-01	1-01	
<b>Friday</b>						9-01	9-01

*Table 5 Timetable . Student teacher: Sandra Milena Ramírez González*

	Class 1	Class 2	Class 3	Break	Class 4	Class 5
Monday					1:03	1:03
Tuesday						
Wednesday	2:01				1:01	1:01
Thursday		2:03			1:01	1:01
Friday	2:01		2:03		2:02	2:02

Table 6 Timetable. Outreach

### Key pedagogical aspects observed

#### *Planning*

The teacher uses the planning format proposed by The Ministry of Education in the English

Kits, following the next structure:

LESSON PLAN : TASK		
<b>PROFESOR</b>	<b>GRADO :</b>	<b>DURACIÓN:</b>
<b>NOMBRE DE LA TAREA:</b>		
<b>ESTÁNDARES</b>		
<b>OBJETIVOS</b>	<b>FUNCIONES DE LA LENGUA</b>	
<b>INDICADORES DE DESEMPEÑO</b>		
<b>SABER</b>	<b>SABER HACER</b>	<b>SABER SER</b>
<b>TRANSVERSALIDAD</b>		
<b>CONVIVENCIA CIUDADANA:</b>		
<b>CONTENIDOS</b>		

<b>THE TASK</b>	
<b>1.INTRODUCCIÓN DEL TASK</b>	
<b>2.PRÁCTICA: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)</b>	
<b>LISTENING</b>	
<b>LENGUAJE</b>	
<b>3.TAREA PEDAGÓGICA: INSTRUCCIONES, PLANEACIÓN Y REPORTE</b>	
<b>INSTRUCCIONES</b>	
<b>PLANEACIÓN</b>	
<b>REPORTE</b>	
<b>EVALUACIÓN DE LA TAREA: RÚBRICAS PARA EVALUAR ENCUESTA</b>	
<b>MATERIALES REQUERIDOS: COMPUTADOR, VIDEO BEAM, MARCADORES, TABLERO, VIDEOS, CELULARES, TABLETS, CÁMARAS.</b>	

*Table 7Planning Format*

### ***Material***

During classes it was observed that teacher uses the students book Outstanding 6 or 9 according to the grade as the main resource to develop her classes and the students must have their English notebook and a dictionary in every class. In addition, teacher used the book's CD to reproduce some audios about conversations or some written exercises dictated. Finally, even every classroom has with a TV screen in this case the teacher only used it for reproduce audios not for videos.

The book Outstanding is divided into four units and each one proposed different activity to develop the listening, reading and writing competences.

***Students' behavior***

During classes it was observed that students were difficult to control, and they misbehaved most of the time class. They did not pay attention and they are talkative, and the teacher should raise her voice and scold them, this cause to lose a lot of time in each class while they are in silent and pay attention to the classes.

## **Chapter I: Pedagogical Component**

### **Enhancing writing skills through news production in 9th grade students from Bethlemitas Brighton school**

#### **Introduction**

Given the fact that we are currently moving into a globalized world where thanks to the internet and new technologies communication barriers no longer exist, learning and knowing the English as a second language has become in a necessity to have access to all the opportunities that this globalized world offers and to seek an improvement in the quality of life by increasing the possibilities of accessing a better job and being able to travel around the world enjoying other cultures.

Having as a starting point the need of learning English as a second language the national Ministry of Education in Colombia through the curriculum “Derechos Básicos de Aprendizaje” has proposed to teach English at primary and secondary school based on the communicative approach in order that the students learn English using it in communication situations so they can appropriate it. For this reason, in recent years it has increased the interest to reinforce English in all public schools planning different learning strategies and giving to the educational institutions materials and technological tools looking to train bilingual and competent students to face the world.

This pedagogical proposal seeks to enhance the students writing skills through the news production for a school wall newspaper in which they can communicate in a writing way all the important events that took place inside the educational institution and that were interesting to the student community.



After two weeks observation during the English classes, the teacher – student was able to identify the problem to be improved during the realization of this project related to the need of students to practice and improve their writing skills, taking into account that during the development of classes the oral ability is privileged.

Unfortunately, after two weeks of starting the integral practice period, the country entered in a health emergency caused by the COVID19 virus, which caused schools to suspend their classes for a month, while creating strategies and teaching alternatives for students, but through a virtual modality. It is for this reason that the project could not be carried out in the way it had been planned and had to be approached from a virtual perspective. However, due to the lack of time caused by the month of class suspension and the work overload that this change implied for the students, the project could only be planned, but not executed as will be explained later in the research methodology.

### **Statement of the problem**

In order to achieve the objectives raised in this pedagogical proposal, the following questions guided the information gathering process

#### **Main question**

How does the production of writing news enhance the ninth-grade students written skills?

### **Sub questions**

How the written production process increases the learning of new vocabulary in ninth grade students?

How the process of researching information to write news make the process of learning English more interesting?

### **Justification**

As already stated, learning English today is indispensable and it is a necessity to access to new opportunities. Nevertheless, it is equally important to awaken in students a natural interest in learning a new language. According to (Murcia, DOrnyei, & Thurrell, 1995, p. 30), the communicative competence “can have different meanings that depends of learners interest or learning objectives” and in this case, the objective of this project was that students improved their writing skills taking into account that as stated (Richards & Renandya, 2002, p. 316) “to have and affective performance-oriented teaching programme would mean that we need to systematically teach students problem-solving skills connected with the written process that will enable them to realize specific goals at each stage of the composing process”.

This pedagogical project seeks that the 9th grade students from Bethlemitas Brighton School not only get more involved with the activities that were carried out in their educational institution, but they can also increase the learning of new vocabulary as well as grammar structures necessary for writing of news. The importance of working with the newspapers is lie with the idea presented by (Srinivas, 2019, p. 157), who stated that

“newspapers play a predominant role in learning a language and it is more appropriate in case of second or foreign language learners. Moreover, newspaper reading develops the natural outgrowth of critical thinking”

Following the Task Based Learning methodology the students were able to accomplish different task such as listing, comparing, creative thinking, and sharing personal experiences focused on the meaning and the comprehension of information, in order to improve their English learning.

## **Objectives**

### **General Objective**

To enhance writing skills in 9th grade students by creating a wall newspaper at Bethlemitas Brighton school.

### **Specific Objectives**

To increase the learning of new vocabulary through writing news.

Students communicate relevant information about the events planned by school to the educative community.

## **Theoretical Framework**

In order to better understand the purpose of this project, these are the key concepts that were taken into account to guide this pedagogical project:

## **Written production**

The written production skill is and an ability that students must be develop in the process of learning a second language, in this case English, because allows students to express their ideas in an organize way, avoiding the improvisation and offering them the opportunity of correct their own mistakes. According to (Cañaveral & Castañeda, 2013) quote Hedge, T. (1988), “the development of writing in a foreign language must take into account important steps like: motivation – organization – planning – taking notes – doing the first draft – reviewing – replanning – doing second draft – edit and publish”.

## **Newspaper**

Newspaper is a type of publication in which it shares information about different topics, ideas, opinions and events. According to (Mittal, 2014) newspapers are one of the most powerful sources of sharing information (...) for effective English Learning, newspaper can work as a major tool. There are numerous activities that can be done with newspapers for EET. Students want innovations and new ways of learning and newspapers always give them teaching in innovative way, as they change thought, topic and ingredients daily. Students read them curiously and learn without many efforts (p.690).

## **Task Based Learning**

(Ruso, 2007) cited Willis (1996) to explain the important contribution to Task Based Learning definition about Task Based Learning who stated that tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p.23) and complement that Willis (1996) “the aim

of tasks is to create a real purpose for language use and to provide a natural context for language study" (p.3).

**Communicative competence:** Widdowson (1989), as cited in (Murcia, DOrnyei, & Thurrell, 1995) for example, claims that “communicative competence is not a matter of knowing rules for the composition of sentences and being able to employ such rules to assemble expressions from scratch as and when occasion requires. It is much more a matter of knowing a stock of partially pre-assembled patterns, formulaic frameworks, and a kit of rules, so to speak, and being able to apply the rules to make whatever adjustments are necessary according to contextual standards” (p.17).

**Written process:** (Richards & Renandya, 2002) stated that the written process in the classroom “may be constructed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point” (p.316).

**Reading Process:** According to (Carrell , Devine , & Eskey , 1998) “reading is receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the readers constructs”. Following with this idea presented by the authors, the reading process consist in the action in which “the writer encodes thought as a language and the reader decodes the language to thought” (p.12).

## **Literature Review**

Cañaveral & Castañeda (2013) conducted an action research focused on the orientation of the English writing process and the field of action of study, the orientation of

the English writing process to students from IV cycle of Atabanzha School (Bogotá). The data collection process was through three instruments that were applied: participant observation chart, questionnaire and a sample of students' written papers. The results of this study indicate the importance of having a writing process model with defined steps to guide students' writing in English. Another finding shown in the results was that writing is a relevant part of students' learning that must be developed through interesting and enjoyable activities which involve learners within the process and to build a writing habit.

On the other hand, Mittal (2014) focused her research on different aspects, benefits and innovative uses of Newspaper reading which will help in learning English language. Also, some activities and exercises are suggested which can be introduced in classroom for Effective English learning in an interactive way, such as find daily new words from newspapers for increase the vocabulary, reading aloud piece of news, written news changing the tense or the meaning or asking students to write news in their own way. As a conclusion Mittal stated that use of Newspaper is also imperative and successful mode of teaching. It works as helping tool as it teaches innovatively as well as interactively. A teacher can make even his lessons or lectures interactive as well as use his wisdom for planning his syllabus teaching.

In the same way, (Srinivas, 2019) , explains in his article that newspapers play a predominant role in learning a language and it is more appropriate in case of second or foreign language learners. Moreover, newspaper reading develops the natural outgrowth of critical thinking. For this author, since newspapers promote the second or foreign learners' language skills enormously, the language teachers should use English newspapers in their

regular classrooms and try to utilize the important and relevant columns or news to enhance the language skills of the learners.

In addition, Diaz, (2014) presented in her research the results of implementing the methodology of project work and a process approach in order to improve writing production in an English class. The results shown that project-based learning, and a process approach seem to be effective implementations because they can heighten the writing abilities and confidence of students who are learning English. According to their production and students' opinions written in the feedback sections, they were able to improve the accuracy in their writing skills in areas such as structure, length, organization of ideas, and speed for writing, and those improvements positively influenced their speaking production and their perception towards writing and learning.

Finally, Khorsheed & Rassoul, (2018) presented in their current research that use of newspapers has challenged the learners' linguistic level as they are accustomed to language learning textbooks with their typical linguistic style. In reference of instruments applied, the researchers have scheduled three one-hour sessions to apply the research and assess its outcomes. The researchers used a dozen of an English newspaper edition (The Daily Star) in the reading sessions using newspapers articles, which could be defined as genre-based articles, has been a scaffolding process that necessitated taking the learners out of their linguistic comfort zone.

## **Research methodology**

As announced in the introduction section, the COVID19 health emergency brought changes that forced to reform the planning of the project in a virtual way. Nevertheless, since we were not prepared for the impact that the change in the modality of education caused us, it took us time to adapt and the time for execution of the project was drained, which should only be planned, but could not be executed. Even so, the intention is to leave a planned project, so that in the future it can be carried out by a teacher and benefit the students.

The purpose of this research and pedagogical project is to enhance writing skills through news production in 9<sup>th</sup> grade students. This is a *qualitative research* study since its looks to understand the phenomenon of applied written news production as a strategy to improve written skills in students from ninth grade. According to Creswell (2012), a qualitative research is an inquiry process that search to understand a social phenomenon from participants in a natural setting. Additionally, it used an *Action Research methodology* that as stated Meyer, (2000) seeks to found solutions to practical problems. According to Meyer, this allows to the practitioners to be engaged to help to identify any problems, seek and implement practical solutions, and systematically monitor and reflect on the process and outcomes of change. For this reason, once it was identifying the problem through the observation of the educational setting which is to find a strategy to enhance students written production skills, in this pedagogical project it is proposed as a solution to create a wall newspaper written by students.



## **Participants**

The participants from this research were students from ninth grade from Bethlemitas Brighton school in English class. Five participants were chosen randomly to participate in this study with their final written news productions. Nevertheless, due to the health crisis caused by the COVID19 virus and the cessation of classroom classes, the project could not be carried out as originally planned. The students began a new modality of virtuality studies that caused complications in the process of adapting to change and multiplied the work, therefore they had neither the time or disposition to participate in the project.

## **Data Collection**

In order to collect data, this study used instruments such as classroom observation and field notes implemented during the practicum stage. These instruments were only applied during the two weeks before enter to preventive confinement:

### **Classroom observation**

According to (Creswell, 2007) this instrument allows us “to record information as it occurs in a setting...” (p.211). The observations were implemented during two weeks in the English classes, in order to identify the behavior of students during the development of the course. In total, were implemented eight classroom observations for ninth grade and four observations for sixth grade.

## **Appendix 1**

## Field notes

The implementation of filed notes during the classrooms observation, taking into account what (Hatch, 2002), proposed “observers need to make a record of what they observe in the settings they are studying, and these records usually take the form of raw field notes that are written on the spot while the researcher is in the setting” (p.77). The use of this instrument attempt to collect data in order to make a detailed description about the context, the actions of participants, the type of interactions, among other.

## Data analysis

Finally, the data gathered is analyzed following Hatch’s (2002) inductive and interpretive models of qualitative data analysis, which suggested that “using interpretive technique will make studies richer and findings more convincing when interpretive analytic processes are used along with or in addition to inductive analyses. For that reason, the information is read several times the whole data provided by instruments to identify and interpret the relevant information.

Instrument	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Classroom observation	X	X	X	x	x					
Field Notes	X	X	x	X	X					

*Table 8: Timetable proposed to collect Information for Research Methodology*

Due to the lack of time caused by health emergency in the country, the data collection process of the research could only be carried out for two weeks and this represented that it was not possible to collect enough information to be analyzed:

Instrument	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Classroom observation	X	X								
Field Notes	X	X								

*Table 9: Timetable executed to collect information for Research Methodology*

### **Methodology of pedagogical implementation**

Due to the health emergency and the suspension of classes, it was only possible to execute the contact activity of the project with the ninth-grade students, in which they were presented with the objectives of the project and initial knowledge on the subject. For this reason, only the plans corresponding to the project were published in a space on the google classroom platform, as will be shown below.

The pedagogical methodology proposed to implement this project would be Task Based Learning following the structure the steps proposed by (Willis, 1996) pre – task, task cycle and language focus. Following this structure different activities were proposed to be implemented in English classes.

In pre-task stage it was developed a series of short workshops about news writing production, search for relevant information to write news and warm up activities to increase their vocabulary.

In task cycle stage the students searched the information about the school activities doing reporters work, organized the information and start to write the news to be published in the wall newspaper.

Finally, in language focus stage, the students were evaluated and analyze the experience writing news and was the significant learning of this project.

### **Stages for reading strategies**

According to Tierney, (1982) in order to have a good reading comprehension, students must read using their acquired skills and then receive and follow an instruction that guides them towards a precise understanding of the text. This are the steps proposed to read and comprehend the text:

#### ***Using Prior Knowledge***

In this stage students preview text, taking into account what they already know in order to better understand the reading.

#### ***Predicting***

In this stage, students make predictions about the text trying to figure out what is the text about, for example watching the title of looking a photograph.

#### ***Identifying the Main Idea and Summarization***

In this stage, the students read the text and identify which is the main idea. Once, students identify the main idea, they will do a summary in their own words taking into account what they read.

### ***Questioning***

In this final stage, students answer questions related to the text in order to check if they really understand the text.

### **Stages for writing process**

Hyland, (2003) stated that when students follow a writing process, learning is encouraged to be conscious and meaningful and allows students to develop other skills such as identifying a problem and planning how to solve it. These are the steps to follow when writing:

#### ***Pre – writing***

In this stage the students do brainstorming, organize ideas and get ready to write.

#### ***Drafting and writing***

In this stage, the student writes and refine paragraphs, focusing on communication meaning.

#### ***Sharing and responding***

In this stage, students share work to gain feedback, using collaborative work.

#### ***Revising and editing***

In this stage students revise the context and organize the text.

## ***Publishing***

In this stage, once the students get ready their text, they publish it building their confidence.

## **Writing news production**

According to Debevere, et al., (2010) the important thing when producing news is to get efficient information, gather antecedents that give us a context, in order to get the news quickly. For the writing news production, the students must take into account the parts of the news as follows:

### ***Headline***

Is the title of the article. It should be catchy and grab the attention of the readers.

### ***Photo***

The image must be related with the headline and illustrating characteristics of the story.

### ***Byline***

Is the name of the person who wrote the report.

### ***Place line***

Where the reports was written.

### ***Lead paragraph***

First paragraph of the article. You must include the 4Wh

What – Who – Where - When



Collect Results											X
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Table 10: Timetable proposed for methodology of pedagogical implementation

Although initially the project was planned to be carried out for ten weeks, due to the suspension of classes, it was only carried out for two weeks, and from the face-to-face modality, only the first activity corresponding to the contact activity with the students was carried out.

Stage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Project Intro Objectives (contact activity)				X						

Table 11: Timetable – activity executed during face to face modality

### Implementation of pedagogical methodology

As a consequence of the health crisis and the preventive confinement that led to the suspension of face-to-face classes, this project could not be fully implemented with the students. Only the first activity of the project was carried out with the ninth grade 02 students. This activity aimed to present the project to the students and to have a first contact with its theme. The students were interested in the project and the response and participation was positive, they even managed to collect information on the choice of the school government; however no further progress was possible.

Here, you can observe the planning of the contact activity implemented during the classroom classes:



<b>Date:</b> March 10 – 13, 2020			
<b>Grades:</b> 9-01 – 9-02			
<b>Activity:</b> General presentation of the project First approach to the project			
<b>Duration:</b> 20 - 30 minutes			
<b>Objectives</b>	<b>Linguistic</b>	<b>Communicative</b>	<b>Cultural</b>
	To know the project. To know write a news report.	To talk about the parts of news.	To compare local news with international news.
<b>List of activities</b>			
<b>First activity</b>	Introduce to the students a general presentation using a power point presentation about the project including title, objectives and stages of the process (task-based learning – written production process).		
<b>Second activity</b>	The students will watch the video twice about write news report. <a href="https://youtu.be/8_NmVtnEEA8">https://youtu.be/8_NmVtnEEA8</a> <u>First watch:</u> Students will watch the video trying to catch important information (global). <u>Second watch:</u> The teacher will play the video again but making pauses for explain and identify important aspects about the subject as for example the parts of the news and making some questions related with the video.		
<b>Third activity</b>	After watching the video, take notes and listen to the explanation of the topic by the teacher, students will share with their classmates, what they understand about the video.		
<b>Fourth activity</b>	Then the teacher will present in the tv screen to students a piece of news a read it. Then, to reinforce and ensure that students are clear about the parts of the news, the teacher will do an activity. For this activity, seven groups of four students will be conform, each group will choose inside a bag, a paper. Each paper will contain the name of a part of the news. Each group will present in one minute what is about the part of the news that corresponded to their classmates.		
<b>Fifth activity (final)</b>	To close the activity, students will choose the name of the wall newspaper and suggest topics to write about.		

Table 12: Planning contact activity implemented to ninth grade students



*Figure 2: 9-02 grade students doing first contact activity*



*Figure 3: 9-02 grade students participating in the project contact activity*

Nevertheless, the project was rethought so that it can be carried out through virtual modality in the future. For that reason, an account was created on the google classroom platform where students can find the step by step on how to improve their writing skills, as is the objective of this project.

Three plans have been proposed for the project, the first one as an initial contact activity where students will learn about the project and its objectives and also, they will know what the news is and what parts make it up. For second and third plan, was proposed step-by-step on reading and understanding texts, in this case news about elections and politics and

environment and global climate change in where students would learn vocabulary and how to make a comprehensive reading that will allow them to grasp the main idea of the text and finally write a piece news following the structure presented in activity one and the examples of news worked in activities two a three.

These are the plannings proposed for this virtual project:

<b>VIRTUAL ACTIVITY # 1</b>			
<b>Grades:</b> 9-01 – 9-02			
<b>Activity:</b> General presentation of the project First approach to the project			
<b>Duration:</b> 20 - 30 minutes			
<b>Objectives</b>	<b>Linguistic</b>	<b>Communicative</b>	<b>Cultural</b>
	To know the project. To know the parts of the news report.	To talk about the parts of news.	To compare local news with international news.
<b>List of activities</b>			
<b>First activity</b>	Using a google classroom platform, the teacher will post the first entrance, presenting the project using a power point presentation, introducing to the students a general overview about the project including title, objectives and stages of the process (task-based learning – written production process). Then the teacher will start with the first activity of the project.		
<b>Second activity</b>	The students will watch the video about write news report. <a href="https://youtu.be/8_NmVtnEEA8">https://youtu.be/8_NmVtnEEA8</a> Students will answer in a google forms link, some questions about the comprehension of the video.		
<b>Third activity</b>	EVALUATION ACTIVITY: The students will read the news entitled "Walk over volcano" and then identify the parts of the news. Each part of the news has a number, below you will find a list with the parts of the news, inside the parenthesis you must put the number that correspond. In this post, you will find attached a word file with the news and the evaluation activity.		
<b>Fourth activity</b>	TO REFLECT: Finally, students will answer through a comment in the post the following questions: How did you find Activity#1? Did you enjoy it? Now please think about what kind of topics would you like to write news about? What title would you give the newspaper?		

Table 13: Planning 1 Virtual Project

<b>ACTIVIDAD # 1 – PROYECTO VIRTUAL</b>			
<b>Cursos:</b> 9-01 – 9-02			
<b>Actividad:</b> Presentación general del proyecto – Primer acercamiento con los estudiantes.			
<b>Duración:</b> 20 - 30 minutos			
<b>Objetivos</b>	<b>Lingüístico</b>	<b>Comunicativo</b>	<b>Cultural</b>
	Conocer el Proyecto. Conocer las partes que tiene una noticia.	Hablar acerca de las partes de las noticias.	Comparar las noticias locales con noticias internacionales.
<b>Lista de actividades</b>			
<b>Primera Actividad</b>	Los estudiantes deben ingresar a la plataforma de Google Classroom e ingresar al grupo “Proyecto Pedagógico 2020 – Periódico Escolar”. Allí encontrarán la primera publicación del proyecto que se trata de unas diapositivas en powerpoint donde aparece la introducción, los objetivos y las etapas del proyecto.		
<b>Segunda actividad</b>	Los estudiantes verán un video sobre como escribir una noticia: <a href="https://youtu.be/8_NmVtnEEA8">https://youtu.be/8_NmVtnEEA8</a> Los estudiantes responderán en un formulario de Google algunas preguntas sobre la comprensión del video.		
<b>Tercera actividad</b>	Actividad de evaluación: Los estudiantes van a leer una noticia titulada "Walk over volcano" y van a identificar las partes de las noticias aprendidas en el video. Cada parte de la noticia tiene un número, abajo encontrarán una lista con las partes de la noticia. Los estudiantes deberán poner dentro del paréntesis el número que corresponde a la parte de la noticia. En esta publicación encontrarán adjunto un documento Word con la evaluación.		
<b>Cuarta actividad</b>	Para reflexionar: Finalmente, los estudiantes deberán responder en un comentario en esta publicación las siguientes preguntas: ¿Cómo le pareció la actividad 1? ¿La disfrutó? A continuación, los estudiantes deben pensar ¿Sobre qué temas les gustaría escribir noticias? ¿Qué título le pondría al periódico?		

Table 14: Planning 1 in Spanish for students

<b>Grades:</b> Ninth grade			
<b>Activity:</b> Second Activity – Reading comprehension about news			
<b>Duration:</b> 40 minutes			
<b>Objectives</b>	<b>Linguistic</b>	<b>Communicative</b>	<b>Cultural</b>
	Identify the	To reinforce reading	To compare local

	vocabulary related with news about politics context, democracy and elections.	comprehension about written news and identify their structure.  To express through a story map the information and ideas about what students understand from the news.	news with international news.
<p>The objective of this activity is to reinforce in the students the reading comprehension of the news, using a news about elections as an example. The students will follow the steps for read and comprehend the news. They will identify common vocabulary about politics context and will create a story map with ideas and information they catch from the news reading. Finally, they will start the writing of a piece of news about school government elections, taking into account the structure of the news presented in the activity #1. (Headline – Photo – Byline – Place line – Lead Paragraph – Body Paragraph – Quotations)</p>			
<b>List of activities</b>			
<b>First activity</b>	<p><b>Using prior knowledge:</b> Before to start the reading, the teacher will ask some questions to students about the politics context such as if they know who is Barack Obama, who is the president of Colombia, if they know about elections, etc. The students must answer these questions in the comments. Also, the teacher will ask if they remember the structure of the news presented in the activity #1.</p>		
<b>Second activity</b>	<p><i><b>Predicting:</b> The teacher will post the photo of the news and then ask to students write in a comment in the post what they think could be the subject of the news. They will answer and give ideas about.</i></p> <p><i>Then, the teacher will present to students a piece of news about the election of Barack Obama as a president from the United States.</i></p>		
<b>Third activity</b>	<p><i>The teacher will post a link to students watch a video which contains vocabulary related to politics and elections context, using images and key words.</i> <b><u><a href="https://www.youtube.com/watch?v=iApUf-beLLo">https://www.youtube.com/watch?v=iApUf-beLLo</a></u></b></p> <p>Then, the students will find a link to enter a kahoot game, in which students will participate answering questions about the vocabulary presented. <u><a href="https://create.kahoot.it/share/elections-vocabulary-quiz/e839ee32-e730-42e0-8bc1-510d3aed959e">https://create.kahoot.it/share/elections-vocabulary-quiz/e839ee32-e730-42e0-8bc1-510d3aed959e</a></u> (link to activate the game in kahoot platform)</p>		
<b>Fourth activity</b>	<p><b>Questioning:</b> The teacher will ask to students what they understood about the news through a google forms link. They will answer the questions using this platform. Google forms link:</p>		

	<a href="https://docs.google.com/forms/d/e/1FAIpQLSdhzH9Ey6pK1EbXFo3Q--DOFcfDwekh0kPFoTGauN2mYTcnNw/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdhzH9Ey6pK1EbXFo3Q--DOFcfDwekh0kPFoTGauN2mYTcnNw/viewform?usp=sf_link</a>		
<b>Fifth activity</b>	<p><b>Identifying the Main Idea and Summarize:</b> Now the students will start the reading of the news. After the reading they will identify the main idea of the news and write it in the google forms link.</p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSdhzH9Ey6pK1EbXFo3Q--DOFcfDwekh0kPFoTGauN2mYTcnNw/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdhzH9Ey6pK1EbXFo3Q--DOFcfDwekh0kPFoTGauN2mYTcnNw/viewform?usp=sf_link</a></p>		
<b>Sixth activity (final)</b>	<p>The teacher will present to students a story map example using the piece of news presented in this post. Then the students will collect the main information in the story map about the school government election in their schools.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Story Map</b>      Title: <u>Goldilocks and the Three Bears</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 50%; text-align: center;"> <b>Setting</b>  <i>once upon a time house in the forest</i> </td> <td style="border: 1px solid black; padding: 5px; width: 50%; text-align: center;"> <b>Characters</b>  <i>Goldilocks Papa bear Mama bear Baby bear</i> </td> </tr> </table> <p style="text-align: center; margin: 10px 0;">↓</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 0 auto; width: 80%;"> <b>Problem</b>  <i>While the bears are away, Goldilocks goes into the bears' house</i> </div> <p style="text-align: center; margin: 10px 0;">↓</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 0 auto; width: 80%;"> <b>Important Events</b>  <ol style="list-style-type: none"> <li><i>1. Goldilocks ate a bowl of porridge.</i></li> <li><i>2. Goldilocks sat on a chair and broke it.</i></li> <li><i>3. Goldilocks laid down in a bed and fell asleep.</i></li> <li><i>4. The bears came home and found the empty bowl, the broken chair, and Goldilocks in bed.</i></li> </ol> </div> <p style="text-align: center; margin: 10px 0;">↓</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 0 auto; width: 80%;"> <b>Outcome</b>  <i>Goldilocks runs away and never comes back.</i> </div> <p style="text-align: center; margin: 10px 0;">↓</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 0 auto; width: 80%;"> <b>Theme</b>  <i>You should respect other people's property.</i> </div> </div>	<b>Setting</b> <i>once upon a time house in the forest</i>	<b>Characters</b> <i>Goldilocks Papa bear Mama bear Baby bear</i>
<b>Setting</b> <i>once upon a time house in the forest</i>	<b>Characters</b> <i>Goldilocks Papa bear Mama bear Baby bear</i>		
<b>Homework</b>	<p>The students will start to write a news about school government from their school taking ad example the news worked during this activity and</p>		

	the structure learned during the first activity. (add the word document with the story map format)
	The teacher will present a grid evaluation to evaluate and grade the activity. (add the grid)

Table 15: Planning 2 Virtual Project

<b>Curso:</b> Noveno grado			
<b>Actividad:</b> Segunda actividad – Comprensión de lectura sobre noticias.			
<b>Duración:</b> 40 minutos			
<b>Objetivos</b>	<b>Lingüístico</b>	<b>Comunicativo</b>	<b>Cultural</b>
	Identificar el vocabulario relacionado con el contexto político, democracia y elecciones.	Reforzar la comprensión de lectura sobre noticias escritas e identificar su estructura.  Expresar a través de un formato de mapa de información la información y las ideas acerca de lo que los estudiantes entendieron sobre la noticia.	Comparar las noticias locales con las noticias internacionales.
El objetivo de esta actividad es reforzar en los estudiantes la comprensión de lectura de las noticias, usando una noticia acerca de las elecciones como ejemplo. Los estudiantes deben seguir los pasos para leer y comprender la noticia. Ellos identificarán vocabulario común sobre el contexto político y van a crear un mapa de información organizando las ideas sobre la noticia. Finalmente, ellos empezarán a escribir una noticia sobre las elecciones del gobierno escolar en su institución educativa, siguiendo la estructura de noticia antes presentada. (Titular, foto, quien escribió la noticia, donde fue escrita la noticia – el párrafo principal, el cuerpo de la noticia y citas.			
<b>Lista de actividades</b>			
<b>Primera actividad</b>	<b>Usar previo conocimiento:</b> Antes de empezar la lectura, el profesor va a hacer unas preguntas a los estudiantes acerca del contexto político como por ejemplo si ellos conocen quien es Barack Obama, quien es el presidente de Colombia y si ellos saben de qué tratan las elecciones. Los estudiantes deberán responder estas preguntas en los comentarios.		
<b>Segunda actividad</b>	<i>Predecir:</i> La profesora va a publicar una foto sobre las noticias y luego les pedirá a los estudiantes que escriban en un comentario sobre que piensan ellos que pueda tratarse la noticia, según la foto que acaban de ver.  Luego la profesora les entregará a los estudiantes la noticia sobre la elección de Barack Obama como presidente de Los Estados Unidos.		

<b>Tercera actividad</b>	<p><i>El profesor publicará un link para que los estudiantes vean un vídeo que contiene vocabulario relacionado con política y elecciones usando imágenes y palabras claves.</i></p> <p><b><u><a href="https://www.youtube.com/watch?v=iApUf-beLLo">https://www.youtube.com/watch?v=iApUf-beLLo</a></u></b></p> <p>Luego los estudiantes deberán entrar a un link de la plataforma Kahoot donde podrán responder un quiz sobre el vocabulario que acaban de aprender sobre política.</p> <p><u><a href="https://create.kahoot.it/share/elections-vocabulary-quiz/e839ee32-e730-42e0-8bc1-510d3aed959e">https://create.kahoot.it/share/elections-vocabulary-quiz/e839ee32-e730-42e0-8bc1-510d3aed959e</a></u></p>
<b>Cuarta actividad</b>	<p><b>Preguntarse:</b> El profesor va a preguntar a los estudiantes que entendieron sobre las noticias y deberán responder las preguntas a través de un formulario de Google.</p> <p><u><a href="https://docs.google.com/forms/d/e/1FAIpQLSdhzH9Ey6pK1EbXFo3Q--DOFcfDwekh0kPFoTGauN2mYTcnNw/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdhzH9Ey6pK1EbXFo3Q--DOFcfDwekh0kPFoTGauN2mYTcnNw/viewform?usp=sf_link</a></u></p>
<b>Quinta actividad</b>	<p><b>Identificar la idea principal y resumir:</b> Luego de leer la noticia, los estudiantes van a identificar la idea principal de la noticia y deberán escribirla en el formulario de Google.</p> <p><u><a href="https://docs.google.com/forms/d/e/1FAIpQLSdhzH9Ey6pK1EbXFo3Q--DOFcfDwekh0kPFoTGauN2mYTcnNw/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdhzH9Ey6pK1EbXFo3Q--DOFcfDwekh0kPFoTGauN2mYTcnNw/viewform?usp=sf_link</a></u></p>
<b>Sexta actividad</b>	<p>El profesor va a presentar a los estudiantes un formato de mapa de información como ejemplo de como deben organizar la información de la noticia, usando como ejemplo la noticia de la elección de Barack Obama. Luego, los estudiantes van a buscar información sobre la elección del gobierno escolar de su colegio.</p>



	<p><b>Story Map</b> Title: <u>Goldilocks and the Three Bears</u></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Setting</p> <p><i>once upon a time house in the forest</i></p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Characters</p> <p><i>Goldilocks Papa bear Mama bear Baby bear</i></p> </div> </div> <div style="text-align: center; margin: 10px 0;"> <p><b>Problem</b></p> <p><i>While the bears are away, Goldilocks goes into the bears' house</i></p> </div> <div style="text-align: center; margin: 10px 0;"> <p><b>Important Events</b></p> <ol style="list-style-type: none"> <li><i>1. Goldilocks ate a bowl of porridge.</i></li> <li><i>2. Goldilocks sat on a chair and broke it.</i></li> <li><i>3. Goldilocks laid down in a bed and fell asleep.</i></li> <li><i>4. The bears came home and found the empty bowl, the broken chair, and Goldilocks in bed.</i></li> </ol> </div> <div style="text-align: center; margin: 10px 0;"> <p><b>Outcome</b></p> <p><i>Goldilocks runs away and never comes back.</i></p> </div> <div style="text-align: center; margin: 10px 0;"> <p><b>Theme</b></p> <p><i>You should respect other people's property.</i></p> </div>
<p><b>Tarea</b></p>	<p>Los estudiantes van a empezar a escribir una noticia sobre la elección del Gobierno escolar en sus instituciones educativas, teniendo como ejemplo la noticia trabajada en esta actividad y la estructura de la noticia presentada en la actividad # 1.</p>

Table 16: Planning 2 in spanish for students

<p><b>Grades:</b> Nineth grade</p>			
<p><b>Activity:</b> Second Activity – Reading comprehension about news</p>			
<p><b>Duration:</b> 40 minutes</p>			
<p><b>Objec tives</b></p>	<p><b>Linguistic</b></p> <p>Identify the vocabulary related with the environment and climate change.</p>	<p><b>Communicative</b></p> <p>To reinforce reading comprehension about written news and identify their structure.</p>	<p><b>Cultural</b></p> <p>To compare local news with international news.</p>

		To express through a story map the information and ideas about what students understand from the news.	
<p>The objective of this activity is to reinforce in the students the reading comprehension of the news, using a news about the environment and global warm. The students will follow the steps for read and comprehend the news. They will identify common vocabulary about the environment context and will create a story map with ideas and information they catch from the news reading. Finally, they will start the writing of a piece of news about the climate change, taking into account the structure of the news presented in the activity #1. (Headline – Photo – Byline – Place line – Lead Paragraph – Body Paragraph – Quotations)</p>			
<b>List of activities</b>			
<b>First activity</b>	<p><b>Using prior knowledge:</b> Before to start the reading, the teacher will ask some questions to students about the environment context such as if they know what is climate change, pollution, etc. The students must answer these questions in the comments of the post. Also, the teacher will ask if they remember the structure of the news presented in the activity #1 and worked in activity # 2.</p>		
<b>Second activity</b>	<p><b>Predicting:</b> <i>The teacher will post the photo of the news and then ask to students write in a comment in the post what they think could be the subject of the news. They will answer and give ideas about.</i></p> <p><i>Then, the teacher will present to students a piece of news about the climate change and a young activist called Greta Thunberg.</i></p>		
<b>Third activity</b>	<p><i>The teacher will post a link to students watch a video which contains vocabulary related to environment context, using images and key words.</i></p> <p><a href="https://youtu.be/sTjdp0AfRsg">https://youtu.be/sTjdp0AfRsg</a></p> <p>Then, the students will find a link to enter a kahoot game, in which students will participate answering questions about the vocabulary presented.</p> <p><a href="https://create.kahoot.it/share/the-environment-vocabulary/064edf3f-8fd4-4581-8f5e-18b1599d3db4">https://create.kahoot.it/share/the-environment-vocabulary/064edf3f-8fd4-4581-8f5e-18b1599d3db4</a></p> <p><i>(link to activate the game in kahoot platform)</i></p>		
<b>Fourth activity</b>	<p><b>Questioning:</b> The teacher will ask to students what they understood about the news through a google forms link. They will answer the questions using this platform.</p> <p>Google forms link:  <a href="https://docs.google.com/forms/d/e/1FAIpQLSfF5KyI4JA12qvGeINSY9YBJUGLmHc5mQmY7YJuGLuSl_Vmig/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSfF5KyI4JA12qvGeINSY9YBJUGLmHc5mQmY7YJuGLuSl_Vmig/viewform?usp=sf_link</a></p>		
<b>Fifth activity</b>	<p><b>Identifying the Main Idea and Summarize:</b> Now the students will start the reading of the news. After the reading they will identify the main idea of the news and write it in the google forms link.</p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSfF5KyI4JA12qvGeINSY9YBJUGLmHc5mQmY7YJuGLuSl_Vmig/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSfF5KyI4JA12qvGeINSY9YBJUGLmHc5mQmY7YJuGLuSl_Vmig/viewform?usp=sf_link</a></p>		

<b>Sixth activity (final)</b>	The students will fill the story map format with the information about the news. Then, using the same format to organize their own information collected about climate change in the story map.
<b>Home work</b>	The students will start to write a news about global climate change taking as example the news worked during this activity and the structure learned during the first activity. (add the word document with the story map format)
	The teacher will present a grid evaluation to evaluate and grade the activity. (add the grid)

Table 17: Planning 3 Virtual project

<b>Curso:</b> Noveno grado			
<b>Actividad:</b> Segunda actividad – Comprensión de lectura sobre noticias.			
<b>Duración:</b> 40 minutos			
<b>Objetivos</b>	<b>Lingüístico</b>	<b>Comunicativo</b>	<b>Cultural</b>
	Identificar el vocabulario relacionado con el medio ambiente y el cambio climático.	Reforzar la comprensión de lectura sobre noticias escritas e identificar su estructura.  Expresar a través de un formato de mapa de información la información y las ideas acerca de lo que los estudiantes entendieron sobre la noticia.	Comparar las noticias locales con las noticias internacionales.
El objetivo de esta actividad es reforzar en los estudiantes la comprensión de lectura de las noticias, usando una noticia acerca del medio ambiente y el cambio climático como ejemplo. Los estudiantes deben seguir los pasos para leer y comprender la noticia. Ellos identificarán vocabulario común sobre el medio ambiente y el cambio climático y van a crear un mapa de información organizando las ideas sobre la noticia. Finalmente, ellos empezarán a escribir una noticia sobre el cambio climático, siguiendo la estructura de noticia antes presentada. (Titular, foto, quien escribió la noticia, donde fue escrita la noticia – el párrafo principal, el cuerpo de la noticia y citas.			
<b>Lista de actividades</b>			
<b>Primera actividad</b>	<b>Usar previo conocimiento:</b> Antes de empezar la lectura, el profesor va a hacer unas preguntas a los estudiantes acerca del medio ambiente como por ejemplo si ellos saben que es contaminación y que es el cambio climático, etc. Los estudiantes deberán responder estas preguntas en los comentarios.		
<b>Segunda actividad</b>	<i>Predecir:</i> La profesora va a publicar una foto sobre la noticia y luego les pedirá a los estudiantes que escriban en un comentario sobre que piensan ellos que pueda tratarse la noticia, según la foto que acaban de ver.		

	<i>Luego la profesora les entregará a los estudiantes la noticia sobre Greta Tunberg y su lucha por frenar y evitar el cambio climático.</i>
<b>Terce ra activi dad</b>	<p><i>El profesor publicará un link para que los estudiantes vean un vídeo que contiene vocabulario relacionado con medio ambiente y cambio climático.</i></p> <p><i><a href="https://youtu.be/sTjdp0AfRsg">https://youtu.be/sTjdp0AfRsg</a></i></p> <p>Luego los estudiantes deberán entrar a un link de la plataforma Kahoot donde podrán responder un quiz sobre el vocabulario que acaban de aprender sobre el medio ambiente.</p> <p><i><a href="https://create.kahoot.it/share/the-environment-vocabulary/064edf3f-8fd4-4581-8f5e-18b1599d3db4">https://create.kahoot.it/share/the-environment-vocabulary/064edf3f-8fd4-4581-8f5e-18b1599d3db4</a></i></p>
<b>Cuar ta activi dad</b>	<p><b>Preguntarse:</b> El profesor va a preguntar a los estudiantes que entendieron sobre las noticias y deberán responder las preguntas a través de un formulario de Google.</p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSfF5KyI4JA12qvGeINSY9YBJUgLmHc5mQmY7YJuGLuSl_Vmig/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSfF5KyI4JA12qvGeINSY9YBJUgLmHc5mQmY7YJuGLuSl_Vmig/viewform?usp=sf_link</a></p>
<b>Quin ta activi dad</b>	<p><b>Identificar la idea principal y resumir:</b> Luego de leer la noticia, los estudiantes van a identificar la idea principal de la noticia y deberán escribirla en el formulario de Google.</p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSfF5KyI4JA12qvGeINSY9YBJUgLmHc5mQmY7YJuGLuSl_Vmig/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSfF5KyI4JA12qvGeINSY9YBJUgLmHc5mQmY7YJuGLuSl_Vmig/viewform?usp=sf_link</a></p>
<b>Sexta activi dad</b>	El profesor va a presentar a los estudiantes un formato de mapa de información en donde los estudiantes deberán organizar la información de la noticia presentada en esta actividad. Luego, los estudiantes van a buscar su propia información sobre el medio ambiente y el cambio climático y organizarla en un formato de mapa de información.
<b>Tare a</b>	Los estudiantes van a empezar a escribir una noticia sobre el cambio climático, con la información que encontraron y teniendo como ejemplo la estructura de la noticia presentada en la actividad # 1.

Table 18: Planning 3 in spanish for students

In the same way, this is the necessary data to access the space created in google classroom for the development of this project:

e-mail: [proyectopedagogico20periodico@gmail.com](mailto:proyectopedagogico20periodico@gmail.com)

password: prope2020

google classroom link: <https://classroom.google.com/u/0/c/MTIzODcwMTQwNDAy>

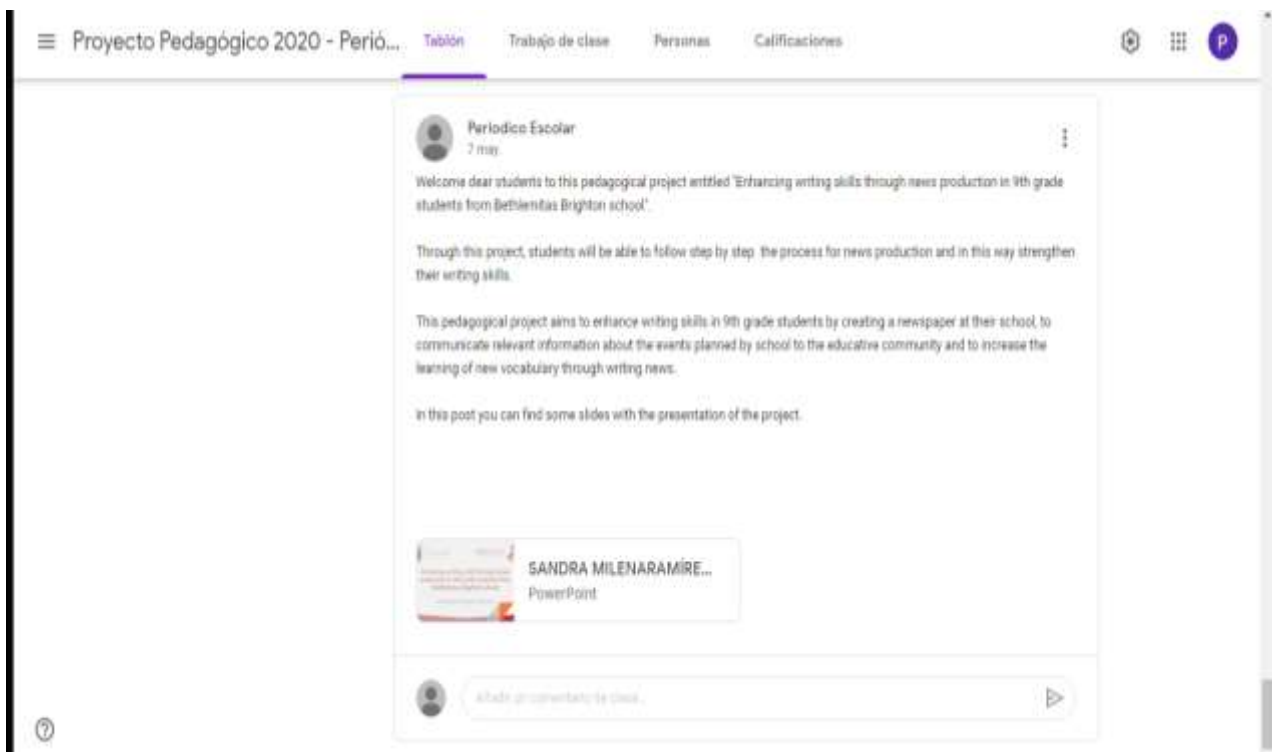


Figure 4: Google Classroom

## Development of integral practice at School

During two weeks of classes inside the school I worked with my supervisor, planning and preparing classes, creating, applying and grading evaluations to students and doing different class activities with students. Also, I helped her in the process of uploaded the grades to the platform.

Appendix 2

Appendix 3

## Appendix 4

### **Development integral practice virtual modality**

Due to the health emergency in our country caused by the virus COVID19, the national authorities took the measure of compulsory confinement for children who must remain at home, for this reason schools must stop the classes and create a virtual education spaces that allow students to continue their learning from home. In this way, the face-to-face practice could only be carried out for two weeks but as a response of this situation the practicum stage had to be rethought from the virtual modality, to continue providing support to English teachers with the development of didactic and educational material for students.

In the following grid is the list of all the material made by the teacher - student from March 16<sup>th</sup>, when the contingency plan began at the request of your practice supervisor. The material includes classroom plans amid contingency, workshops guides, evaluations, videos, virtual classes and grade.

Classroom plans amid contingency: Due to the change of modality from face-to-face to virtual classes, The Departmental Secretary of Education modified the planning format of virtual classes.



Plan de Aula Emergente para Estudio en Casa  
**INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON**



**MUNICIPIO PAMPLONA**

Docente	Genis Navarro Sandra Ramirez	Area y/o Asignatura	Inglés	Grado	6-03	No. De estudiantes	31	Periodo	II
Semana prevista para el aprendizaje	4 al 15 de Mayo- 2020		Hora de estudio en casa		3 horas				
Componente y/o proceso de pensamiento	Expresión y comprensión oral, comprensión de textos.		Competencias		Competencia comunicativa. Competencia pragmática Competencia sociolingüística.				
Estándar (EBC)	<b>COMPREHENSION:</b> - <u>Listening:</u> Comprendo cantidades y habilidades. - <u>Reading:</u> Puedo expresar existencias y habilidades. <b>PRODUCTION:</b> - <u>Writing:</u> Escribo verbos existenciales para expresar habilidades. - <u>Speaking:</u> Expreso mis habilidades y actividades diarias. - <u>Conversation:</u> Puedo preguntar a cerca de las habilidades y actividades diarias. - <u>Conversation:</u> Puedo preguntar a cerca las estaciones del año y sus características.								
DBA	<ul style="list-style-type: none"> <li>- Participa en una conversación corta.</li> <li>- Solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas.</li> <li>- Comprende instrucciones y expresa de manera escrita y oral.</li> <li>- Describe las características básicas de personas, cosas y lugares.</li> <li>- Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos.</li> <li>- Responde a preguntas relacionadas con el "qué, quién y cuándo" después de leer o escuchar un texto corto y sencillo.</li> <li>- Escribe información personal básica en formatos preestablecidos. Comprende el tema e infor-</li> </ul>								

Figure 5: Planning 6-03 Virtual modality

Workshops guides: Due to the quarantine students receive fortnightly a workshop guide to work at home. The school proposes a format in which the work is divided into motivation, conceptualization, development of activities, evaluation and feedback.


CONCEPTUAL	PROCEDIMENTAL	ACTITUDINAL
Identifica los tiempos verbales simples de los verbos regulares e irregulares con cada una de sus formas.	Escribe frases sencillas en tiempo presente simple, con los verbos regulares e irregulares en inglés y las relaciona con el vocabulario aprendido en la unidad.	Demuestra interés por las clases virtuales y los tutoriales participando desde su casa, con responsabilidad en cada una de las actividades planteadas por la docente.

**MOTIVACIÓN:** En este mes de Mayo, mes de la Virgen el valor que queremos resaltar, es el valor de la **autenticidad**. Recordemos que la autenticidad es vivir en pensamientos, palabras y obras la verdad de nuestro propio ser. En esta época de cuarentena, aprovechemos el tiempo en nuestro hogar para acercarnos a nuestra familia y en unión con ellos construyamos nuestro ser autentico, fiel a sus convicciones para cumplir con todos los retos que este aprendizaje virtual nos propone y así lograr excelentes resultados.

**CONCEPTUALIZACIÓN**

**FAMILY MEMBERS – MIEMBROS DE LA FAMILIA**

En la siguiente imagen encontraras el vocabulario sobre los miembros de la familia en Inglés y en español.



**Family members**

English	Spanish	English	Spanish
Mother	Mamá	Father	Papá
Grandmother	Abuela	Grandfather	Abuelo
Daughter	Hija	Son	Hijo
Sister	Hermana	Brother	Hermano
Aunt	Tía	Uncle	Tío
Niece	Sobrina	Nephew	Sobrino
Cousin	Prima	Cousin	Primo
Sister-in-law	Cuñada	Brother-in-law	Cuñado
Mother-in-law	Suegra	Father-in-law	Suegro
Parents	Padres	Grandparents	Abuelos
Children	Hijos	Grandchildren	Nietos
Siblings	Hermanos	Only child	Hijo(a) único(a)
Girlfriend	Novia	Boyfriend	Novio

Figure 6: Workshop 6-03 Virtual Modality



INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON  
PAMPLONA

Legalización De Estudios según Resolución N° 5337 del 29 de Octubre de 2019  
NIT-807.003.049-1 DANE 154518000753

GUIA – TALLER # 1 – SEGUNDO PERIODO - NOVENO GRADO

CURSO: 9-01/02 ÁREA: Inglés DOCENTE: Genis Navarro - Sandra Ramírez

FECHA: Mayo 4 – 11 de 2020

ESTUDIANTE \_\_\_\_\_

**TIPS – MENSAJES DE CUIDADO Y AUTOCUIDADO PARA PREVENIR EL COVID 19:** Para prevenir el contagio, es necesario que cumplamos el distanciamiento social de manera responsable.

**TEMA DE APRENDIZAJE:** Modal verbs – Superlative and Comparative adjectives

**INCADOR DE DESEMPEÑO**

CONCEPTUAL	PROCEDIMENTAL	ACTITUDINAL
Identifica los tiempos perfectos y hace oraciones con los verbos estudiados en clase, teniendo en cuenta las reglas gramaticales.	Escribe expresiones de tiempo y frases verbales. considerando el contexto apropiado y el significado de cada una.	Participa en actividades propuestas dentro y fuera del salón de clase con buena actitud y responsabilidad

**MOTIVACIÓN:** En este mes de Mayo, mes de la Virgen el valor que queremos resaltar, es el valor de **la autenticidad**. Recordemos que la autenticidad es vivir en pensamientos, palabras y obras la verdad de nuestro propio ser. En esta época de cuarentena, aprovechemos el tiempo en nuestro hogar para acercarnos a nuestra familia y en unión con ellos construyamos nuestro ser autentico, fiel a sus convicciones para cumplir con todos los retos que este aprendizaje virtual nos propone y así lograr excelentes resultados.

Figure 7: Ninth grade workshop virtual modality

Evaluation: After the virtual classes the students must answer an evaluation about the topics learned.



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Legalización De Estudios según Resolución N° 5337 del 29 de Octubre de 2019  
NIT-807.003.049-1 DANE 154518000753

**EVALUACIÓN # 2 SEXTO GRADO 6-03  
(Segundo Periodo)**

CURSO 6-03 ÁREA Inglés DOCENTE Genis Navarro – Sandra Ramírez

ESTUDIANTE \_\_\_\_\_ FECHA \_\_\_\_\_

TEMA: Countables – Uncountables - How much – How many

**Choose the correct option. The following nouns are: countables or uncountables.**  
Seleccione la opción correcta según siguientes sustantivos son contables o incontables:

**Example: 0 Milk**

- a.) Countable
- b.) Uncountable

1. **Sugar**
  - a.) Countable
  - b.) Uncountable
2. **Banana**
  - a.) Countable
  - b.) Uncountable
3. **Water**

Figure 8: Evaluation 6-03 virtual modality





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**EVALUACIÓN # 1 NOVENO GRADO 9-01 – 9-02**  
**(Segundo Período)**

CURSO \_\_\_\_\_ ÁREA Inglés DOCENTE Genis Navarro – Sandra Ramírez

ESTUDIANTE \_\_\_\_\_ FECHA \_\_\_\_\_

TEMA: Perfect Simple Tenses: Present – Past – Future

*“Para prevenir el contagio del COVID19, no olvides lavar tus manos continuamente con agua y jabón”*

**Read the text and complete the blank spaces with comparative and superlatives forms. Choose the correct option.**

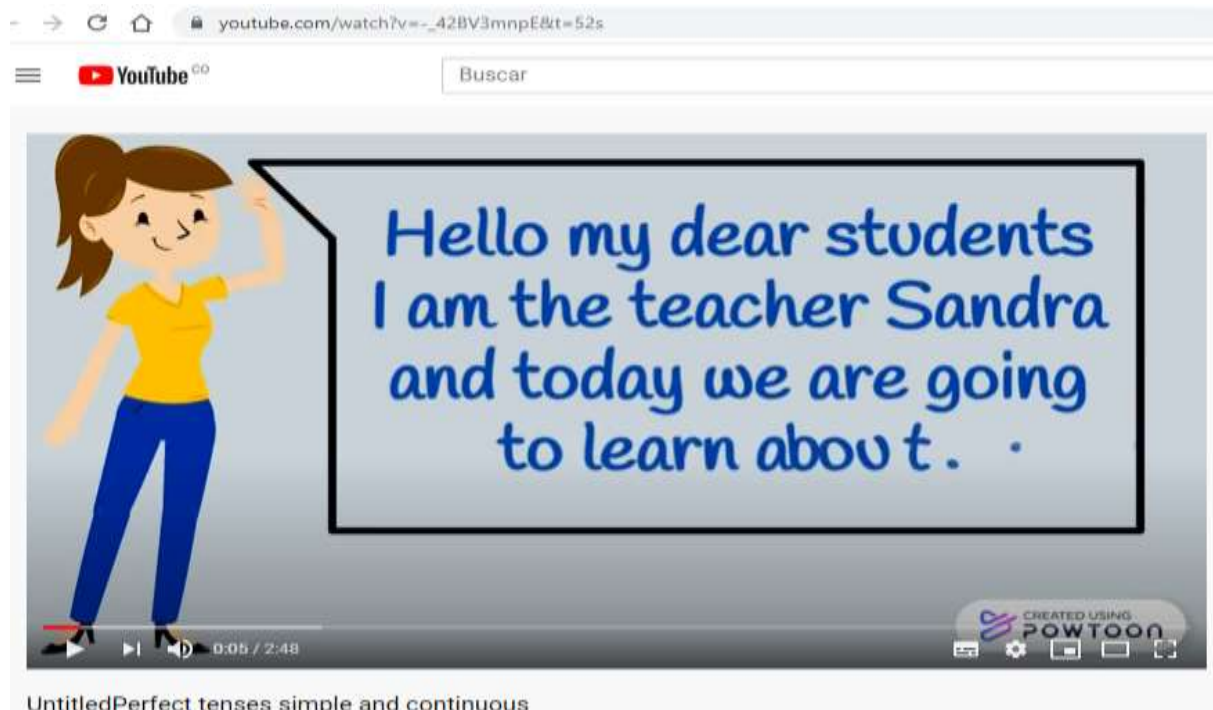
Lea el texto y complete los espacios en blanco usando las formas de comparativos y superlativos. Escoja la opción correcta.

**HEALTH FACTS**

Almonds and nuts are very nutritious. Almonds have 1 \_\_\_\_\_ protein content 2 \_\_\_\_\_ nuts do. They are 3 \_\_\_\_\_ nuts in minerals, magnesium, potassium and specially calcium. They are 4 \_\_\_\_\_ in mono-unsaturated fat 5 \_\_\_\_\_ nuts. This fat helps to 6 \_\_\_\_\_ cholesterol, specially, the bad cholesterol. They have a 7 \_\_\_\_\_ degree of oleoic acid 8 \_\_\_\_\_ any other type of nuts. It protects against heart disease. So almonds are a 9 \_\_\_\_\_ source of protein than any other nut and they are not 10 \_\_\_\_\_ expensive.

Figure 9: Evaluation ninth grade - virtual modality

Videos: As a complement to the student’s learning process, were created explanatory videos about topics planned in their curriculum.



UntitledPerfect tenses simple and continuous

Figure 10: Ninth grade video Perfect tenses



Figure 11: Sixth grade video Parts of the house vocabulary

Virtual classes: When the students had to deliver the workshop, was held an hour and a half virtual class, where the topics were explained and questions were answered.



Figure 12: Sixth grade students' virtual class

Grade: During the period of integral practice I was in charge of grade all the workshops and evaluations. (Student names are erased to protect their confidentiality).

	ESTUDIANTE	ACTIVIDADES DEL LIBRO	ACTIVIDAD FINAL DE LA GUÍA		QUIZ CLASE VIRTUAL
		Hacer	Saber	Hacer	Saber
		1	4.7	4.7	4.2
2	3.8	4.3	4.7	2.0	
3	4.5	5.0	4.5	4.0	
4	4.8	5.0	4.8	5.0	
5	4.8	5.0	4.8	5.0	
6	4.7	5.0	4.8	5.0	
7	4.7	5.0	5.0	5.0	
8	4.7	4.6	4.6	5.0	
9	4.7	5.0	4.7	3.5	
10	4.6	5.0	5.0	5.0	
11	5.0	5.0	5.0	5.0	
12	4.8	4.6	5.0	5.0	
13	4.8	5.0	5.0	5.0	
14	4.8	5.0	5.0	5.0	
15	4.7	4.9	5.0	4.0	
16	4.7	4.0	4.0	3.5	
17	4.7	4.9	5.0	5.0	
18	4.7	4.8	5.0	5.0	
19	4.8	4.8	5.0	4.5	
20	4.6	4.0	4.0	3.5	
21	4.8	5.0	5.0	2.0	
22	4.7	5.0	4.8	5.0	
23	4.8	5.0	5.0	3.0	
24	3.2	3.2	3.2	2.5	
25	4.2	4.8	4.8	3.5	

Figure 13: Grade format ninth grade students

Type of material	Brief description of the material	Topic	Course it was implemented or will be implemented	Was it reviewed by a tutor or supervisor?	Was it delivered and developed by the students?
Review workshop (first period) 6 <sup>th</sup> grade	Workshop to review the topics seen by the sixth grade students during the first school period. The topics correspond to the book "Welcome Outstanding" Unit 1 - Lessons 1 – 2	Verb To be Alphabet Spelling Numbers Days of the week Months Reading Comprehension	Sixth grade 6-03	Yes	Yes / Yes
Acumulative Test (first period) Sixth grade	Assessment of topics learned during the first school period. It consists of 20 questions	Verb To be Alphabet Spelling Numbers Days of the week	Sixth grade 6-03	Yes	No/No

	and each with sections.	Months Reading Comprehension			
Homework Guide - Lessons 3 - 4 Welcome Outstanding Book (second period) 6 <sup>th</sup> grade	Guide to work at home, on lessons 3 and 4 of the book "Welcome Outstanding". The guide is divided into the theoretical explanation, videos that complement the explanation and assignment of activities to develop, proposed by the guide book.	Family members Adjectives opposites Seasons - months of the year - days of the week Nationalities and countries	Sixth grade 6-03	Yes	No/No
Evaluation first period – virtual modality 6 <sup>th</sup> grade	Due to the quarantine the students must present the evaluation in a virtual way through webcolegios platform, for which the evaluation had to be modified by 25 multiple-choice questions.	Verb To be Alphabet Spelling Numbers Days of the week Months Reading Comprehension	Sixth grade 6-03	Yes	Yes/Yes
Workshop guide # 1 to work at home second period. 6 <sup>th</sup> grade	Due to the quarantine students receive fortnightly a workshop guide to work	Family Members Months and seasons of the year Countries and	Sixth grade 6-03	Yes	Yes/Yes

	at home. The school proposes a format in which the work is divided into motivation, conceptualization, development of activities, evaluation and feedback.	nationalities			
Evaluation workshop guide # 1	After the virtual class the students must answer an evaluation about the topics learned	Family Members Months and seasons of the year Countries and nationalities	Sixth grade 6-03	Yes	Yes/Yes
Workshop guide # 2 to work at home second period. 6 <sup>th</sup> grade	Due to the quarantine students receive fortnightly a workshop guide to work at home. The school proposes a format in which the work is divided into motivation, conceptualization, development of activities, evaluation and feedback.	Countables and uncountables How many How much There is There are Like Don't like	Sixth grade 6-03	Yes	No yet.
Evaluation workshop	After the virtual class the students	Countables and uncountable	Sixth grade 6-03	Yes	Yes/Yes

guide # 2	must answer an evaluation about the topics learned	s How many How much There is There are Like Don't like			
Evaluation workshop guide # 3	After the virtual class the students must answer an evaluation about the topics learned	Present simple	Sixth grade 6-03	Yes	Yes/Yes
Review workshop (first period) 9 <sup>th</sup> grade	Workshop to review the topics seen by the 9 <sup>th</sup> grade students during the first school period. The topics correspond to the book "Outstanding 9" Unit 1 - Lessons 1 – 2	Present Simple Present Continuous Prepositions In – On – At Have / has Purpose Clauses Reading Comprehension	Nineth Grade 9-01 9-02	Yes	Yes / Yes
Acumulative Test (first period) 9 <sup>th</sup> grade	Assessment of topics learned during the first school period. It consists of 20 questions and each with sections.	Present Simple Present Continuous Prepositions In – On – At Have / has Purpose Clauses Reading Comprehension	Nineth Grade 9-01 9-02	Yes	No/No
Homework Guide - Lessons 3 - 4 Outstanding 9 Book	Guide to work at home, on lessons 3 and 4 of the book "Outstanding 9". The guide	Modal Verbs Comparatives and superlatives	Nineth Grade 9-01 9-02	Yes	No/No

(second period) 9 <sup>th</sup> grade	is divided into the theoretical explanation, videos that complement the explanation and assignment of activities to develop, proposed by the guide book.				
Evaluation first period – virtual modality 9 <sup>th</sup> grade	Due to the quarantine the students must present the evaluation in a virtual way through webcolegios platform, for which the evaluation had to be modified by 25 multiple-choice questions.	Present Simple Present Continuous Prepositions In – On – At Have / has Purpose Clauses Reading Comprehension	Ninth Grade 9-01 9-02	Yes	Yes/Yes
Workshop guide # 1 to work at home second period. 9 <sup>th</sup> grade	Due to the quarantine students receive fortnightly a workshop guide to work at home. The school proposes a format in which the work is divided into motivation, conceptualization, development	Modal Verbs Comparatives and superlatives	Ninth Grade 9-01 9-02	Yes	Yes/Yes

	of activities, evaluation and feedback.				
Evaluation workshop guide # 1	After the virtual class the students must answer an evaluation about the topics learned	Modal Verbs Comparatives and superlatives	Nineth Grade	Yes	Yes/Yes
Workshop guide # 2 to work at home second period. 9 <sup>th</sup> grade	Due to the quarantine students receive fortnightly a workshop guide to work at home. The school proposes a format in which the work is divided into motivation, conceptualization, development of activities, evaluation and feedback.	Perfect tense: Present Past Future	Nineth Grade 9-01 9-02	Yes	No yet.
Evaluation workshop guide # 2	After the virtual class the students must answer an evaluation about the topics learned	Perfect tense: Present Past Future	Nineth Grade	Yes	Yes/Yes
Workshop guide # 3 to work at home second period. 9 <sup>th</sup> grade	Due to the quarantine students receive fortnightly a workshop guide to work	Perfect Continuous tense: Present Past Future	Nineth Grade	Yes	Yes/Yes



	at home. The school proposes a format in which the work is divided into motivation, conceptualization, development of activities, evaluation and feedback.				
Evaluation workshop guide # 3	After the virtual class the students must answer an evaluation about the topics learned	Perfect Continuous tense: Present Past Future	Nineth Grade	Yes	No yet
Explanatory video Sixth Grade	Explanatory video as a complement to students learning process	Vocabulary Parts of the house	Sixth Grade	Yes	No yet
Explanatory video Ninth Grade	Explanatory video as a complement to students learning process	Perfect simple and continuous tenses Present, past and future	Nineth Grade	Yes	No yet
Review Guide - First Grade	Brief review of the verb to be seen in class, with the use of images and video. Review activities.	Verb to be	First Grade 1-02 / 1-03	Yes	Yes/Yes
Explanatory video First grade	Explanatory video as a complement to students learning	Vocabulary Fruits	First Grade	Yes	No yet

	process				
Explanatory video First grade	Explanatory video as a complement to students learning process	Vocabulary The colors	First Grade	Yes	No yet
English Emerging Classroom Plan - Second Period Sixth Grade	Contingency planning format proposed by the secretary of departmental of education for schools, which contains virtual planning of classes and topics for second period	Topics from second semester	Sixth grade 6-03	Yes	No
English Emerging Classroom Plan - Second Period Ninth Grade	Contingency planning format proposed by the secretary departmental of education for schools which contains virtual planning of classes and topics for second period	Topics from second semester	Ninth Grade 9-01 9-02	Yes	No

Table 19: Table: Report of activities – virtual modality

### Expected results

This project aims to enhance writing skills in 9th grade students through the production of news written for a wall newspaper at Bethlemitas Brighton school. Nevertheless, due to the pandemic caused by the COVID19 virus the project modified its final product, which

would no longer be a wall newspaper, but still keeping the production of written news as a base. This is why a virtual space was created on the google classroom platform, where students from workshops can follow the step by step for the production of written news.

Since, the starting point for these workshops is to introduce students to what is the news structure, the expected result is that students will be able to identify the parts of the news, the information they must present in it and how to organize it. On the other hand, taking into account Tierney, (1982) who stated that students must be oriented during the reading process to ensure a good comprehension, workshops were organized so that students follow the steps for a good reading comprehension and the expected results are that students can identify and learn new vocabulary that they extract from the news presented as example, in addition, students will be guided in the writing process step by step, which will allow them to learn to search for information, and organize it to present it in written form; in the same way and they will acquire the ability to express their ideas using and improving their written communication skills.

## **Conclusions**

As it is before mention none of the planned workshops were implemented, nevertheless those plannings were created following the structures proposed by the authors Tierney, (1982) about the reading comprehension steps and Hyland, (2003) about stages to written process.

These designed workshops published in the google classroom platform, will allow those who have access to them, to follow the step by step for a good comprehension of texts, in

this case news and the steps they must follow to produce a news, taking into account its parts and the information it must provide to readers.

### **Recommendations**

Although this project was initially created to be executed in the classroom, due to the changes that arose from the suspension of classes, the workshops planned that was published in google classroom was carried out so that it can be applied in the future. These plans are aimed at ninth grade students or those who have an A2 language level and it's necessary to follow all the stages as they are presented.

## **Chapter II: Research Component:**

### **Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum**

#### **Introduction**

In PLEX training context, pedagogical training practices are one of the interests and update focuses on studying and documenting for the enhancement of the teaching-learning process in order to qualify education.

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

It is relevantly considered to design a project that involves a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helps to guide teachers' labor. Additionally, like assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity, through questions wording and searching of information to seek a solution for any problem and the self-recognition.

#### **Justification**

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO<sup>1</sup> is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to

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<sup>1</sup> PRADO: Práctica Docente

fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it is justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

### **Statement of the Problem**

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture. When the events unfold without significant alteration, the teacher takes the risk of being installed in a logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection does not lead to emerge problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourages a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that

these at the same time are essential elements that impact and transform their work and future professional performance.

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

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

### **General Objectives**

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

### **Specific Objectives**

- To consolidate a group of teachers-practitioners with a critical spirit who reflect and propose proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her

pedagogical practice.

- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze teachers' and students' beliefs about their work.

## **Theoretical Framework**

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

### **Teaching profession**

The teacher is one of the most important elements of each educational institution, and he/she has the function of imparting knowledge based on a science or art. But also, he/she has the responsibility his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develop his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content to be acquire by the students but also provide teaching conditions inside or outside the educational context.



The most important function that a teacher has to develop is to design and provide teaching practice.

### **Reflection**

Defining reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010)

#### **Reflection as a process.**

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina *et al* (2010) reflect on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”<sup>2</sup>

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

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<sup>2</sup> Free translation from the document : *Concept de réflexion: un regard critique. Correa Molina et al (2010)*

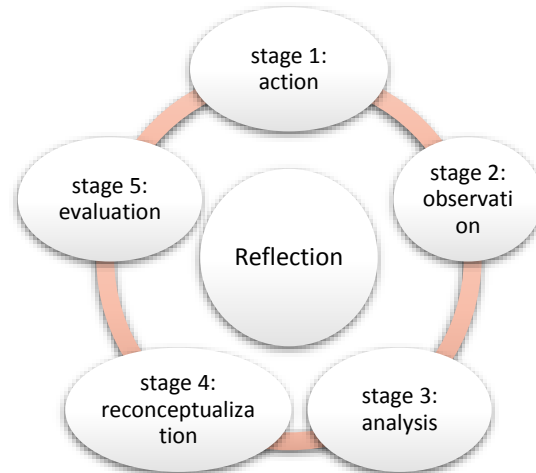


Figure 14 Reflection Stages

### **Reflection as a theme**

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet *et al* (1999) cited by Correa Molina *et al* (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects which allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

### **Reflective practice**

Update and qualify the academic proposals in the University and guide the learners towards new ways to relate to the world. It is needed that teachers ask themselves about their practice and the impact they are generating; they are in the capacity of objectifying their behaviors and assume the different roles in the pedagogical relationship.

The teacher takes a core role in the current educational world; he/ she acts in a

complex space that is under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge with regard to changing circumstances” (Ebutt and Elliot:1986). In this context, the practice’s problems, of class space, demands a special treatment aimed at understanding and the social interaction.

The necessity of articulating the changing reality to our pedagogical work is evidenced in the many attempts to try to explain the school phenomena and to seek ways to attend those phenomena, to make school work effective.

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

According to Van Manen (1997) it exists different levels of reflexivity, in a first level, the effective application of technical skills and knowledge is given in the classroom; the reflection is given to the selection and adequate uses of didactic strategies that teachers will use.

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

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

## **Pedagogical practicum**

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

- ***Academic practicum***

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

- ***Social efficiency practicum***

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

This is the way of proceeding from technical rationality.

- ***Development***

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

- ***Social reconstruction***

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

- ***Generic***

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster

reflective learning.

- ***Reflection triggers***

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

- ***Critical element on reflective thinking***

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

These authors established classification categories of:

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

According to Georgea Spark-Langer and Amy Colton, the narrative is another element of reflective thinking that is included in the present study as instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component teachers' journals are placed in which writing

triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

## **Methodology**

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum, it will be carried out a process of socialization and systematization will be carried out.

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

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

### **Self-observation sheet**

The self-observation sheet has as main objective to guide the student teacher towards a self-perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong. During the integral practice one self-observation sheet was developed through a google forms platform. As a conclusion I must say that this strategy allowed me to evaluate my performance and consider how to improve my teaching role. Without a doubt, it is necessary to carry out this type of exercises periodically since they allow us to identify difficulties as well as strengths that lead us to become suitable teachers, with good use of educational tools and willing to adapt our teaching material to the needs of the students. I

presented the self-observation grid on March 13<sup>th</sup> through a google forms platform.

Appendix 5

### **Narrative**

The reflection exercise will allow teacher in training to express how their endeavor is based on the narrative of their own teaching experiences as way to provide meaning to their profession. During the integral practice were written five narratives. As a conclusion, it is important to highlight that these narratives were used to tell our experience as teachers, first from the classroom and then from virtuality. Through them it was possible to narrate how was the process of becoming teachers and these narratives allowed express and interpret feelings at certain moments. Also, it could be possible to describe the experience gained from facing the new situations in the school environment produce by COVID 19 virus and to analyze teacher in training behaviors and those of their students helping better understand the importance of the teaching role.

Appendix 6

Appendix 7

Appendix 8

Appendix 9

Appendix 10

### **Class recordings**

To have evidence of what teacher students do in the classroom, class recordings will allow to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection

process. These recordings will allow having an external and constructive view of their pedagogical practices. Nevertheless, due to the sanitary emergency caused by COVID 19 and the suspension of the face-to-face classes, this activity of recording the classes could not be carried out.

### **Reflective workshops**

The reflective workshops have a fundamental purpose to guide students – teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich process and insert new tools that allow them to transform their pedagogical practicum.

### **Objectives**

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution concerning the educational problematic of their pedagogical practicum.
- To socialize criteria, ideas and principals to assume their pedagogical practicum.
- To qualify, facilitate and an effective inclusion to the school

During the practicum stage I participated in one reflective workshop during the induction week from February 3 to 5. As a conclusion, I must add that the reflective workshop was a good opportunity to exchange experiences about teaching with other student – teachers and learn from their own experiences. Also, allowed me to know about other educational settings and their functioning.



## Appendix 11

<b>Instrument</b>	<b>Date</b>
<b>Self-observation sheet</b>	March 13 <sup>th</sup>
<b>Narratives</b>	Narrative # 1 March 9 <sup>th</sup>
	Narrative # 2 March 16 <sup>th</sup>
	Narrative # 3 May 1 <sup>st</sup>
	Narrative # 4 May 15 <sup>th</sup>
	Narrative # 5 May 29 <sup>th</sup>
<b>Reflective workshop</b>	Inductive week February 3 - 5
<b>Class recordings</b>	They were not carried out

*Table 20: Timetable data collection schedule*

### **Context**

Pamplona was founded in 1549, is the oldest city in all Norte de Santander department. It is located in the Espiritu Santo valley in the Colombian Andes. One of the first cities in colonial times, it has been throughout history a place of religious influences; Pamplona received a large number of religious communities such as- Saint Franciscan community; Clare sisters; the Brothers of Saint John of God ; the Company of Jesus; Lasallista community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Because of the presence of all these communities, Educational institutions were created based on their religious values and beliefs. This study

is carried out in this geographical context in an environment where actors of educational systems, PLEX practitioners, perform.

School refers to a specific educative community in charge of institutionalized education, it means school is the place where education is organized ordered and developed. Currently the school is considered as the way of living of the community. School transmits all knowledge and values that are deemed necessary to the community making students to put into practice and improve their abilities for the benefit of the community as well as their own.

At school, we find a series of fundamental factors that may influence in a group's behavior. This is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school takes its organization. The school is a dependent body of the society, it is a social institution in the educational area dedicated to managing systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

School as educational institution accomplishes specific functions including the following:

### **Socialization role**

Learners' values, rules, behaviors, attitudes and aptitudes focus on the dominant social culture in the political and economic context that they belong to. This role includes all the socialization processes in which the members of the school participate.

### **Instructive role**

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that the globalized world demands. This implies higher level of culture; knowledge; values etc. there is a greatest chance of

adaptation.

### **Educational role**

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and codes of the culture of humankind. As consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

### **Population**

Thirty students of tenth semester, practitioners of the Foreign Languages Program English-French of the University of Pamplona constitute the total population of this study.

#### **The direct beneficiary population:**

Teachers in training, teachers' supervisors, and student community of the centers of implementation of the Integral Practice.

#### **Indirect beneficiary population:**

It is composed by the teaching community of the Foreign Languages Program, the results will feedback the program agents' vision of their practices and the collective of Integral Practice.

#### **External institutions linked to the Project:**

Colegio José Antonio Galán

Colegio Bethlemitas Brighton

Colegio Técnico La Presentación

Colegio Provincial San José

Colegio José Rafael Faría

Institución Educativa Cristo Rey

Institución educativa Agueda Gallardo

### **Expected Results**

The expected results are derived from the objectives proposed for this experience as follows:

- The formation of the reflective spirit in PLEX practitioners, as a training tool to qualify the pedagogical practice.
- Analyze the environment and the realities and social representations of the teachers training, the notions and the concepts about the school world.

### **Conclusions**

This practicum stage has been full of challenges and changes along the way that has made its normal development more difficult and has led us to rethink the teaching role in many ways and in other settings. Everything previously planned, had to be rethought now from the virtual modality so that obviously we were not prepared and because of this, the field of reflection has become more important in this process, in the search for solutions that allow us to successfully complete this process. From this and after doing a reading of my narratives made during this stage, I want to answer the following question:

**How does the implementation of reflection contribute to the transformation of your practice?**

## **Reflection from face-to-face practice**

Reflection is an important aspect that must always be taken into account at every moment of our lives. In this case, as teachers in training who are starting to build experiences, it is vitally important to continually reflect on our role as teachers and the impact we have on our students. From the two weeks of face-to-face classes that I could develop in this comprehensive practice I was able to reflect on different and important aspects within the development as a teacher of an educational institution with students in my charge. For example, when we arrived at an educational institution, the first thing we must identify is the pedagogical methodology that is implemented with the students, this should be the starting point to organize our planning in class. In our case, as teachers in training we have a supervisor, a teacher who already has established his rules, so our autonomy is reduced to following in some way the plans that the teacher has in mind for his courses. However, it is our challenge to try to stamp our personal stamp, according to our perspective as teachers in the planning we carry out and the way we develop our classes.

On the other, we have the students who are the protagonists of our work, that is why it is necessary to establish a good teacher-student relationship since they are the ones who allow our work to flow. They are the main measurer of our performance, as they behave in classes, if we manage to capture their interest in the topics and especially if we achieve good results in their learning. In this aspect, the most important thing since my own experience is to control the discipline.

Finally, it is indispensable offer to students, dynamic ways of teaching, avoiding

monotonous classes, that make them lose interest in the subject. The material offered to students must be useful to meet all the needs of all students inside the classroom using new tools that change the perspective of what they are used to. Those are all the aspects that I could interpret since my own experience in two weeks of observation and two weeks of practice inside the educative institution.

### **Reflection from virtual modality practice**

As I mentioned above, the sudden change in plans on the go has led us to rethink and analyze in depth what is happening in our work as teachers, who now must face a virtual modality for which we were not prepared emotionally, didactically and less technologically, because it is important to highlight that students do not have the technology necessary to attend virtual classes at home, since they do not have the Internet and in some cases they do not have computers either.

As teachers, facing this challenge of teaching through virtual modality completely changed all these preconceived beliefs that we had and that we had formed from our experience as students and it is thanks to deep reflection from these new situations that we can seek and find solutions and ways to reinvent ourselves to meet the new challenges that are presented to us.

From reflection, we can find new technological tools that allow us to keep in touch with our students since this new modality forces us even more to try to maintain our students' interest in learning English. This has been the opportunity for teachers to also train

ourselves in new technologies and our virtual teaching tools.

The transition from face-to-face practice to virtual practice implied a challenge for all those involved, students, parents and teachers. For the students it meant taking charge of their own learning, since they began to work autonomously from a workshop guide and as I mentioned above, many of them do not even have the physical and less technological tools that are so essential today. In addition, learning to manage their time to be able to carry out all the activities required in the different subjects. In the same way, parents acquired the teaching role in a certain way, since now they must be aware that the students carry out their work, that they fulfill and learn and, in many cases, help them to use the technological tools.

On the other hand, teachers saw their work increase, since practically all of their time was transferred to answer questions from students and parents, the barriers of free and work time were broken, because at any time and moment they must attend to their students. Developing virtual and entertaining material for students takes more time, considering that we are also learning to use new tools and we do not yet have the necessary skills to do things quickly. Spending too many hours in front of the computer trying to grade the work that students send from virtuality implies physical and visual exhaustion. So, without a doubt the change was shocking for all involved

Finally, I must say that reflection must be a constant and integral part of all human beings because we must learn from our mistakes, improve on what we fail and change what definitely does not work for us. But as teachers, in charge of the integral formation of

human beings, we have even more the obligation to reflect on our behavior, our actions inside and outside the classroom, so that we contribute positively to the personal growth of our students and we follow an example for them.



## **Chapter III: Outreach Component:**

### **Awareness project to teach English language in primary schools in Pamplona Colombia.**

#### **Presentation**

The dual objective the reader will find in this presentation is to organize in a project the social impact of the Foreign Languages Program through the implementation of the outreach component to the community concerning the English teaching practicum, and to sensitize students from primary school to EFL fundamentals.

Firstly, the justification of the project, the objectives, its characterization and the guidelines of contribution to the project will be stated.

Secondly, the theoretical framework guiding this proposal, the benefited population, the timetable and the financial budget table filled by each participant will be disclosed.

#### **Introduction**

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

With a view to sensitize the learning of English language in Colombia as well as shaping competitive citizens, the national Ministry of Education proposed its bilingualism policy in 2004 whose objective is “Having Citizens that can be able to communicate in English, with international comparable standards that insert the country in the global

communication processes, in the global economy and in the cultural openness". And so, the

Ministry has been implementing a wide range of strategies in the different levels of education with regards to the accomplishment of this goal. A clear example of that is the creation of "Basic Standards of Competence in Foreign Languages" for primary and secondary education, the definition of a solid and coherence evaluation system as well as the development of training plans.

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

With regards to primary school, the National Government tends to expand the English teaching coverage to children, since many educational institutions do not often count with an English teacher that guides the teaching and learning process, consequently, evaluations applied nationally are not brighter.

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

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

The governmental policies have identified the problem, nevertheless, these needs are not completely fulfilled because of it is missing monetary support in order to achieve a balance between the students' results and tests with the Colombian educational purposes.

### **Justification**

Learning a foreign language allows being at the forefront of what today's world demands. This process is therefore necessary to be implemented from the first grades having basic foundations in foreign language that allow them to continue constructing their competences in English in secondary, vocational and later, in higher education, to achieve more people be trained in this area.

The aim of this project is to raise awareness towards English teaching in primary schools in Pamplona, contributing to the basic formation in foreign language that it is essential and prior in these levels. For that reason, the outreach component comprises the practicum carried out by students in their last semester of Foreign Languages Program from

Pamplona University, as manner of contributing to the reinforcement of English teaching in primary level.

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

## **Objectives**

### **General objectives**

The implementation of this outreach project, on the part of Program of Foreign Language English-French, ascribed to the University of Pamplona, works towards the following objectives:

- To meet the English Teaching demands in primary school in Pamplona.
- To integrate the foreign languages education of the PLEX teacher students with the educational reality in primary school in Pamplona.

### **Specific objectives**

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

## **Typology of the project**

This is an educational disciplinary project in the curriculum area, open to all the institutions in Pamplona. This project is part of the training project of the foreign languages program.

This study allows the articulation of the Program of Foreign Languages with the community of Pamplona.

The main objective in a pedagogical and communicative level is framed into the outreach community institutional lines of the University of Pamplona.

### **Contribution lines**

- Academic training in foreign languages
- Citizen training (treatment of educative problems in order to decrease inequality in the educational system)
- Scholar community outreach in Foreign Languages Program

### **Theoretical Framework**

#### **Teaching Languages**

##### *Languages international 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 the 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 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 it 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 mastery 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 another language is used, different from the native language, these languages are considered second foreign languages or languages (MEN ,2006)

### ***Teaching 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 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 and 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. From what was previously written 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 this stage, 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), quote Ausubel (1986) who states that From the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in motivation, creativity, spontaneity and flexibility that characterize children and that distance them from the adult, who is usually more prone to emotional block at the moment to express 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 is it important to learn a FL in primary school?***

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid y McLaren (1981) who stated that there are different types of reasons that justify the learning of a FL at primary school. Pointing that the truly reasons belong to the pedagogical and formative type. For example, based on diverse studies, it is shown that:

- Children who start to study a FL at school are used to get a better performance than those who do not.
- Children show not only a special capability to imitate sounds and colloquial

expressions, but also a great flexibility, spontaneity and audacity that exceed teenagers' and adults'.

- Children not only tend not to be afraid to make mistakes, but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their life when the plasticity of their brains makes it easier for them to learn languages.

To sum up, leaning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

### **The Context of Pamplona**

Pamplona has institutions of basic and secondary education, most of them are grouped in general schools as follows:

- Colegio Normal Superior: Which has as headquarters, Escuela Rural Cariongo, and Instituto Aurora.
- Colegio Provincial San José.: It is in charged of Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez.

- Colegio Águeda Gallardo de Villamizar: Which has as headquarters, Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional.
- Institución Educativa San Francisco de Asís: It is in charged of Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII.

Similarly, there are two institutions which are not general schools but they provide public basic and secondary education. They are:

- La Presentación high School.
- Brighton Bethlemitas high School.

### **Sub project: Using songs to teach English in primary school**

#### **Introduction**

As established by the Colombian Ministry of Education, through the General Education Law it is mandatory learning a foreign language. However, the bilingualism goals established by the State are far from being achieved, since in some cases the teachers in charge of the English area in educational institutions are not certified as English teachers.

With the objective of contributing to the improvement of the teaching of English as a second language, the foreign language program during the last practicum stage proposed a project entitled “Awareness project to teach English language in primary schools in Pamplona, Colombia” in order to attend specific needs of the school community and project, through the activity of the student-teacher, the program to the educational community of the institution and the community.

In this case, the strategy to implement to first grade students from Bethlemitas

Brighton consists in use music as a pedagogical tool for the strengthening of English learning in this public school in Pamplona. The aim of this strategy is to get children to learn English in a fun way and to allow them to learn vocabulary and begin to familiarize themselves with the English language.

Due to the COVID19 emergency in the country which led to the suspension of face-to-face classes, this project could only be carried out for two weeks within the educational institution.

### **Justification**

This project aims to promote a new way of teaching English using music as a pedagogical tool. Because music arouses the natural interest of children, it becomes an effective strategy as stated (Juste , 2014) “the music is a facilitator tool to memorize and at the same time to acquire the language. The memorization also can be maximized if the information has meaning” (p.12) and this helps to strengthen English learning, allowing the appropriation of new vocabulary and different themes, which make the first-grade students of the “Educational Institution Bethlemitas Brighton”, familiarize yourself with this language.

### **General objective**

- Use music as a pedagogical tool that facilitates the teaching and learning of English as a foreign language in an educational institution in Pamplona.

### **Specific objectives**

- Reinforce new vocabulary learning in English through music in first grade students.
- Reinforce the learning of new themes in English through the use of music in first grade students.

## Methodology

The methodology that was implemented during two weeks, time that the face-to-face classes lasted. The development of the project consisted in the use of songs with content related to the topics proposed for the classes, in this way the students had fun singing, learning new vocabulary through the lyrics of the songs and improving their pronunciation by continuously repeating the lyrics of the songs.

As a strategy proposed for the execution of this project, were used songs with lyrics and sticky rhythms that awaken the interest of the students, so that they enjoy the activity more. Also, choreographies and movements with the songs were used and students enjoyed the activity more, doing physical activities.

## Schedule

	Class 1	Class 2	Class 3	Break	Class 4	Class 5
Monday					1:03	1:03
Tuesday						
Wednesday	2:01				1:01	1:01
Thursday		2:03			1:01	1:01
Friday	2:01		2:03		2:02	2:02

*Table 21 Outreach Schedule*

During the two weeks of class I have worked with students from first grade the numbers from 1 to 20 and I evaluate this topic orally and also verb to be. As a strategy of learning always prepare for the classes didactic material videos and songs that to encourage the students and allow me to get their attention.

## Virtual work with primary

As a response to the COVID19 emergency I prepared material about verb to be that was sent to students. Bellow you will find the grid that explain the material presented.

Type of material	Brief description of the material	Topic	Course it was implemented or will be implemented	Was it reviewed by a tutor or supervisor?	Was it delivered and developed by the students?
Review Guide - First Grade	Brief review of the verb to be seen in class, with the use of images and video. Review activities.	Verb to be	First Grade 1-02 / 1-03	Yes	Yes/Yes
Explanatory video First grade	Explanatory video as a complement to students learning process	Vocabulary Fruits	First Grade	Yes	No yet
Explanatory video First grade	Explanatory video as a complement to students learning process	Vocabulary The colors	First Grade	Yes	No yet

Table 22: Report Activities First grade



Figure 15: Video Fruits Vocabulary - First grade



Figure 16: Video The colors Vocabulary - First grade

To conclude I want to answer this question:

**How has meeting this need, whether in primary school or with tutoring, contributed to pedagogical practice?**

This experience of working simultaneously with primary school children in my case, during this practicum stage, allowed to meet and face another type of educational setting with students of different ages and needs from that of secondary school. It is important to know and be prepared to use another teaching methodology implementing different pedagogical tools depending on the context and this experience allows us to expand the experience in other areas, in a way it is to leave the comfort zone of always working on the same themes and in the same ways. In addition, this type of experience it is also beneficial for schools and primary students that do not have specialized English teachers in primary school, which means that the English bases that children acquire in those educational levels are not solid and for this reason they arrive with many learning gaps that hinder the good development of English learning in higher courses.

## **Chapter IV: Administrative Component**

### **Introduction**

This component corresponds to the administrative and pedagogical activities conducted by teachers at Educative Institution Bethlemitas Brighton. The aim of engage teacher – student not only to take part in the classroom activities but also to participate in every event or activity promoted by the educational community during the stage in order to learn more about the institution and to understand the context in which the practicum takes place. This component, seeks to enhance the engagement of the teacher – student with the institution where is doing their practicum, in order to create a sense of belonging to the institution and learning how extracurricular activities are organized and developed within an educational establishment.

Due to the suspension of face-to-face classes due to the COVID19 health emergency in the country, it was only possible to carry out accompaniment and support within the institution for two weeks.

### **Objectives**

#### **General objective**

- To be part of the extracurricular activities proposed by the educational institution

#### **Specific objectives**

- To know the inner working of the educational institution's system.
- To take the role of an active member of the institution.
- To immerse in the educational context of the institution.



## Methodology

For achieving the main objective of being effectively involved with administrative activities and events proposed by the school, the student-teacher fulfilled some other functions such as participating in events organized within the educational institution such as religious celebrations, discipline alignment before classes, discipline supervision during breaks, flag-raising, school government election, among other.

During the two weeks of classes inside the school I had the opportunity to participate during a flag raising in which I supported my supervisor in the launching of the value of the



Figure 17. Image: Value of the Month March – Fortress

## Chronogram

FIRST TERM															SECOND TERM																			
JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUNE									
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F					
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	HOLY WEEK					21	22	23	24	25	26	27	28	29	30
26	27	28	29	30	31					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
27	28	29	30	31						31					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

- Institutional development Teachers and Managers: January 07-19
- Start of classes: January 20
- First semester: From January 20 to June 14
- First period of classes: From January 20 to March 27
- Parents Notification : 24 February
- Institutional Development : April 8 to 12
- Quality tests: March 17 to 26
- Platform Closure: March 29
- Evaluation Commissions: March 30
- Secondary grade report : Monday April 13
- Primary Elementary grade report : Tuesday April 14
- DAY E May 16

- Second class period: March 30 to June 12
- Parents Notification : May 27
- Quality tests: June 3 to June 12
- Family celebration
- Platform closing: June 14
- First semester holidays Directors and teachers : June 15 to July 5
- Completion of the first semester: Friday, June 12
- Evaluation commissions: Monday, July 6
- Delivery of Basic Secondary bulletins: July 13
- Delivery of Primary bulletins: July 14

Table 23 First and Second Schedule

&lt; Janu 2020

**FEBRUARY 2020**

March 2020&gt;

SUN	MON	TU	WED	THURS	FRI	SAT
						1
2	3 VALUE LAUNCH: FAITH AFTERNOON: PEDAGOGICAL DAY PREPARATION OF ACTION PLANS, ACTIONS, AREAS.	4 VALUE LAUNCH: FAITH SOCIALIZATION REQUIREMENTS FOR STUDENTS ASPIRING TO BE COURSE REPRESENTATIVES AND CONCILIATORS	5 7:00 ACADEMIC COUNCIL: LOCALE AFANADOR	6 MEETING OF STUDENTS WITH DISCIPLINARY COMMITMENT AND PARENTS. MEETING OF STUDENTS WHO RESTART THE SCHOOL YEAR	7 ACTIVITIES: A HEALTHY LIFESTYLE	8
9 FAMILY EUCARIST. ELEVENTH GRADE BETHLEMITA	10 SENSIBILIZATION SCHOOL GOVERNMENT AFTERNOON: 4:00 MEETING PARENTS OF SECONDARY	11 SENSIBILIZATION SCHOOL GOVERNMENT AFTERNOON: 4:00 MEETING PARENTS OF PRIMARY	12 INDUCTION AND ORGANIZATION OF SOCIAL WORK, TENTH GRADE	13 SENA INDUCTION	14 ELECTION OF GROUP REPRESENTATIVES AND CONCILIATORS. ENCOUNTER WITH CHRIST ELEVENTH GRADE	15
16 FAMILY EUCARIST TENTH GRADE 01	17 LAUNCH OF THE CAMPAIGN TO: LEGAL STATUS, COMPTRROLLER, PRESIDENT, STUDENT COUNCIL	18	19 MEETING OF STUDENT REPRESENTATIVES AND CONCILIATORS	20	21 ENCOUNTER WITH CHRIST TENTH O1 GRADE	22

23	24	25	26	27	28	29
FAMILY EUCARIST TENTH GRADE 02	AFTERNOON: NOTIFICATION TO PARENTS	DAY OF ATONEMENT AFTERNOON: NOTIFICATION TO PARENTS MEETING WITH ALUMNI	ASH WEDNESDAY	FLAG RAISING, ELEVENTH GRADE	ENCOUNTER WITH CHRIST, TENTH 02 GRADE DELIVERY OF ADAPTED LEARNING MESHES FLAG-RAISING, FIFTH GRADE	

*Table 24 February Schedule*

### **Conclusions**

In conclusion, I must add that due to the health emergency caused by the COVID19 virus, we lost a valuable opportunity to get involved in the operation of educational institutions, this was the time to learn how events and protocols are organized inside schools. Nevertheless, the two weeks in which I can get involved in the activities of the school, I learned and enjoyed a lot.

I learned how student discipline is controlled, I participated in the one flag raising and helped to promote the values of the institution, as well as being part of important events such as the election of school government and especial celebrations as the Women's day.

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## Appendixes

### Appendix 1 Observed class sixth grade student's activity class



## Appendix 2: Planning classroom class sixth grade

LESSON PLAN: TASK		
<b>PROFESOR –</b> Cooperative teacher: Genis Emilce Navarro Gomez – Student teacher: Sandra Milena Ramirez González	<b>GRADE: 6-03</b>	<b>DURATION: 4 hours</b> <b>DATE: March 2nd –</b>
<b>Task: How old are you? Let's learn the numbers - This is my family</b>		
<b>STANDARDS</b> I say my age using the cardinal numbers I say the date using the ordinal numbers I identify the family members I show my family tree		
<b>OBJECTIVES</b> Identify and use the ordinal and cardinal numbers Present the family members in the family tree		<b>Language functions</b> Describe people's age members. Give their age Give the date Present the family members
PERFORMANCE INDICATORS		
<b>Knowing</b> Identify the ordinal and cardinal numbers Know how to say the age using the cardinal numbers Know how to say the date using the ordinal numbers Identify the family members	<b>Doing</b> Exchange information about the age and dates using ordinal and cardinal numbers Present the family members in the family tree	<b>Being</b> Actively participate in Respect their classmates Value their family members
<b>TRANSVERSALITY</b> <b>Mathematics:</b> Write in letters numbers		
<b>Contents:</b> Verb to be in affirmative, negative and interrogative Ordinal and cardinal numbers The family members Age and birthdays Numbers, dates, age, months of the year, family members, hobbies.		
THE TASK		



## 1.TASK INTRODUCTION

Review the homework  
Evaluation about the last topic  
Correct the evaluation  
Introduce the topic lesson 2: Numbers and family members

## 2.PRACTICE: RECEPTIVE SKILLS (LISTENING AND READING), LANGUAGE (GRAMMAR AND VO

### LISTENING

Audio: Listen and write the numbers you hear.  
Listen and write the months and repeat orally. Then write ordinal numbers that correspond to them in the order they are in a year.  
Listen, repeat and write the family members that you hear

### LANGUAGE

Practice the topics using verb to be in affirmative, negative and interrogative.  
What is your age? I am ....  
What is your birthday? My birthday is on ....  
Describe your family members. He is my father... She is my mother

## 3.PEDAGOGICAL TASK: Instructions, planning and report)

### INSTRUCTIONS

Students will actively participate in classroom activities.  
Students will work through two modalities: individual or as a couple.  
Students will go to the board to correct activities and homework.  
Students will be recorded during oral production activities.  
Students will present in front of the classroom their family tree, and describe their family members.  
Students will develop mathematical operations such as addition, subtraction, multiplication and division and they will be able to write with letters and numbers.

### PLANNING

Oral Evaluation about verb to be and classroom phrases (the student will draw a card from a bag a piece of paper with a phrase in Spanish and they will say it in English).  
Evaluation about verb to be and classroom phrases.  
Review topic (colors) (students must raise their hand, say the color in English).  
Class discussion based on the questions from book page 17 (The teacher will read to students some minutes to read and answer the questions, then they will answer orally the questions).  
Class discussion based on the questions from book page 17 (The teacher will read to students some minutes to read and answer the questions, then they will answer orally the questions).  
Reading: The psychology of colors (The teacher will read, and students will follow the reading. The teacher will explain in Spanish)

	Activity: What is your favorite color? Why? (After reading answer these questions and then some students will share their answers.) Listening (from the book students will answer the activity 15 from the book)
<b>REPORT</b>	
<b>TASK ASSESMENT:</b> Survey assessment rubric.	
<b>Required materials:</b> Computer, television, board, markers, videos, audios and camera.	

### Appendix 3: Planning classroom class ninth grade

<b>LESSON PLAN: TASK</b>		
<b>PROFESOR</b> Cooperative Teacher: Genis Emilce Navarro Gómez Student – teacher: Sandra Milena Ramírez González	<b>GRADE:</b> 9th grade	<b>DURATION:</b> 4 hours <b>DATE:</b> March 2 <sup>nd</sup> – 6 <sup>th</sup>
<b>SUBJECT:</b> Present continuous – Present continuous for future – Lesson 1		
<b>STANDARDS:</b> Follow instructions given in class to carry out academic characteristics. Value reading as an important activity for all areas of my life. Participate actively in all activities proposed in class.		
<b>OBJECTIVES:</b> Identify sentences using present continuous. Identify sentences using present continuous for future. Express ideas about plans. Know vocabulary about Halloween.		<b>FUNCTIONS</b> Describe events related to Halloween and reason to do them. Express actions in progress in present continuous.
<b>PERFORMANCE INDICATORS</b>		
<b>KNOWING</b> Identify sentences using present continuous. Identify sentences using present continuous for future.	<b>DOING</b> Express ideas about plans. Talk about activities done during Halloween and other festivities.	<b>BEING</b> Respect the different preferences of this classmate.
<b>TRANSVERSALITY</b> Life project and future plans		
<b>CONTENTS</b> Present continuous Halloween vocabulary		

## PRESENTATION

Start the class reviewing the homework.

The students will write on the board the answers from the homework and in group will be correct.

The students will listen to the audio to complete the blank spaces.

The students will work in pairs to respond one questions and then share the answers with their classmates.

## PRACTICE (Search Information)

Work in pairs.

Answer the questions and share information.

## PRODUCTION

Students must present in front of the classroom their answers using present continuous for future.

**Next class:** Start lesson 2

## ACTIVITIES

Check the Homework:

P.15 – Act 14: The students will share their plans on Halloween. students to share their information.

P.15 – Act 15: Listening: The students will listen the audio information. (six students will share the information).

P.15 – Act 16: Review on the board. Listen the audio and complete information on the board. The teacher will write on the board the students will complete it.

Class activity: The students will work in pairs. There are five questions will be divided in pairs and each pair will respond differently.

## EVALUATION

Oral production

## MATERIALS REQUIRED

Book, notebook, computer, television, board, markers, videos, audios and camera.

## Appendix 4 Class activity sixth grade students



## Appendix 5 Self-observation sheet

**Auto-observación de clase, 2020-1**

Puntos totales **0/59** ?

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

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Dirección de correo electrónico \*  
ramirezsandrita@gmail.com

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Autoevaluación

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\*  
DD MM AAAA  
13 / 03 / 2020

## **Appendix 6 Narrative 1**

### **Narrativa # 1 Primera semana de práctica presencial (Marzo 2 – 6, 2020)**

Mi práctica integral la estoy llevando a cabo en la Institución Educativa Bethlemitas Brighton en los cursos 6-03, 9-01 y 9-02 con una intensidad horaria de 12 horas semanales, que corresponde a 4 horas semanales con cada curso.

Durante mi primera semana como docente de dichos cursos, debo decir que en general me sentí muy bien. Los estudiantes de sexto grado son 33 en total. Ellos son un poco inquietos, activos, sin embargo, esto he logrado aprovecharlo en beneficio de la clase, ya que, al ser activos, logro que participen y se involucren en las actividades de clase. Los estudiantes preguntan repetidamente sobre el proceso de la clase, si están copiando bien en el cuaderno y mi labor es estar constantemente pasando por sus puestos, revisando sus cuadernos, resolviendo dudas y haciendo correcciones. En general la clase fluye, la profesora supervisora es de gran ayuda para tener el control de la clase, ella es una observadora participativa y aunque tengo que adaptarme a su forma de manejar la clase, tampoco me impide desarrollar mi método de enseñanza. Sin embargo, ya que ella se rige por la metodología propuesta por el libro, mi reto es proponer cosas distintas, más activas y atractivas para los estudiantes pero que permitan no alejarse mucho de la metodología de la profesora y del libro.

Con los estudiantes de noveno grado es un poco distinto. Los estudiantes de 9-01 son 34 en total. Ellos son un poco más disciplinados, hacen silencio cuando se requiere, atienden a la clase, son más tímidos y aunque participan lo hacen un poco menos y es mi deber motivarlos para que lo hagan, ya que no lo hacen voluntariamente. Aunque las clases

fluyen, no hay mucha química entre los estudiantes y yo ya que son tan abiertos a la participación. En el caso contrario, con los estudiantes de 9-02 que igualmente son 34 en total, las clases han sido más amenas, ya que, aunque ellos son más inquietos, esto los hace más activos y participativos, siempre dispuestos a colaborar y hacer parte de la clase. Es agradable estar con estudiantes dispuestos a aprender, a participar y a darle su toque personal a las clases.

He decidido realizar mi proyecto pedagógico con los estudiantes de 9-02 porque quiero que ellos con su entusiasmo llenen de vida mi proyecto. Quiero esa vivacidad y tenacidad al momento de recolectar la información y redactar las noticias. Espero que funcione y trabajaré duro para lograr interesar a los estudiantes en mi proyecto y lo hagan disciplinadamente. Lo que he aprendido de esta semana es que los estudiantes necesitan continuamente sentirse motivados. Ellos quieren aprender, lo noto porque preguntan constantemente y buscan corregirse.

## **Appendix 7 Narrative 2**

### **Narrativa # 2 Segunda semana de práctica presencial (Marzo 9 – 13, 2020)**

Durante la segunda semana de mi práctica integral todo transcurrió en normalidad. Por primera vez desde que empecé pude dictar las 12 horas completas ya que este viernes si hubo clase en el colegio. Los estudiantes durante las clases siguen participando activamente, hacen las tareas, la disciplina en los salones se ha ido controlando, lo que ha permitido un buen desarrollo de las clases.

El jueves, mi supervisora tuvo que atender una reunión de profesores por lo que me dejo por un pequeño lapso (30 minutos) sola con los estudiantes. Luego de advertirlos sobre el

buen comportamiento que debían tener, los estudiantes colaboraron, se portaron muy bien en la clase, logré tener el control, explicar el tema y que los estudiantes participaran activamente haciendo ejercicios en el tablero y corrigiéndolos entre todos. Eso me hizo sentir bien, ver que pude mantener el control del grupo y los estudiantes estuvieron motivados a participar.

Por otra parte, el trabajo de calificación me ha parecido absorbente, demandante y me ha llegado a agotar y estresar. Yo manejo tres cursos, dos novenos y un sexto y esta semana, por ejemplo, con cada de los cursos realizamos evaluación de lectura crítica que se dividió en tres partes, corrección de cuadernos, corrección de actividades del libro y quiz de vocabulario. La corrección de cuadernos sobre todo me ha parecido la más pesada, ya que debo corregir escritura, errores y son varias hojas. De los cuadernos de sexto grado tuve que corregir por lo menos cuatro actividades: un vocabulario, dos de escritura de números y otra de corrección de evaluación. En el caso de noveno, tuve que corregir 80 palabras de vocabulario y además en los cuadernos de 9-01 tuve que corregir prueba diagnóstica. Entonces prácticamente toda la semana tuve que calificar cuadernos y quices en el colegio y en mi casa, lo cual demandó mucho trabajo que me dejó sinceramente agotada. Esto sumado a la planeación y preparación de clases y las horas de extensión en los dos primeros. Y luego de todo este trabajo de calificación, pase todo el sábado, hasta las 8 y media de la noche en la casa de mi supervisora, pasando notas y subiéndolas al sistema.,

Finalmente, esta semana pude presentar mi proyecto pedagógico a los estudiantes de 9-02 que es con quienes finalmente realizaré mi proyecto. La presentación me salió muy bien, los estudiantes todos, voluntariamente me respondieron mi encuesta, pusieron atención a la presentación y participaron activamente en la actividad de acercamiento que hice del

proyecto. Creo que, si logro continuar manteniéndolos motivados e interesados, el proyecto tendrá fluidez y buenos resultados.

Lo que puedo concluir de esta segunda semana de práctica es que, aunque si disfruto mucho dictar clases y hacer actividades con los temas que explico, la tarea de calificar y subir notas es bastante pesada. Calificar no es difícil, pero lleva mucho tiempo, tiempo que es reducido ya que son varios cursos y se deben entregar cuadernos antes de la siguiente clase. Sin embargo, seguiré dando lo mejor de mí, haciendo el mejor de mis esfuerzos para cumplir con todos los objetivos propuestos y cumplir con mis funciones.

### **Appendix 8 Narrative 3**

#### **Narrativa # 3 – Mayo 1 de 2020**

Desde el pasado 14 de marzo la vida como la conocíamos cambió. Desde ese día y por orden del presidente de la Republica todos debimos resguardarnos en nuestras casas para protegernos del contagio del virus COVID19 que está atacando actualmente a la humanidad alrededor del mundo. Una de las medidas que anunció el alto mandatario, consistía en que los estudiantes debían permanecer en sus hogares y por tal motivo iniciarían un proceso de aprendizaje virtual guiado por sus docentes.

Decirlo y plantearlo parecía sencillo, los estudiantes desde sus casas recibirían clases virtuales y con la ayuda y acompañamiento de sus padres realizarían las actividades asignadas para complementar su aprendizaje. Sin embargo, ponerlo en práctica no resultó tan funcional, pues el primer gran reto al que nos enfrentamos ante esta situación es que en la mayoría de los hogares, los estudiantes no cuentan con servicio de internet y en el peor de los casos ni siquiera tienen computador. Por otra parte, los padres de familia, quienes



debían brindar el apoyo y el acompañamiento a sus hijos, se enfrentaron con la difícil tarea de convertirse también en maestros y aprender a utilizar nuevas tecnologías para guiar a sus hijos en este proceso.

En el caso de la Institución Educativa Bethlemitas Brighton, sitio donde realizó mi práctica integral, se organizó el trabajo de manera que se lograra favorecer a todos los estudiantes por igual dependiendo de sus posibilidades. Los titulares de cada curso, a través de una encuesta con los padres de familia, determinaron cuantos estudiantes contaban en casa con lo necesario para realizar un trabajo virtual (computador, internet, correo electrónico, WhatsApp) y quienes no. A partir de esta información consolidada, las directivas tomaron la decisión de enviar una guía taller quincenalmente a través de la plataforma Webcolegios para los estudiantes que podían tener acceso a ella desde sus hogares y para los que no, dejar la guía impresa en la fotocopidora multitrabajos.

La Institución educativa, desde siempre ha contado con la plataforma Webcolegios para asignarles a los estudiantes trabajos en línea para realizarlos en casa y para publicar notas y boletines, de esta manera los padres de familia tenían acceso constante a las notas de sus hijos para verificar su proceso. Dadas las circunstancias, esta plataforma adquirió un papel protagónico ya que es el medio principal para hacer llegar material de aprendizaje a los estudiantes, aun así, ya que hay un número de estudiantes que en este momento de aislamiento no pueden acceder a ella, se les permite tener acceso al material de manera física. Hasta el momento, no se han utilizado otros medios tecnológicos para complementar este proceso virtual de aprendizaje, pues no todos los estudiantes podrían acceder a ellos lamentablemente, lo que sin duda causa una desventaja considerable en la implementación de esta fase de estudio en casa.

Para los docentes tampoco ha sido fácil tomar el control de esta situación. Hay que reconocer, que no estábamos preparados, ni capacitados para realizar clases y material virtual para los estudiantes. Es decir, lograr motivarlos e incentivarlos a través de estos medios, implica un esfuerzo mayor y aún más cuando no se tiene conocimiento sobre el funcionamiento de otras plataformas virtuales e interactivas que hagan ameno e interesante el proceso para los estudiantes. Aun así, viendo esto como una oportunidad de crecimiento, fue positivo porque nos obligó a capacitarnos y prepararnos mejor para dar una respuesta a esta necesidad, sin embargo, es frustrante no poder aplicar esto ya que como he dicho los estudiantes no cuentan con las condiciones necesarias en sus casas.

#### **Appendix 9 Narrative 4**

##### **Narrativa # 4 – Mayo 15 de 2020**

##### **Rol de docentes, estudiantes y padres de familia en tiempos de pandemia, enseñanza-aprendizaje a través del uso de herramientas virtuales y tecnológicas en el contexto escolar, diseño, ejecución y evaluación de material, interacción con estudiantes, estrategias de evaluación.**

Después del regreso a clases de manera virtual la situación ha sido realmente caótica y estresante. El trabajo se ha triplicado para todos los actores implicados, estudiantes, padres de familia y docentes. Los horarios de trabajo no están establecidos, los docentes debemos estar disponibles prácticamente las 24 horas ya que los estudiantes, como es normal, tienen dudas y necesitan ser orientados continuamente. En el caso de nosotros que contamos con un supervisor de práctica, también se nos requiere disponibilidad para apoyarlo en lo que necesite a cualquier hora del día. La realización de material requiere de bastante tiempo y

dedicación ya que se necesita crear material que sea adecuado, asequible y de interés para los estudiantes. Las guías taller deben ser bastante explicativas, pero también concisas, así que hay que escoger muy bien el contenido que deben llevar. Además, el uso de tecnologías para hacer juegos en línea, videos, presentaciones en power point y clases virtuales, también conlleva mucho tiempo, tiempo con el que no contamos. Si bien es cierto la tecnología ayuda mucho y es una herramienta muy útil, también implica tiempo ya que, al estar descubriendo nuevas formas de enseñar, necesitamos de más tiempo para ir aprendiendo sobre su funcionamiento.

Por otra parte, la calificación de trabajos de manera virtual es muy agotadora. Los estudiantes, bien sea por falta de conectividad o por negligencia, no envían los trabajos a tiempo, así que las calificaciones deben hacerse a cuenta gotas y nos demanda como ya dije, estar revisando constantemente los canales de información como correos o plataformas virtuales, para ver quienes han enviado trabajos e ir calificando. De igual manera, hay que estar como quien dice rogándole a los estudiantes que envíen, recordándoles los plazos para la entrega de trabajos; solo en esta semana ya he hecho tres veces lista en los tres cursos a mi cargo, de los estudiantes que faltan por enviar trabajos o que trabajos no han enviado y aun así hay estudiantes que preguntan una y otra vez lo mismo. Sinceramente, ponen a prueba a cualquiera. Por otro lado, la calidad del material virtual que envían es deficiente. Envían fotos borrosas, cortadas, torcidas y nosotros debemos tratar de descifrar que dice y como dice. Extraño, por ejemplo, poder calificar una hoja o un cuaderno, para corregir y señalar donde están los errores. Ahora, con esta modalidad de calificación, estoy elaborando una lista de errores comunes para que en la próxima clase virtual pueda

presentárselos y corregirlos. Esta es una táctica que idee para sacar los estudiantes del error, sin embargo, sigue siendo dispendioso y aumenta el trabajo a realizar.

En algunos casos, no se cuenta tampoco con el apoyo de los padres de familia, que sin duda deben ser veedores del trabajo que sus hijos deben realizar en casa, razón por la cual se hace más complicado lograr que los estudiantes cumplan a tiempo con lo requerido. Sin embargo, se ha tenido una flexibilidad, llegando a recibir trabajos incluso, una semana después de la fecha de entrega.

Sinceramente, realizar la práctica de manera virtual, ha sido una prueba de fuego para mí, que ha logrado llevar al límite mi paciencia e incluso mi bienestar mental. Duermo poco, trabajo mucho, me estreso demasiado porque quiero cumplir con todas mis obligaciones a tiempo, pero a veces realmente es imposible teniendo en cuenta que también soy ama de casa y debo hacerme cargo de las obligaciones de mi hogar. Me siento como un malabarista tratando de mantener todas las pelotas en el aire y en este caso, muchas veces lo urgente no deja tiempo para lo importante.

Sin embargo, me repito que ya falta poco y tal vez cuando todo esto termine, extrañaré mis obligaciones, mis demandas y mis estudiantes. Comprendo que ha sido difícil para todos, que estamos tratando de habituarnos a este cambio repentino de vida, pero también considero que en algunos casos si los padres de familia, estudiantes o incluso nosotros los docentes pusiéramos más de nuestra parte las cosas fluirían mejor.

## **Appendix 10 Narrative 5**

### **Narrativa # 5 – Mayo 29 de 2020**

#### **Rol de docentes, estudiantes y padres de familia en tiempos de pandemia, enseñanza-aprendizaje a través del uso de herramientas virtuales y tecnológicas en el contexto escolar, diseño, ejecución y evaluación de material, interacción con estudiantes, estrategias de evaluación.**

Este viernes 29 de mayo finalizó mi periodo de práctica integral en la Institución Educativa Bethlemitas Brighton. La práctica inició muy bien, en los tiempos establecidos por la Universidad. Se realizaron primero dos semanas de observación institucional, en donde pude conocer de cerca la institución y su funcionamiento, así como acompañar y observar a mi supervisora durante sus clases de inglés en los cursos que me fueron asignados, sexto 03, noveno 01 y noveno 02. De la misma manera, pude observar a los estudiantes, sus comportamientos, notar sus falencias y sus fortalezas, esto me sirvió para que ellos se empezaran a familiarizar conmigo, me vieran como una docente más y se establecieran parámetros de trabajo durante las clases.

Pasado este tiempo de observación, se inició con la práctica como tal, sin embargo, esta etapa sólo duró dos semanas, ya que el país y el mundo entero entró en cuarentena debido a la emergencia sanitaria por el COVID19 y esto obligó a que el Gobierno nacional suspendiera las clases presenciales y enviara a los estudiantes a un receso, mientras se elaboraban planes de contingencia para continuar las clases desde la virtualidad. Durante este tiempo, realizamos material de repaso para los estudiantes quienes se encontraban en vacaciones adelantadas. Pasado, ese tiempo de receso, se retornó a la escolaridad, pero de

manera virtual. Durante la primera semana los estudiantes presentaron sus pruebas acumulativas de primer periodo. Una vez retomadas las actividades escolares, se estableció que los estudiantes recibirían guías taller quincenalmente, que deberían enviar por medio digital. De esta manera los estudiantes podrían estudiar los temas y resolver actividades que les ayudaran a reforzar lo aprendido. Por otra parte, al finalizar los quince días de entrega de cada guía se realizaron clases virtuales con los estudiantes que tenían acceso a internet.

Como ya lo he mencionado en narrativas anteriores, este proceso y cambio de la presencialidad a la virtualidad, nos tomó a todos por sorpresa y nos obligó sobre la marcha a idear nuevas formas de enseñar, a través del uso de nuevas tecnologías, así como buscar formas de lograr que los estudiantes se mantuvieran interesados en su aprendizaje. A mí esta experiencia, me permitió aprender el manejo de nuevas plataformas online para la elaboración de material para mis clases. Por ejemplo, aprendí a crear juegos en línea a través de la plataforma Kahoot, para mis estudiantes que además los disfrutaron mucho cuando los puse en práctica en las clases virtuales. También, aprendí a hacer videos utilizando la aplicación Powtoon y así pude hacer videos explicativos para mis estudiantes de una manera más divertida y visual. Igualmente, aprendí el funcionamiento de la aplicación zoom, para dar mis clases virtuales y pude utilizar todas las herramientas que ofrecía y así controlar el comportamiento de ellos. Por último, para proyecto pedagógico, recurrí al uso de Google classroom y también pude conocer un poco más sobre su funcionamiento y las opciones que ofrece. Por este lado, el planteamiento de las clases virtuales me dio un entrenamiento en nuevas herramientas tecnológicas y formas de enseñar, muy distintas a las acostumbradas y a las que habíamos utilizado hasta ahora.

Sin embargo, también fue muy difícil lograr establecer horarios de trabajo que respetaran y diferenciaran el tiempo de trabajo de práctica, el tiempo de trabajo del hogar y el tiempo libre. Siempre se estaba en constante zozobra por así decirlo, de en qué momento escribía mi supervisora y tenía que estar disponible para solucionar cualquier duda o inconveniente. De igual manera, padres de familia y estudiantes, escribían en cualquier momento, buscando soluciones a las dificultades que se presentaban y uno debía estar disponible. Además, la elaboración de las guías, la calificación de guías de manera virtual, a través de una foto borrosa o torcida que obligaba a forzar la vista aún más, luego tener que tomar apuntes de los errores de los estudiantes, el uso de herramientas virtuales, el acceso a internet lento, todo retrasaba o prolongaba más de lo esperado el trabajo y eso llegó a causarme demasiado estrés. Yo estaba trabajando 24/7 incluso los sábados y domingos hasta altas horas de la noche, no tenía descanso y eso me tenía muy agotada. Una parte de los estudiantes, ya sea por negligencia o por falta de acceso a internet, no enviaban los trabajos a tiempo lo que me obligaba a estar pendiente del envío de trabajos a diferentes horas del día para poder calificar y actualizar notas. Sinceramente, el trabajo virtual, desde casa, ocupó la mayor parte de mi tiempo y resultó ser muy esclavizante y agobiante. Aun así, debo confesar que me producía mucha satisfacción recibir buenos comentarios sobre mi desempeño por parte de mi supervisora o de los mismos estudiantes que agradecían mi paciencia y mi dedicación.

La terminación de la práctica se prolongó dos días más, que le ofrecí a mi supervisora para calificar los últimos trabajos que enviaron los estudiantes. Finalmente, cumplí con mi deber y aunque me costó un poco lograr desligarme del trabajo, pude hacerlo y me siento satisfecha por ello. Creo que cuando logre descansar de todo este trote que implicó hacer la

práctica de esta manera, voy a empezar a extrañar mi rutina demandante pero llena de aprendizaje.

## **Appendix 11 Reflective workshop**

- 1. Reflective workshop ¿Puedo señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? ¿Cuáles y que consecuencias?**

La llegada de estudiantes provenientes del extranjero (país Venezuela) que vienen de un contexto académico diferente y requieren una readaptación de los contenidos programáticos de la clase de manera que puedan nivelarse con los estudiantes colombianos; otra consecuencia de esta situación es la sobrepoblación escolar que de por sí ya era grande con solo los estudiantes colombianos lo que fomenta altos niveles de indisciplina y déficit de atención.

Otro cambio al cual nos estamos enfrentando es la globalización, ya que a través del internet podemos tener acceso a más información permitiendo que el aprendizaje y la enseñanza se vean enriquecidos con más material educativo que incluye aspectos culturales a nivel regional y global.

- 2. Formular algunos de los cambios que se están dando en el mundo de la educación y ¿en qué medida desde su perspectiva ayudan o perjudican?**

La utilización de herramientas tecnológicas, ya que resultan más interesantes para los estudiantes, lo que conlleva a que como docentes busquemos estrategias pedagógicas que requieran la utilización de tecnología, también con el fin de aprovechar la habilidad que



tienen los jóvenes hoy en día para manejar y adquirir nuevos conocimientos a través de esta herramienta.

La inclusión educativa, ya que afortunadamente se ha creado consciencia de esta situación haciendo que los estudiantes con necesidades educativas específicas sean tomados en cuenta en el mismo contexto educativo que los demás estudiantes, implementando estrategias que permitan la integración de todos los estudiantes y el desarrollo individual.

**3. Explicar al menos cuatro de las finalidades que como educadora tiene cuando enseña**

Implementar metodologías y estrategias de enseñanza que faciliten la enseñanza y el aprendizaje.

Establecer reglas de comportamiento dentro del salón de clase que permitan una sana convivencia.

Permitir el libre desarrollo de las habilidades y destrezas de los estudiantes dentro del salón de clase.

La formación integral de los estudiantes desde todas las esferas personales e interpersonales.

**4. ¿Qué alumnos creen que merecen su atención y todo el esfuerzo que pone?**

Todos los estudiantes merecen la atención y el esfuerzo, ya que cada individuo es y aprende diferente, es fundamental establecer una relación con los estudiantes que permite percibir el crecimiento personal y académico

**5. ¿Qué cosas le preocupan además de que sus alumnos acaben sabiendo contenidos académicos y cómo lo trabaja?**

Formarlos como personas integra, intelectuales y emocionales que puedan desarrollarse y desenvolverse en la sociedad, reconociendo sus habilidades y dificultades y teniendo empatía no solo por sí mismo sino por aquellas que lo rodean.

**6. ¿Qué es la reflexión?**

Es un espacio/momento en el cual podemos analizar y comprender nuestras actuaciones buscando reforzar y/o mejorar nuestra práctica como docente anhelando siempre la excelencia; para la reflexión se deben tener en cuenta no sólo los aspectos negativos sino también los positivos.