

**DESCRIPTION OF PICTURES AS A LEARNING TOOL TO ENCOURAGE SIXTH
GRADERS ORAL PRODUCTION AT LA PRESENTACIÓN HIGH SCHOOL: AN
ACTION RESEARCH**

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Description of Pictures as a Learning Tool to Encourage Sixth Graders Oral Production at La Presentación High School: An Action Research

Presentation

This project is composed of four important components the pedagogical component, the research component, the community outreach component and the administrative component. The first component refers to a pedagogical proposal entitled: “Description of pictures as a learning tool to encourage sixth graders oral production at La Presentación high school: an action research”. This pedagogical proposal has as main objective the description of pictures as a resource for the encouragement of speaking skills in the students.

Secondly, the research component where the pre-service teacher is a participant in a macro-project in which the reflection is implemented as a tool to transform the pedagogical processes to the integral practice, that is, where the pre-service teacher makes his own analysis of his practice in order to improve this process.

Thirdly, the community outreach component which details how the pre-service teacher attends to the English training needs of the child population in the primary school La Presentación and integrates teaching in a real context.

Finally, the administrative component which describes the participation of pre-service teachers in extra-curricular activities proposed by the institution so that they can learn about the role of teachers outside the classroom.

Introduction

Nowadays, handle a single language is not enough in an interconnected world. The willingness to be bilingual is increasingly necessary for study, work and living together. Colombia has had a long tradition of including foreign languages, such as English, in the school curriculum, so that students have a broader vision of the world and come into contact with other ways of thinking and expressing themselves.

In this context, in order to improve the quality of the education system and adapt it to the country's current and future demands, the Ministry of National Education (MEN) defines standards for all levels of education. To this group of standards are added the Basic Standards of Competence in Foreign Languages: English, which contribute to preparing Colombian students to face the demands of the globalized world. This is how the Ministry, through the National Bilingualism Program, delivers to the country with the purpose of contributing to have citizens capable of communicating in English, with internationally comparable standards.

Therefore, the Ministry of Education chose the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" (CEFL), a document developed by the Council of Europe, which describes the scale of progressive levels of performance achieved by language learners. The standards presented are articulated with those goals, allowing them to communicate in the language, appropriate knowledge and use it effectively in real communication situations.

In consideration of what is established by the ministry of education it is necessary to advance according to the needs of the students required for the learning of the English language, especially those that concern the improvement of the oral production skills. Then being the oral production a weakness becomes a priority at the time of teaching English since as it stipulates the

ministry in agreement with the common European framework of reference for languages (CEFR) the objective is to achieve that the students learn to communicate naturally since this is what they find more difficult. For this reason, Bueno (2006) stated that speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2, because grammar has a long written tradition.

For this reason, this project has as its main objective the description of pictures as a learning tool to encourage sixth graders oral production at La Presentación high school.

Justification

The processes of globalization and opening up of the economy, intercultural communication and the high rate of scientific and technological progress, all of which exert pressure on our lives, require the development of communicative competence in one or more foreign languages to enable us to participate on equal terms in global culture, and still not lose the sense of belonging to our culture.

In response to this reality, educational policies on foreign languages have been established, which include their study from the primary cycle. The aim is to offer the possibility of having greater contact and experience with another language, another culture, and to approach it from a strategic perspective that conceives it as a means of increasing each student's communication skills and abilities to integrate knowledge, to work in a team and to better understand the world's reality and its effects on the Colombian context.

Mastery or optimal level of competence in a foreign language is an element of quality of life. In this society of mobile cultures and access to knowledge, foreign languages become fundamental tools in the reconstruction of the world's representations, basic instruments for the construction of knowledge, for learning, for the adequate handling of new technologies and for the achievement of full social and cultural integration.

That's the reason why the pre-service teacher's interest in developing a project that helps students of sixth grade appropriate in some strategies that they could apply in their English learning process, implementing the development of all abilities but specially the speaking skill.

The beneficiaries of this project would be Sixth-grade students in technical school La Presentación, students who come from doing their transition from the primary to secondary.

Objectives

General Objective

To encourage sixth graders' oral production through the description of pictures at La Presentación high school.

Specific Objectives

- To implement reflection as a transformative tool of the pedagogical processes of integral practicum.
- To promote in the pre-service teacher, the development of a critical spirit that allows them to analyze their pedagogical work.
- To attend training needs in English, of the primary school children's population in La Presentación high school.
- To integrate the training in foreign languages of the students of the Degree Program in English-French Foreign Languages to the educational reality of teaching English in the primary school of the city of Pamplona.

Institutional Observation

In this section of the project some aspects observed during the two first weeks are described, among those aspects, are the geographical location of the institution, the distribution of the institutional plants, the relevant aspects of the institutional educational project (PEI), the fundamental aspects of the coexistence manual, the institutional organization chart, the school authorities, the school calendar, the supervisor's schedule, and the pre-service teacher schedule.

Topographic location of the educational center

“La Presentación” high school is an institution of an official and confessional catholic nature. The institution belongs to Hermanas Dominicas. It is guided by the church's educational principles, the philosophy of Marie Poussepin founder of the congregation in 1883. The educational institution is located in Pamplona, Norte de Santander specifically in street 6 N° 2-99.

The school calendar

Currently, the institution works with calendar A, that is to say, daytime, from seven in the morning to one in the afternoon. Moreover, it offers the community all levels of education: from kindergarten, primary, secondary and technical media. Thus, students graduated from “La Presentación” high school are awarded the title of Technician in Administrative Assistance.

School authorities

Table 1 School authorities

Charge	Name
--------	------

Principal	Esp. Mireya Acevedo Mejia
Principal Academic and Discipline	Esp. Martha Judith Rojas Contreras
Coordinator	Roger Yesid Bautista Rico

Fundamental issues of Institutional Educational Project (P.E.I)

This educational institution follows the Humanistic-cognitive pedagogical model since the basic notion of humanism is the consideration of the person in the top spot, recognizing their freedom and dignity and the importance of their formation as an inalienable right for their personal and social progress. Hence, the person is oriented towards values and goals that determine the basis for their self-identity; it leads a conception of man who defends his freedom and the human being tendency to develop and promote himself, even beyond human limits.

Linked to this model mentioned above, the students promoted their learning as soon as it makes sense to himself. This occurs when their affective and cognitive processes are included and when learning is put into practice.

Institutional horizon

It states the philosophical foundation and the institution projection that gives meaning and orientation to the institutional plans and projects.

Mission

The Educational Institution Technical College La Presentación of Pamplona of an official nature integrally integrates girls and young people at the preschool, primary, secondary levels, and technical media in "Administrative Assistance", from a bio-psycho-social conception, through the pedagogical Humanistic-cognitive model, research and the incorporation of technology. With the committed engagement of the educational community, it consolidates a life

project with identity “Presentación”, building citizenship, social responsibility, promoters of a peaceful culture, respectful of the life and dignity of the person of the environment and its diversity.

Vision

For 2021 to be an inclusive educational institute, with a pedagogy based on a humanistic-cognitive philosophy, promoter of the formation of integral, competent and entrepreneur human beings, with a deep sense of life.

Quality institutional policy

"La Presentación" high school takes place in an enabling environment to the sense of belonging for the full integral development of all its members. With an appropriate and engaged work team, they optimize the resources and processes to ensure the quality of equity and participation coverage with the implementation of improvement plans and respond to the students, parents and the environment expectations.

Quality objectives

- To start raising awareness in the quality management system.
- To train happy people with the Human-Christian profile.
- To increase parents and students’ satisfaction with the quality of the educational service.
- To strengthen the application of the due process.
- To ensure continuous institution improvement.
- To initiate a study and awareness to respond to the possibility of the single shift, with the strengthening of educational quality.

Principles of the educational institution

- The person and his full integral human development, is the center of all our educational work with an inclusive look of quality.
- The life and family defense is a vital commitment of every member of the educational community.
- A deep respect for the person dignity will be a cornerstone of participatory democracy and a culture of peace.
- Education is evangelizing, people-centered and the formation of critical human values.
- The civic, social, political and inclusive quality commitment will be crucial in the person integral development.
- Productive labor, science and technology are the basis for the development of the country.
- Research in learning will be deemed as a development progress element and quality to face the challenges of competitiveness.
- Environmental education in our institution will start from a "comprehensive reading of the environment and possible solutions".
- Education with a differential approach.

Values of “La Presentación” high school

Mercy

It is an engagement of faith in which we live faith in Jesus by praying and bearing witness of life and living in solidarity with others.

Simplicity

Being humble in any given situation, living transparently, leaving appearances aside and being who we always are with the truth.

Work

Being responsible in any situation, serving with joy, developing skills and talents in academic performance and other activities.

Symbols

The flag

The color white means:

- Loyalty that makes the person great.
- Transparency made true, simplicity, sincerity.
- Purity is cleansing the soul and body; Spiritual taste.
- Peace that is harmony, charity, tenderness, tolerance and forgiveness.

The color blue means:

- Depth, lack of superficiality.
- Interiority, interior and exterior silence.



Figure 1 Institutional flag

The shield

We contemplate in the shield: the cross, the beads of the rosary and the bee that highlight the slogan: “Mercy, simplicity, work”.



Figure 2 Institutional shield

The coexistence handbook

The coexistence handbook seeks to promote and strengthen school life, and training for the exercise of human rights, education for sexuality, prevention and mitigation of school violence through a justice inclusive policy and solidarity that allows the personality development and construction of a life project.

This institutional coexistence handbook is divided into seven chapters:

- **Chapter I:** Institutional identification, adoption, legal nature, generalities.
- **Chapter II:** Educational population and their instances of participation.
- **Chapter III:** School coexistence.
- **Chapter IV:** Rights, duties and responsibilities of the institutional levels.
- **Chapter V:** From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.

- **Chapter VI:** From the pedagogical strategies for the solution of problems
- **Chapter VII:** Agreements and modifications to the coexistence handbook.

The school structure

“La Presentación” high school has two headquarters, one for primary school from preschool to fifth grade, and the second one for secondary and technical media. In addition, the primary section has two outdoor recreation areas, and the secondary section has four. It also has a theater.

The institution has common spaces in both primary and secondary and technical media which are: 40 classrooms, corridors, playgrounds, cafeteria. Besides just in secondary, the institution has a photocopy room, a chapel, a smart classroom to English classes, a nursing room, science lab, three computer rooms, bathrooms for girls and teachers, a radio station and a library.

The organizational chart

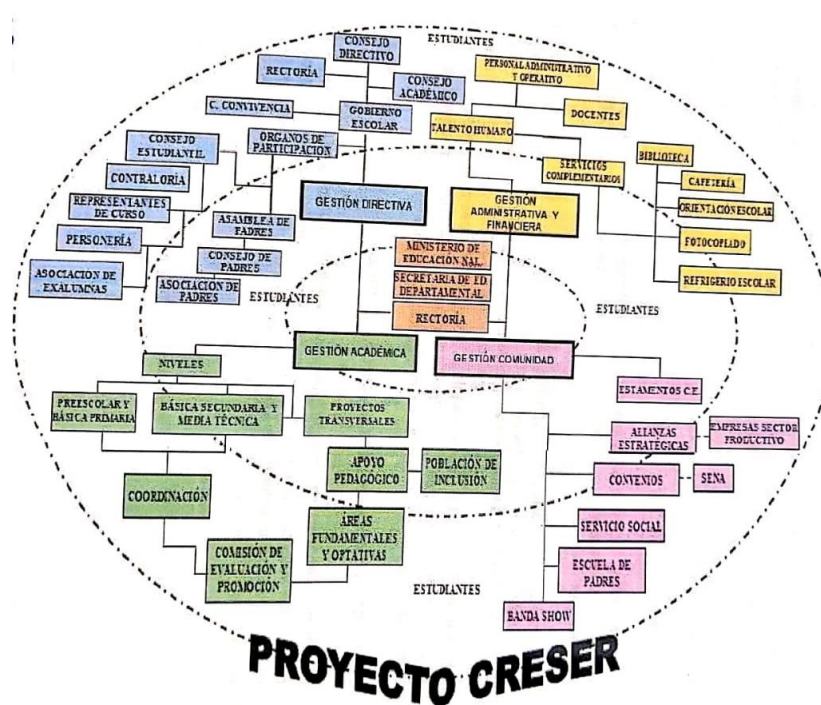


Figure 3 The organizational chart

School Calendar

Table 2 School calendar

Term	Dates
1st term	January 20 th to April 24 th
1st term exams	April 13th to April 23th
2nd term	April 27 th to August 13 th
2nd term exams	August 3 rd to August 14 th
3rd term	August 17 th to November 27 th
3rd term exams	November 3 rd to November 13 th

Supervisor schedule

Table 3 Supervisor schedule

Teacher name: **Mercedes Basto Acevedo** - Sixth grades schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1) 7:00-8:00					
2) 8:00- 9:00	6° B				
3) 9:00- 10:00			6°A		6°B
4) 10:00- 11:00					6°B
5) 11:00- 12:00	6°A	6°C		6°C	
6) 12:00- 1:00		6°C		6°A	

Chapter I

Pedagogical Component

Description of Pictures as a Learning Tool to Encourage Sixth Graders Oral Production at La Presentación High School: An Action Research

Introduction

English is a language spoken in almost the entire world due to its importance in many businesses and in the development process of many countries, besides, it is increasingly spoken by people worldwide. Reddy, M, & Hyderabad, k. (2016) mention that "The moment you learn to speak and read the English language, you can speak to everyone you meet in the course of your travels" since, it allows a greater communication between cultures of different countries.

In the same way, Biava, M & Segura, A. (2010) argue that "it is essential to learn the English language because it is the language of today's world and the tool that allows communication with people in other countries in the same way because in almost all parts of the world the majority speak at least some English, so anyone who knows it could survive". For this reason, learning English in this new era of globalization would open countless doors in the world of work and improve opportunities for all.

As well as, to learn the English language in an educational context the teacher must integrate the development of the four skills (listening, speaking, reading and writing) in the same way, the teacher must take into account the needs and/or deficiencies that the students have in these skills. After observing the sixth grade students at La Presentación High School, it was possible to identify that the students have a basic knowledge of the language but their main difficulty is oral production. When the head teacher asked them to participate in activities or to express their answers and opinions about the topics, first, the students were not able to speak out

of fear and lack of knowledge, in other words they did not produce at least one short and simple sentence; second, if they did it, they presented difficulties in the pronunciation.

That is why, this pedagogical project aims to promote the oral production in the sixth-grade students of La Presentación High School through the description of pictures as a learning tool and source of motivation.

Statement of the Problem

After observing the sixth graders of La Presentación High School for two weeks, some important and specific aspects were identified. The teacher handles a good level of language which allows her to communicate fluently, although this course is making its transition from primary to secondary adapting to the new demands of it, the teacher tries to speak to them all the time in the foreign language in order to start helping them in their adaptation regarding the course and the language, due to this approach used by the teacher, the students lose the rhythm and get scared staying silent without participating.

Based on this fact, it was necessary to implement a project through which students can encourage their oral production. Therefore, the following three questions guided the research process::

- How does the description of pictures as a pedagogical tool can improve students' oral production skills?
- How can pictures be used to work on other skills?
- What are the outcomes of implementing pictures to enhance students' oral production?

Justification

Oral production is one of the most difficult skills to develop when a person learns a language. Moreover, it should be mentioned that Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties.

There are four basic skills taught in English. The skills are listening, speaking, reading and writing, of these four skills, speaking, seem intuitively the most important: people who know a language are called speakers of those languages, as if speaking includes all other types of knowledge; and many, if not most foreign language students, are primarily interested in learning to speak. Teaching to speak is considered the most difficult skill, structure, discourse and social context of the situation. A. Segura & R. de Junio, (2012).

In addition, this pedagogical proposal was conceived in this way thanks to the fact that in the first place the choice of images was according to the students' own context, it means that the images are of the interest and pleasure of each one of them, and secondly because thanks to the easy access to the internet and other resources these images can be acquired.

Last, according to Brown (2004), the picture-cued technique can be considered an important and powerful method to elicit students' oral language performance at extensive and intensive levels. Based on Brown's teaching principles, extensive and intensive forms of

instruction may lead to monologues and rhymes respectively, where learners go over certain forms of the language. Furthermore, he states that describing pictures can be an ideal activity to begin the class because learners focus on content. In addition, they are likely to learn new topical or content vocabulary and grammar through teacher scaffolding during this activity.

Objectives

General Objective

To enhance 6th graders' oral production through the description of pictures at La Presentación High School.

Specific Objectives

- To encourage the development of the students' oral production.
- To promote the students' speaking by using pictures.
- To contribute to the development of students' confidence when expressing themselves orally.

Theoretical Framework

In order to have a broad knowledge about this pedagogical project it is important to define some concepts; Speaking, Listening, Pronunciation, Vocabulary, Tasked based learning and picture.

Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Torkey, S. A. E. (2006).

Listening

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning, listening is an active mental ability, it helps us to understand the world around us and is one of the necessary parts in making successful communication, listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice. Ahmadi, S. M. (2016).

Vocabulary

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. Essays, UK. (November 2018).

Pronunciation

Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning this definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible). Pratiwi, M. R. (2010).

Tasked based learning

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task based learning has the advantage of getting the student to use her skills at her current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity. The idea behind TBL is that students will learn to communicate in the language by doing tasks in the classroom which approximate those in the outside world. Students do tasks in small groups and practice using language necessary for doing the particular task. The focus is completely on task completion and therefore students are free to use whatever language they have at their disposal to accomplish this. Lackman (2010).

Picture

Picture is one of the visual aids that can be used in teaching speaking. It makes something clearer. It is also can be used to create situation for speaking classes more clearly.

Pictures can come from a variety of sources. Such as drawings, magazines, professionally published material, post cards, photographs, etc. (Harmer, 2007:182).

Literature Review

The most people are visually oriented, people learn about 10 percent from listening, but over 80 percent present from what they see. More importantly, people are said to remember only about 20 percent of what they hear, but over 50 percent of what they see and hear. This fact has been verified in Karsono (2014) who conducted a study about Using Pictures in Improving the Speaking Ability in which she proved that visual media are worthwhile for the teaching learning process at junior high schools. The instructional media not only provide the necessary concrete experiences, but also help children integrate prior experiences, and relate the concrete to the abstract.

This project showed that the teachers' performance after implementing the action research successfully motivated the students to learn better. It can be seen from the way how the researcher taught the students systematically and assisted them to present the picture. Another important point was that using pictures was really welcomed by the students. The students felt that the media used by the researcher was beneficial for them in order to increase their speaking skill in English.

On the other hand, Lavallo (2017) carried out a study about the Use of Picture Descriptions in Enhancing Communication Skills among the 8thGrade Students in Chile in which she demonstrated that students agreed that the pictures made them open their minds and think quickly, while others mentioned that it was possible for them to use prior knowledge in terms of vocabulary and use it to speak faster. It was also interesting because it helped them to understand the situation given, and it was easier to establish a context for speaking.

Moreover, the author mentioned that they felt they started conversing more in English in front of their classmates than before, and they felt more confident too. The following quotes demonstrate just that: “I just see a picture and I start imagining what the useful vocabulary could be used,” and “It’s easier to speak because you look at the picture and it gives you a clear idea of what you have to talk about.”

Besides, the media is effective in enhancing students to speak based on the topics given. As speaking subject lecturer, the researcher considered teaching by applying illustration media can be a good model to encourage students in speaking. Although visual media such as film and illustration pictures effective in teaching vocabulary, illustration pictures is rarely used in teaching speaking, this is because the selection of this medium should be made based on students’ need.

Based on this fact, Aboe (2019) conducted a study entitled “the implementation of illustration picture to improve students speaking skills” in which he showed that teaching and learning using the illustration picture is important. Moreover, the use of pictures attracted students’ attention and thus motivate them to learn interactively between writing and speaking. Whereas from the kinds of media illustration suggested was in the form of bright pictures, clear, and provided with speaker to confirming listening skill. Thus, this media was effective in improving students speaking skills used in teaching speaking, listening, phonology, writing, reading and pronunciation practice.

Therefore, Hasan (2016) linked in his study the use of pictures and group discussion to increase speaking skill. The author demonstrated that the students speaking skill can increase through pictures and group discussion technique. This study shows that the improvement of the students speaking skill is significant after the students got group discussion and using pictures. In

addition, the teacher should be creative in using teaching media, for example is using pictures, if the teacher creative the picture can make the students interest, creative and fun and the teaching-learning more effective.

Finally, Styarini and Pratiwi (2017) conducted a research about Improving Speaking Skills through Pictures for Grade VIII Students. This study indicated that pictures facilitated the students to become better speakers, they were given some tasks to build their knowledge about an invitation text. There were some tasks implemented by the researcher through pictures. Firstly, to solve the accuracy and pronunciation problems, the researcher implemented two actions; they were conducting pronunciation drills and using interesting media such as video and projected slides. Before the actions, most of the students often mispronounced a lot of words in English. It made their utterances could not be understood by other listeners. After the actions, the students had better pronunciation and accuracy so the listener could get what they talked about.

Methodology

This pedagogical study aimed to encourage 6th graders' oral production through the description of pictures at La Presentación High School. To achieve the proposed objectives, the Task Based Learning Approach was taken into account to the development of the methodology.

The teacher taught speaking by using the TBL (Task-based learning). According to Willis, J. (1996) "TBLT (Task-based language teaching) is an approach in which learning revolves around the completion of meaningful tasks. In the TBL approach, the main focus is the authentic use of language for genuine communication". In this context the author states that the framework of a TBL lesson may vary. It is usually composed of the following phases: Pre-task, task (which can be sub-divided in different stages) and post-task.

Pre-task:

The pre-task phase of a TBL lesson is the moment when the teacher sets the task, contextualizes the topic of the lesson, raises students' interest and prepares learners to perform the task. When preparing students to perform a task, teachers might need to help students with both content and language. This can be done by activating students' general knowledge on a certain topic and by helping students anticipate the type of language they will need to perform the task proposed. It is extremely important that students understand the objectives of the task during this phase.

Task:

In this stage of the TBL lesson, learners perform the task proposed. They are supposed to perform the task in small groups or pairs, and use their existing knowledge of language to express themselves in a spontaneous way. As the focus is communication, the teacher is not supposed to carry out extensive error correction at this stage, but should monitor and provide support. When students finish performing the task, they need to plan how they are going to report it to the rest of the class or to other groups. They may rehearse and research the language necessary in order to share the outcome of what they had done.

Finally, students report the outcome of the task to other students.

Post-task:

The post-task stage is when students evaluate their performance. This might be done by comparing the outcome of their task to that of a proficient user of the language. It can also involve feedback provided by the teacher and subsequent practice of language items that emerged from the task. It is important to stress that form-focused language work should be in response to students' production. That means that the teacher will not teach a grammar lesson and expect that learners use that specific structure while performing the task, neither should the teacher work on a pre-selected language item in this phase of the lesson. This makes the role of the teacher as a monitor extremely important in TBL.

Methodology Implementation

According to the steps established by Willis (1996), the teacher implemented the pedagogical proposal in the following way:

The first phase, which is the pre-task, took one hour per week, in this first meeting the teacher activated the students' knowledge, this was done by teaching the content, that is to say, the teacher taught everything related to: vocabulary, expressions, ways of making questions or grammatical tenses taking into account the program contents of the course, the guide book and the methodology followed by the supervisor. In this first meeting, the teacher also highlights the most important aspect of this phase, which is to make the students understand the objective of the proposed task and finally the teacher gives the students one, two or more questions as support for the assignment depending on the topic.

In the second phase, the students carry out the task proposed by the teacher, (this task can be developed individually, in pairs or small groups depending on how the teacher has established

it), for the presentation of this task the students had approximately one week to prepare it, during this week of preparation the students rely on the knowledge obtained in the first phase and they were able to investigate what is necessary to accomplish the task, this time is estimated because the group does not have the adequate level to do it spontaneously and by suggestion of the supervisor. Also in this phase the students will create a product related to the proposed task, (a poster, a free drawing, a painting, a craft, something related to the theme of the task and the image taught in the first phase) this is done with the aim of working on other dimensions such as culture, creativity, collaborative work, among others. Once the task has been prepared, the students present it in front of their other classmates. In this phase, the teacher will not make any corrections but will supervise and give the necessary support to the students. Finally, to evaluate this phase the teacher will use a qualitative evaluation rubric. (See [Appendix 1](#))

In the last phase, which adds to the previous one, the teacher gives feedback according to the students' performance in the final result which must be related to the linguistic work previously done, and comments on the positive aspects and the aspects to be improved.

In the first two weeks of practice (face-to-face), the design of the class sequences was carried out through a planning organized per week, as suggested by the supervisor. ([See Appendix 1](#)) In this way, two plannings were carried out that contain the following aspects: date, time, topic (s), methodology activities (greeting / instructions, warm-up, explanation of the topic, oral, written, or listening activities, these activities were depending on the theme and sequence of the guide book) and evaluation.

The activities of these plannings were taken from the guide book (Way to go) and according with syllabus, as each student has access to the book, the use of pedagogical files was not necessary, some other materials used for this purpose apart from the book were the computer, the board, markers and

speakers. During these two weeks, the project was not implemented because the supervisor was covering unfinished topics because she had lost several classes.

On the other hand, from the middle of March, the methodology implementation had to change drastically due to the situation in the country regarding to the COVID-19 pandemic. Due to this, classes started to be developed in a virtual modality which led to change the design of class sequence. In this case, the design that is now managed for a virtual class planning is divided into 4 (four) steps that are the following: First, the content of the guide; second, the explanation of the topic or several topics; third, the activities to be carried out and fourth, an evaluation that groups all the content of the guide. (See Appendix 2)

In fact, according to the demands of the institution and taking into account the needs and circumstances of the students was proposed the following: first, the guides should not be extensive; second, they should contain the unseen topics of the first term; and third, no virtual platform can be used to carry out the classes but only the written workshops because majority of students did not have access to the Internet or technological tools. In the same way, taking into account the suggestions and demands of the supervisor, the unseen topics of the first term (6 topics) were divided into two guides in order not to deliver an extensive guide and these two guides cover the weeks of April 16 to May 16.

To carry out the virtual activities, we continued to follow the same syllabus, and some activities were still extracted from the guide book, the other activities proposed were created, especially those concerning evaluation. These virtual workshops are part of what we also call an educational sequence, now to adapt the project to this virtual mode, we could follow almost the same methodology only in this

case the post-task will be omitted since there was no direct contact with the students because it is the head teacher who takes the direct communication with them and this requires the meeting or the revision of the oral production. It should be mentioned that the workshops are sent to the supervisor who is the person in charge of delivering the workshops and evaluating the activities, so as a pre-service teacher now we help in this process only in this way of support, that is, with the creation of material. Since we cannot have contact, to check if the students complete the guide or to verify their process the students send to the head teacher a photo or a pdf scanner of the activity.

For example: to carry out the pre-task in the explanatory part, we insert an image concerning the topic (e.g. family members) then we include the vocabulary concerning the image, at the end in the evaluation part we implement the second phase of the methodology (the while-task) this is the part where the students prepare the task assigned by the teacher (e.g. an oral production) for this part, a short explanatory video was included to help the students learn the correct pronunciation of the vocabulary or to give them a clearer explanation of the subject. These videos will be applied from the themes of the second term, from May 20th.

YouTube Channel Link:

https://www.youtube.com/channel/UCR0THKNa_ikHIRLuX5ZLkZA/featured?view_as=subscriber

Regarding the instruments implemented so far, there is one non-participatory observation, five reflective journals, and finally, the survey could not be applied as an instrument because the supervisor did not consider it appropriate likewise the document analysis should be omitted.

As a final result (product) of the implementation of this methodology and following the virtual modality the following content was obtained: Five worksheets, each worksheet contains three different topics (it was classified in this way because a worksheet could not have only one topic (this in order not to give too many worksheets) with their explanations, activities and evaluations. All the content of this material is collected on the email drive platform created exclusively for this practice process, in which the designed material and other activities (of the four components) are found, in order to pass all the content from this platform to the supervisor to be used in the future.

The planning of the face-to-face classes, the worksheets, the reflection journals, the activity report charts, the evaluations and other activities carried out are shown in the following link that leads to the google drive, where you will find the folders with this material in an organized way. To review the content mentioned go to the folder called pedagogical component.

https://drive.google.com/drive/folders/1SKTFERYCg_ocE0nk3oObeBzZUq5LLF-Y?usp=sharing

<https://drive.google.com/drive/folders/1PclQMvVNq5kBgkRhvleqNM-RLHUZVUEA?usp=sharing>

Activity report:

<https://drive.google.com/drive/folders/1vgBEtQ8TUn2mPPDzoRaLM34oH4dLGBYZ?usp=shari>

[ng](#)

Research design

Action research allows teachers to inquire about learning problems and then reflect on their pedagogical practice. According to Mills (2003) “action research is any systematic inquiry

conducted by teacher researchers to gather information about the way that their particular school operates, how they teach, and how well their students learn”.

This action research is based on the characteristics of a qualitative research. Therefore, Creswell (2007) states that “qualitative research is best suited to solve a research problem in which you do not know the variables and what you need to explore. That is, the central phenomenon is the key concept, idea, or process studied in qualitative research”.

For this reason, this design is important because it helped to solve the problem posed and being in relation with the qualitative we were able to analyze, interpret and understand the reality of the phenomenon that was studied in this research and having a participation in the interpretation of this reality.

The data analysis of this study was based on the interpretative analysis. The interpretive analysis is a type of inductive analysis that allows researchers to construct meaning of data and make sense of the social phenomenon which is being studied. Hatch, J.A. (2002).

For interpretive analysis there are some steps to follow:

1. Read the data for a sense of the whole
2. Review impressions previously recorded in research journals and/or bracketed in protocols and record these in memos.
3. Read the data, identify impressions, and record impressions in memos.
4. Study memos for salient interpretations.
5. Reread data, coding places where interpretations are supported or challenged.
6. Write a draft summary.
7. Review interpretations with participants.

8. Write a revised summary and identify excerpts that support interpretations.

Population

This project was implemented at La Presentación a female public High School in Pamplona Norte de Santander, Colombia. The population belongs to a group of sixth grade students, this group is composed of 32 students, these students are between 10 and 13 years old. Nevertheless, the sample of this study was composed by five students, these students were chosen through the voluntary sampling technique. According to Trochim W M K (2006) “volunteer sampling is a sampling technique where participants self-select to become part of a study because they volunteer when asked, or respond to an advert, this sampling simply involves asking for volunteer”.

Techniques and instruments to gather information

Throughout the development of this action research project, the data collection techniques and instruments which were implemented are: Not participative- Observation, reflective journal, survey, and document analysis.

Nonparticipant Observation

When the people observe the group passively from a distance without participating in the group activities, it is known as non-participant observation. Here he does not try to influence them or take part in the group activities. However, purely non-participant observation is extremely difficult. One cannot penetrate into the heart of a matter without proper participation in it. One really cannot imagine a kind of relationship, when the researcher is always present but never participates. This situation is hardly conducive for both the observer and the group. A combination of both participant and non-participant method is sometimes selected. Choudury, A. (2016). (See Appendix 3)

Reflective Journal

Through this tool the pre-service teacher writes, describes, draws and reflects about the implementation of the pedagogical project and the integral practicum. According to Anderson (2012), the use of journals serves as a pedagogical instrument for the encouragement of reflection, criticism, and self-analysis of students. Reflective journals constitute the point of departure for the writer's experience and a way to return to it through the student teacher's personal reflections, and in the context of his reflections about his relationships with others.

That is why, throughout the development of this action research study the researcher has yield a reflective journal in which she registered many aspects about her experiences during the teaching practicum. To illustrate, personal reflection, non-participant observations and personal experiences. (See Appendix 4)

Chronogram of the project

Table 4 Chronogram of the project

Activities/Months	Feb			Mar				Apr				May			
	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th
Observation	X	X													
Correction and adaptation of the proposal & class planning			X												
Face to face practice				X	X										
Worksheet 1 implementation						X									
Worksheet 2 implementation							X								
Holiday week								X							
Worksheet 3 implementation									X						
Worksheet 4 implementation										X					
Holiday week											X				
Worksheet 5 implementation												X			
Final delivery of the project													X		

Conclusions

The implementation of this project in a face-to-face modality allowed us initially to analyze a strategy to motivate sixth grade students to speak, then during the face-to-face modality the project could not be implemented in this way but in spite of this, through activities of the guide book that also contained some images we could notice that the students tried to speak a little more but in their mother tongue, not in the foreign language. So it was not possible to determine in a face-to-face way how the results would really be if the project had been applied as stipulated.

On the other hand, regarding the virtual modality, the project could have a different strategy without losing its focus (Theory and practice), with the creation of material, (without verifying the results due to the lack of contact with the students). The creation of the virtual worksheets, could follow a methodological order, with organized activities, with explanations of the topics through the pictures, the same methodology could be followed, the only aspect omitted was the last phase (post-task) because we could not see the results of the students or do the feedback, so the material of this project can be implemented in the future without any difficulty.

Chapter II

Research Component

The formation of the reflective spirit in the practitioners of Foreign Languages Programme, a training tool to qualify the pedagogical practice

Introduction

In the foreign languages program training context, the pedagogical practices of teacher in training are one of the interests focuses to study and document for the improvement of teaching-learning processes, for the qualification of education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum, it is also beneficial that local studies specially are focused on the learning problem than in matters of teaching.

It was considered relevant to design a project that involved a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helped to guide teachers' labor. Additionally, as an assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity, through questions formulation, and searching of information to seek a solution for any problem and for the self-recognition.

Justification

The formulation of this project in the context of the Integral Practice of the students of Languages, is inscribed in the professionalizing conception of the practice as a spearhead to improve the educational processes in the application centers where the teaching practice is executed. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to 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, we justify the need for this project to provide students with tools of analysis and self-observation that will allow them to distinguish between routine and reflective action. We consider that a reflective approach protects the agents of the traditional context from inertia, and authority that permeate the school.

Statement of the Problem

At school, core aspects of the constitution of subjects, of institutional life are assumed without question; they are seen as imprints, stable and invariable features that are part of the identity and culture of the school.

When events unfold without major alteration, teachers run the risk of becoming involved in a logic of action that does not allow for pedagogical evolution and the renewal of school culture. A practice that lacks reflection does not encourage the emergence of problematic situations; these realities are ignored, made invisible. Seen in this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional way of doing things, of cultural reproduction, becoming a barrier to the emergence of emerging practices aimed at generating transformations in thought and knowledge, to meet social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is necessary that the teacher training process foster in future teachers a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these in turn are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection was 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:

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

- How can the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Objectives

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 reflects and presents 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 one's own beliefs about the work of teachers and students.

Theoretical Framework

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

Teaching profession

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

The teaching profession requires a series of competencies that currently constitute a conceptualization and a mode of operation in human resource planning and management aimed at facilitating an articulation 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 for being learned 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

Talking about 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 “a type of reflexive dialogue with the situation, where language would favour access to the experiences of the individual, which would allow a new structuring of the situation”.

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

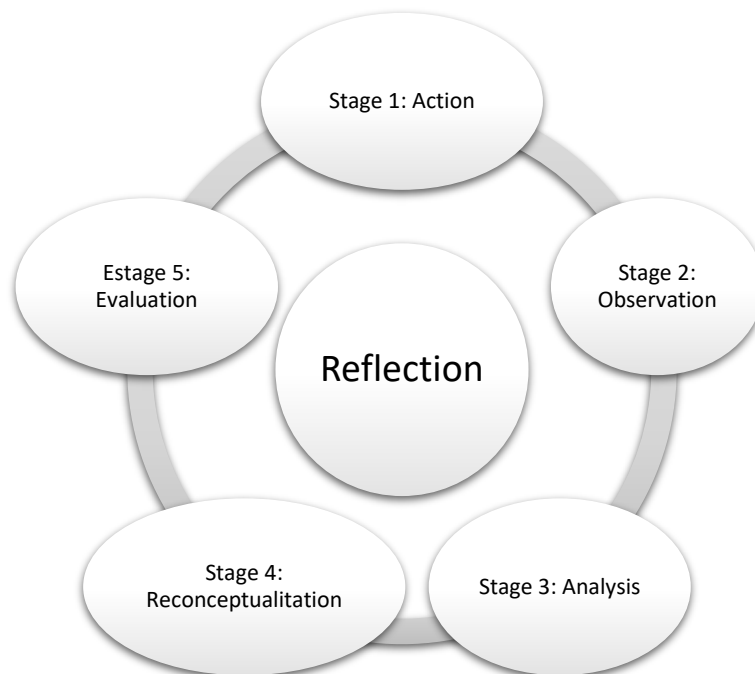


Figure 4 Reflection process

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 what 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.

The reflective practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teachers question about their own practice and the repercussion it has generated; being capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; he or she acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession demands that: “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt and Elliot: 1986). In this context the problems of practice, of the class space demand a particular treatment oriented to the understanding and the social interaction.

The need to articulate the changing social reality to our pedagogical work is evidenced by the existence of numerous attempts to explain school phenomena and the search for ways to address these phenomena to make school work effective.

This study will serve the participating pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999).

According to Van Manen (1997) there are different levels of reflexivity, at the first level in the classroom gives effective application of skills and technical knowledge. The reflection is applied to the appropriate selection and use of the didactic strategies that the teacher will use.

On a second level, the reflection carries on the presuppositions implicit in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the 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 practice it is considered appropriate to resort methodologically to a conceptual operation of classification of practice; for this purpose it is assumed the proposal of Zeichner who has established several modalities of practice in this way:

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 aim is to achieve effective teaching by applying teaching techniques that are derived from general principles that have been reached by pedagogical research. 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 knowledge

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 element, is another element of reflective thinking that is included in the present study as an 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 are placed the teachers' journals 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 proposed methodological strategy has as a central axis the continuous reflection that additionally contemplates the realization of meetings for the strengthening of the practice group as an initial space to approach the educational and labor problems. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project are proposed the following instruments:

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 their 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 face to the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and be set in an effective way to the school.

Self-observation worksheet

The self-observation card has as main objective to guide the student teacher towards an own perspective from her professional activity as teacher; and from her role in the classroom and in the educational community environment to which she belongs.

Throughout the integral practicum, the student has the opportunity to complete a self-assessment format each week whose main purpose is to evaluate aspects such as class management and student interaction. Mainly, this evaluation allows the student to reflect on his/her own performance in class and think of different strategies to improve and solve problems.

Narrative

The reflection exercise allows students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life.

Starting from the fact that in an action research it is important that each teacher can describe their work, throughout the practice the preservice teacher has narrate three different moments of the process.

Class recordings

Have evidence of student-practitioner performances in the classroom<, it allows to reflect through 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 allow to have an external and constructive view of their pedagogical practices.

Evidently, a class record can help a teacher realize the qualities or mistakes he has when developing a class. In addition to the identification of the positive and negative aspects, a recording allows the teacher to observe himself and reflect on what he could do better and on

what he effectively has to improve, this makes his training integral and especially serves as an example for others.

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

The reflection has been a very useful tool in this development of the practice because it has helped to analyze in depth different aspects about the role as a teacher. For example, to think about how we could improve the students' weaknesses, how we could effectively control the discipline in my classroom, how we could control the time regarding the activities, how we should have stood up to the students, how we could gain their trust to help them lose their fear of speaking a language that they found very difficult. This tool has definitely been very appropriate because it helps us in a very positive way to go to every point, it makes us analyze aspects that sometimes we forget completely, it makes us think about absolutely everything. This is very good because in this way we don't overlook very important aspects, but rather we treat them step by step, and in this way they don't make the same mistakes and strengthen the weaknesses.

The instruments applied so far have been:

- **A reflection workshop carried out in a virtual way:** This workshop allowed us to know and analyze different topics such as the changes that our society is living and their educational consequences, the purposes that we have as teachers when teaching, to analyze if those changes can have solutions, if all our students deserve the same attention and effort, if we have academic concerns with our students

-Five narratives: This instrument helped to analyze in a deep way the practice process, to analyze the positive and negative aspects of our educational context and of our role as pre-service teachers, and to look for alternatives and strategies to improve the practice process.

Timeline

Instrument	Date of presentation
Reflection workshop	April 2 nd
Narrative 1	March 9 th
Narrative 2	March 19 th
Narrative 3	May 1 st
Narrative 4	May 22 nd
Narrative 5	June 1 st

In the following link you can see the evidence:

<https://drive.google.com/drive/folders/1bkeOWjvQtbuGMjSK3HDIXCdBTJC52kw4?usp=sharing>

Conclusions

The process of reflection that we did during this practice allowed us to analyze in depth our perspectives of our professional activity as teachers in training, to reflect on the strategies that we could use to improve in all those aspects that we were failing. On the other hand, as practitioners this process helped us to express ourselves naturally about what we lived step by step in this experience, it motivated us to narrate in detail certain situations and all this in conclusion led us to reflect on each aspect with the aim of improving.

Chapter III

Outreach Component

Awareness to the English language in primary school of Pamplona

Presentation

When reading this proposal, readers will have two goals: on the one hand, to organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary schools' students to the essential foundations of the English language.

Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well. Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram and will be presented as well.

Introduction

The participation in the global policies in terms of culture and economics has motivated the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: "Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness". This is why the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this.

Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regards to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in children population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of “Colombia the most educated”.

Justification

Nowadays, learning and acquiring a foreign language allow us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area.

This project aims to raise consciousness of the English teaching process in primary in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector.

The implementation of this project favors both the institutions and the student population of Pamplona, as well as the Foreign Languages Program and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

Objectives of the proposal

The implementation of this outreach project, from the foreign language degree

English and French of the University of Pamplona seeks:

- To serve the needs of English formation of children in primary schools in Pamplona.
- To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

Specific objectives

For a better understanding of the previous aspects, this proposal aims at:

- Familiarizing children from primary schools in Pamplona with the essential foundations in English.
- Engaging students from the Foreign Languages program English - French in the teaching English processes in primary schools in Pamplona.
- Articulating the students from the Foreign Languages program English – French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Type of project

This one is a formative project open to the institutions that offers primary education in which the pre-service teaching process will be carried out in Pamplona. This project is part of the formation of the foreign languages program English - French. This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

Contribution to the academic formation in the foreign languages area.

- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system).
- Outreach towards the educational community in terms of University and program.

Theoretical framework

Language teaching

International Language Policy

“The UNESCO has been worried long time ago for the languages’ role in the worldwide context. In its general conference adopted the term “multilingual education” to refer to the use at least of three languages: the mother tongue, a regional or national tongue and an international one. This resolution departed from the idea that the national and global requirements of participation, also the attention of the particular needs of the communities cultural and linguistically different, only can be address through the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

The UNSECO (2003) considers that the languages are not only means of communication but that represents the real origin of the cultural expressions; they carry identities, values and worldviews. Thus, it proposes as principle for the cultural diversity, maintain and strength the languages diversity (Including those with nomadic and isolated populations) at the same time to support the learning of international languages that offers access to the worldwide community and the exchange of information. To achieve that, the UNESCO suggests fostering the Multilingualism and the intercultural dialogue, as well as developing policies for the translation of written and visual material with the purpose of promoting ideas and artistic works”

According to Lima M, (2006), “Currently, the foreign languages learning is an unavoidable need as well as the learning of the cultures that they represent. The languages constitute the spirit and the consciousness of the nations. They are the best instrument to accede to other cultures, histories and other ways to see and understand the world, delete the distances and approach us to the science and the technology”. Every type of learning is vital for the

sociability of the human being as long as allow it to untangle adequately in different contexts.

The learning of one and several foreign languages focus the personal and professional life of an individual allowing him to be successful in his performance.

National Program of Bilingualism

Colombia, as other countries in Latin America and the world, has adopted academic policies directed to spread the English as a foreign language, across the national program of bilingualism launched in 2014 with three specific lines of work: basic elementary institutions, high school, and college education, educational programs for working and human development; the ethno-education, and flexible models of education. This program attempts to the formation of the competitive and productive human talent at a global context in different fields of action.

(MEN, 2006, Pag. 6)

The following chart shows the expected levels for the national bilingualism program to the year 2019:

Table 5 Expected levels of language in the PNB

Population	Language level target
3 rd grade students of basic elementary education	A1 (Beginner)
7 th grade students of basic secondary education	A2 (Basic)
11 th grade students of basic education	B1 (Intermediate)
College graduated	B2 (Intermediate)
Foreign languages degree graduated students	C1 (Advanced)
Current teachers of basic elementary education	A2 (Basic)
English teachers	C2

Bilingualism

The bilingualism refers to the different mastery level, which an individual communicates in more than a language and culture. This level mainly depends to the context where the individual is. Therefore, according to how the other language is used, that language is considered a foreign language. MEN (2006).

The English teaching at the elementary school

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process in which intervene different variables of cognitive and affective feature inherent to the individual like own factors of the sociocultural and educative context such as the curriculum, the methodology employed and the teacher training in the foreign language”. Based on the information written previously Krashen (1991) cited by Yesser, A. & Chacon, C. (2011) makes a differentiation between the terms Acquisition and Learning related to the FL. “The language acquisition occurs natural and unconsciously as a comprehensible input, while the Learning implies to learn consciously the grammar rules”

“This distinction has been questioned due to the difficulty of untangling both terms, which form part of a continue process between the conscious and unconscious (Richard-Amato 1996)”. The authors state their points of view regarding the topic and differ “for the purpose of this dissertation, the terms Learning and Acquire distinctly due to the FL might be acquired across activities in an inductive and natural way that also implies learning processes”. “It is important to highlight, nevertheless, that the contributions of Krashen and Terrel (1983) regarding the natural approach of the language is relevant for the acquisition process of the FL in

children and underpin the total physical response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three phases:

Pre-Production: This is the phase in which the child develops the skill to listen and comprehend the language across gestures and actions, this is a period characterized by the silence. Hence, in this phase it is recommended to utilize the Total Physical Response method (TPR) proposed by Asher to stimulate the development of the FL through psychomotor activities, without focusing on oral production.

Early production: it begins by producing two words or phrases. It suggests focusing on the meaning, not the grammatical errors.

Extensive speaking: in this period, the child is capable of producing complete sentences and participating in conversations. The teacher must help the students to improve the fluency in the foreign language.

In order to support the information previously mentioned about the process of a foreign language acquisition, it can be said that according to Berko and Berntain (1999), cited by Yessel A & Chacon C, (2011). "The capacity that the children have to learn, comprehend, discover and formulate communication forms in a foreign language lies mainly on the necessity of establishing new social approaches" (p. 467). In consequence, the children build across the language, meaning of the world that surrounds them and establish their own criteria of semiotic interpretation to each concept discovered. For this reason, the FL learning should begin from the previous knowledge and the mother tongue schemes, taking into account that the representations developed in previous learning and experience constitute the bases to build through the FL, new mental schemes or to widen the already created".

Yesser A & Chacon C, (2011) cite Ausubel (1986) who establishes that “From the cognitive psychology’s view point explains that it exists some differences between the child and adult’s cognitive skills regarding the cognition and the affectivity. Which are manifested in the motivation, creativity, spontaneity and flexibility that characterized the children and adults differ, who generally opts for the affective lock at the moment of expressing in a second language”. “Having that in mind, the age is a factor that influence the English learning as a FL, particularly in the pronunciation acquisition. In other words, less age, higher the child’s probability to develop a native’s pronunciation”.

Why does a FL should be learned in elementary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite to Madrid ad McLaren (1981) who affirm that “there are different types of reasons that justify the learning of a foreign language at the school. Highlighting that the real reason is pedagogical and formative. For example, based on different studies, it indicates that:

- The children who begin to learn a FL at the school tend to obtain a more positive performance than others do.
- The kids not only show a special ability to emit sounds and colloquial expressions but a flexibility, spontaneity and audacity that overcome those from the teenagers and adults.
- The children not only are not afraid of making mistakes but tend to acquire and transmit the meaning across gestures.
- The children are in a phase in which their brain’s plasticity facilitates them to learn a foreign language”.

To sum up, it is confirmed that the learning process of the human beings is based on the experiences related to the environment in which they are influenced by other cultures that predominate and identify their autonomy. Especially in the young population, where from a great amount of theories at the psychological and sociological field it is argued that the learning is developed across the observation and the listening of sound that caught the individuals' attention. Emphasizing that the cognitive process guides to a meaningful learning in the children that begin to study a foreign language.

Sub-project

The use of flashcards as a teaching-learning strategy for first grade students at La Presentación High School

Introduction

English is the predominant language in the world today. It is estimated that over 500 million people speak it natively, which is why it is mainly important to teach English in education, whether public or private. In addition, to this information we must add the fact that the countries that speak this language are among the most influential countries in the globalized world.

Direct instruction (DI) with flashcards have been suggested as a data-based instructional strategy to teach a wide range of basic math facts. The first description of the DI flashcard procedure can be found in Silbert, Carnine, and Stein, (1981). This flashcard procedure consists of the teacher presenting flashcards and providing the student with immediate feedback. The flashcards are presented to the participant, and several seconds are allowed for the participant to respond. Rewards and feedback are provided to improve and maintain performance.

Problem

Currently, thanks to globalization it is important to learn and communicate in a foreign language, for this, pronunciation and fluency are essential in the learning process. Due to the low level of students especially in their initial stage of education and the lack of resources to practice pronunciation and acquire new vocabulary, they find difficulties during speech activities when reading or interacting.

Justification

The need to implement a strategy to improve pronunciation of students arose from observations made in a first-grade course, where students are motivated to learn English and perform the activities assigned by the teachers, but still have problems at the moment of pronouncing words included in the vocabulary learned in class.

This project seeks to implement the use of flashcards in order to help students to improve their communication skills through activities that encourage teamwork, motivation and interaction so, in this way, meaningful learning occurs. Considering that students are at this grade level full of energy, it is a bit difficult to get them to focus when a new topic is explained, however, inviting students to learn through flashcards in class makes the process easier from both sides.

According to Brown (2000), one main advantage of flash card-based instruction is that, they can be taken almost anywhere and studied whenever one wants. That's why a card is a set of instructions that contains information, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcard-based instruction can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question-and-answer format. Flashcard-based instruction is widely used as a learning drill to aid memorization by way of spaced repetition.

General objective

To implement flashcards as a teaching strategy to improve verbal fluency and pronunciation in first grade students from La Presentación school.

Specific objectives

- To increase students' motivation towards the English language.
- To develop educational activities by using flashcards with vocabulary.
- To stimulate students' participation through the use of flashcards.
- To encourage collaborative working.

Methodology

Children are naturally motivated to play, since for them the flashcards represent entertainment, pleasure, interaction and motivation. That is why, in a Flashcards-based project, educational flashcards represent goals, rules, adaptation, problem solving, interaction for children and at the same time helps them to meet their fundamental learning needs.

As the participants group are children of first grade the implementation of flash card-based and conventional instruction of vocabulary respectively was two hours per week due to this is the schedule established by the head teacher of this grader. In that way, absolutely essential words book and flashcard (Bromberg, Liebb and Traiger, 2005) were used to teach the participants some new vocabulary.

Those words are presented to learners in three sample but creative flashcards; next, the new words appeared in a brief passage; the last part of each lesson was a set of exercises that gave learners practice using the new words, could be a video, a sentence, a song, etc. One of the most important features of the book was that each of the new words was repeated over and over again throughout the book so that learners would have a greater chance to become familiar with it. The book had also a comprehensive flashcard-based instruction which contained all vocabularies in the same order, but there was no exercise.

These words are presented to the students on creative sample cards; then, these new words are associated with some image; the last part of each lesson is a set of exercises that the students practice using the new words, it can be through a video, a phrase, a song, etc. One of the most important features of each of the new words would be repetition over and over again throughout the lesson in order to give students a greater opportunity to become familiar with

them. When using the memory cards there will be a complete instruction based on the vocabulary to be learned.

Methodology Implementation

The schedule of activities for this sub-project applied for the first grade also had to change as well as the methodology. During the first two weeks of direct contact practice the first three themes of the course programme content were carried out (greetings, commands, the colors) to carry out the pedagogical sequences it was not necessary a methodical planning but only the organization of the activities for the class, which were implemented in the following way: First, the greeting and warm-up by means of a children's round (song); second, explanation of the theme with the help of the board and flash cards; third, practice of the theme by means of activities with the help of the pedagogical worksheets (while the students were doing the activities their process was monitored) and fourth, assignment of homework and farewell. (See Appendix 5)

Then, the methodology changed also to virtual modality, by means of the creation of virtual worksheets, the following sequence was carried out: First, the topic is introduced and then a brief explanation of it in Spanish with the objective that the parents introduce the student to the topic; second, for the explanation of the topic or vocabulary the pedagogical flashcards are still used, in this part the vocabulary is given both in English and in Spanish; third, the activities to be carried out are assigned (maximum two, according to the recommendation of the first grade head teachers) and each one has a clear and short instruction. (See Appendix 6)

In addition, in order to understand the subject, and that they could listen to the foreign language and practice the correct pronunciation of the vocabulary, a video relating to the subject

is shared by means of a link for those who could directly access and for those who did not, the video was shared directly via WhatsApp by the group that manages each head teacher. It should be mentioned that the head teachers are the responsible for sharing the workshops with the parents, but the person who evaluate them is the pre-service teacher. (See Appendix 7)

The implementation of this methodology gave positive results that were reflected in the work done by the students and therefore in their grades.

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

It has contributed greatly because first, I had contact with very young students (girls between 5 and 7 years old) and this enriches the experience as a teacher in training because I learned how to manage the discipline with such a group, how to capture their attention, to know what are the appropriate activities, I learned to be more spontaneous, to recover that internal child in order to have a good interaction with them, I reinforced my knowledge, I was able to verify that the proposal had positive effects with this group, in short, it has contributed positively to my practice because everything I have obtained are benefits for my profession.

All the activities of workshops, evidences and others are evidenced in the following link.

<https://drive.google.com/drive/folders/1WTNeVUsmzpKlqRjJ6yBFQqK6KF90lzpp?usp=sharing>

<https://drive.google.com/drive/folders/1PclQMvVNq5kBqkRhvleqNM-RLHUZVUEA?usp=sharing>

Chronogram sub-project

Table 6 Chronogram sub project

Activities/Months	Feb				Mar				Apr				May			
	2nd	3rd	4th	1 st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	
Weeks																
Observation	X	X														
Correction and adaptation of the proposal & class planning			X													
Implementation of the proposal (face to face)					X	X										
Implementation of the proposal (Virtually)							X	X	X	X	X	X				
Corrections of the project & delivery														X		
Final delivery of the project															X	

Conclusions

The implementation of flashcards as a teaching strategy to improve verbal fluency and pronunciation in first grade students was effective because we could see that students were more motivated to learn by watching this resource, we got more participation in the activities and they could work easily with their peers, interacting on the vocabulary from these flashcards. Furthermore, not only was the process reflected in the results of the students, but also in their activities and grades, as they did the activities completely and with few errors, which led them to obtain to excellent grades.

Chapter IV

Administrative Component

Introduction

In this chapter the extra administrative activities in which the preservice teacher had to participate actively during the integral practicum are presented. The pre-service teacher has had to take part in all the activities that the educational institution proposes during the school year.

Throughout twelve weeks of the integral practicum, the pre-service teacher is another teacher in the school who has part of the events, activities, celebrations, among other extra-curricular activities; this process of getting involved not only contribute to the training process of the teacher but also to improve the interpersonal relationships.

Objectives

General objective

- To take part in extracurricular activities at La Presentación High School.

Specific objectives

- To participate actively in all the activities, celebrations and events proposed by the educational institution.
- To understand why the participation in extra-curricular activities are important to the preservice teacher in the practicum process.

Methodology

As a preservice teacher by vocation to the profession and by human sense we have the duty to participate in all the activities proposed by the educational institution according to the school calendar. All of this, participating in an active role, in other words, cooperating with all the teaching staff and directors of the institution teacher during my practicum process. (See

Appendix 8)

Timetable of the school activities

Table 7 School activities

EXTRACURRICULAR ACTIVITIES	
DATE	ACTIVITY
February 6 th	International women's day
February 21 st	Democratic Day.
March 27 th	Congregational Event, Way Of The Cross, Flag Raising
April 24 th	Congregational Event, Flag Raising, inter-class games, celebration of language day.
May 21 st	Marian Day, Congregational Event, Flag Raising.

Results

During the weeks of face-to-face practice, we were able to attend the following three events: International Women's Day, the election of the student representative and the institution accounts report, the other events mentioned in the activities table we were unable to attend due to the quarantine caused by the COVID19 pandemic. In our participation in the aforementioned events,

we were able to learn about the protocol and help in it, interact with students and teachers, control the discipline and the management of activities.

Conclusion

The participation as teacher in training in the institutional activities was very relevant because this allowed us to know the importance that these events have both for the institution and for the students, to have a role in the institution, to acquire a responsibility and at the same time to obtain experience in the protocol that these events carry.

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Appendix

Appendix 1

PLANNING CHART

	La Presentación High School Pamplona N. de S		University of Pamplona Faculty of Education Foreign Languages Program
Classroom Plan 2020			
AREA: <u>English</u>	SUPERVISOR TEACHER: <u>Mercades Basfo Acevedo</u>	GRADE: <u>Sixth A-B-C</u>	
PRE-SERVICE TEACHER: <u>Viana Pesca Lemus</u>	WEEK: <u>#1</u>	DATE: <u>On March 2nd to 6th</u>	

DATE/HOURS	TOPIC	METHODOLOGICAL ACTIVITIES	EVALUATION
On Tuesday 3 rd Grades: 6-B 6-C Hours: 5-6	Time Expressions- The hour	<p>Greeting and possible instructions (5min)</p> <p>Warm up: The teacher is going to draw a clock on the board, then she explains to the students they going to play a game called hot potato: this game consists of passing an object while the teacher is singing hot, hot, and at the moment when she says potato the student</p>	



Formando líderes para la construcción de un nuevo país en paz

1

On Wednesday 4 th Grade: 6-A Hour: 3	To continue with book's exercises	<p>the teacher tells an hour and the students must draw the time on the clock. (5mi-3n)</p> <p>Topic Explanation: The teacher teaches on the board the following time expressions: (10 min)</p> <p>It is:</p> <ul style="list-style-type: none"> - Half pas one (1:30) - A quarter past eight (8:15) - A quarter to ten (9:45) - Twelve o'clock (12:00) <p>-At what time? -What time is it? -What time does ...?</p> <p>Oral Activities: -The teacher explains the instructions about the exercise #2 on the page 23. The students have some minutes to complete the table matching the numbers to make times and then the teacher does the socialization. (10 min)</p> <p>- The teacher explains the instructions about the exercise #3 on the page 23. The students have some minutes to draw times on the clock's then they must ask to one partner what time is it? after that, the teacher revise the exercise. (15 min)</p> <p>-The teacher explains the instructions about the exercise #4 on the page 24. The students have some</p>
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2

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	<p>minutes to analyze the information about Lina's typical day and discuss with a partner about what Lina does every day and then the teacher makes the socialization. (15 min)</p> <ul style="list-style-type: none"> - The teacher explains the instructions about the exercise #6 on the page 24. The students have some minutes to ask and answer the questions in the survey from the exercise 5 then they share their answers with their partners and the teacher. (15 min) - The teacher explains the instructions about the exercise #8 on the page 25. For this exercise, the teacher uses a picture about the football player James Rodriguez in order to do a similar exercise about a famous person, the teacher asks students regarding this famous personage and students must answer by using does and doesn't. (10 min) - (Exercise #9 on page 25 could be assigned as a homework if the time is not enough for the next explanation. On the contrary it will be done in pairs.)

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	<p><-How often do/does ...?></p> <p>Then, she explains how the frequency adverbs are used in affirmative, negative and interrogative sentences/forms and give to the students some examples about each one.</p> <p>+) S+FA+PV+C -) S+DONT+DOESNT+FA+PV+C ?) DO/DOES+S+FA+PV+C+?</p> <p>Written Activity</p> <p>-The teacher explains the instructions about the exercise #2 on the page 26. The students have to read Makena's letter and complete it with the work bank, the teacher socializes and checks the answers. (10 min)</p> <p>Reading Activity</p> <ul style="list-style-type: none"> - The teacher explains the instructions about the

Appendix 2

1st workshop

1. Contenido:

Adjetivos posesivos, el genitivo sajón 's y miembros de la familia

2. Explicación:

ADJETIVOS POSESIVOS:

Los adjetivos posesivos son usados para demostrar que uno o más objetos nos pertenecen. Estos adjetivos hacen referencia al poseedor y no al objeto poseído y se usan más en inglés que en nuestra lengua materna. Los adjetivos posesivos preceden normalmente a los sustantivos que indican partes del cuerpo, parentesco, vestimenta etc. Ejemplo: *Maria washes **her** hands* / María se lava sus manos.

My, mi(s)

- Se utiliza my para indicar que algo pertenece o se relaciona con uno mismo.
EJEMPLO: That's **my** watch / Ese es mi reloj

Your, tu(s), su(s)

- Se utiliza your para indicar que algo pertenece a la persona a la que se le está hablando. Equivale al 'tu, su / vuestro, vuestros en español.
EJEMPLO: I like **your** shoes / Me gustan tus zapatos
These are **your** tickets / Estas son sus entradas

His, su (de él)

- Se utiliza his para referirnos o indicar la pertenencia de algo a una persona de sexo masculino.
EJEMPLO: This is **his** tie / Ésta es su corbata

Her, su (de ella)

- Se utiliza her para referirnos o indicar la pertenencia de algo a una persona de sexo femenino.
EJEMPLO: She's with **her** pet. / Ella está con su mascota

Its, su(s) (de una cosa)

- Se utiliza its para referirnos o indicar la pertenencia de algo a una cosa, lugar o animal. También puede usarse cuando nos referimos a un bebé.
EJEMPLO: The bird is in **its** cage / El pájaro está en su jaula

Our, nuestro

	I.E. COLEGIO TÉCNICO LA PRESENTACIÓN Pamplona N. de S	Fecha de Aprobación Aprobado por Resolución No.4452 del 28 de Octubre de 2016
Possessive adjectives and genitive 's workshop / Numbers 9 th grade		

2. Another possible title for this passage would be _____.
- Maria's friends
 - Come and meet
 - Maria tells us

3) UNDERSTANDING DETAILS

A. MULTIPLE CHOICE

Choose the best answer.

- According to the passage, whose huge books are they?
 - They're Marisol's.
 - They're Raul's.
 - They're Maria's.
 - They're Clara's.
- Whose green chair is it?
 - It's Raul's.
 - It's Raul and Mamolo's.
 - It's Clara's.
 - It's Maria's.
- Who needs the old TV?
 - Raul needs his old TV.
 - Maria needs her TV.
 - Clara's brother needs his TV.
 - Mary's brother needs his TV.
- Who's Jorge's girlfriend?
 - Clara is Jorge's girlfriend.
 - Maria is Jorge's girlfriend.
 - Marisol is Jorge's girlfriend
- Whose white phone is it?
 - It's Jorge's and he needs the white phone.
 - The white phone is Raul's.
 - It's Jorge's but he needs the black phone.
 - It's Maria's.

IV. Oral comprehension

Maya's Family

1. Listen and match the correct possessive pronoun and family member.

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Hi! _____ name's Maya Itimay. I have two _____. Their names are Yolanda and Morela. Yolanda's 24. _____ son's Alberto. _____ last name's Camijoi. Morela's 16. _____ parents are Guambiano people. _____ names are

- Usamos our para referirnos o indicar la pertenencia de algo a un grupo de más de una persona entre las que nos incluimos.

EJEMPLO: **Our** house is in the centre of the town / Nuestra casa está en el centro de la ciudad

Their, su(s) (de ellos)

- Usamos their para referirnos o indicar la pertenencia de algo a un grupo de más de una persona entre las que no nos incluimos

EJEMPLO: What colour is **their** parrot? / ¿De qué color es su loro?

GENITIVO SAJÓN 'S

El genitivo sajón es una construcción gramatical para indicar relación de posesión. Se añade el apóstrofo + "s" a los sustantivos en singular y el apóstrofo sólo a los sustantivos en plural. El genitivo sajón se limita (con algunas excepciones) para personas y animales (sustantivos animados). Usamos genitivo sajón cuando:

- El primer elemento (de esos tres que decíamos antes) es una persona. Ejemplo: *John's job is boring* = el trabajo de John es aburrido.
- El primer elemento es un animal. Ejemplo: *the bird's wings* = las alas del pájaro.
- El primer elemento es un país/ciudad/pueblo... Ejemplo: *Spain's monuments are very nice* = los monumentos españoles son bonitos.

MIEMBROS DE LA FAMILIA

Conocer el nombre de cada uno de los miembros de la familia en inglés es un aprendizaje básico e imprescindible en el dominio del idioma por su frecuencia de uso en series, libros, noticias, etc.

Por ello, es importante conocerlo muy bien, al menos lo que denominamos familia básica o familia de sangre. Hoy vamos a aprender el vocabulario básico de la familia.



GREAT-GRANDMOTHER: Bisabuela

GREAT-GRANDFATHER: Bisabuelo

	I.E. COLEGIO TÉCNICO LA PRESENTACIÓN Pamplona N. de S	Fecha de Aprobación Aprobado por Resolución No.4452 del 28 de Octubre de 2016
Possessive adjectives and genitive 's workshop / Numbers 9 th grade		



4. Evaluación

I. Fill in the blanks with the correct possessive adjective:

- I love my sister. _____ name is Sandra.
- I live in Barcelona. However, _____ friends live in Madrid.
- Anna and Katie like dogs. _____ parents like dogs too.
- I have a brother. _____ name is Tom.
- Me and my friends rent a flat. _____ flat is beautiful.

II. Use the adequate genitive for the following gaps:

These people are a family:



John (father)



Maggie (mother)



Carol (daughter)



Pete (son)

- Carol is _____ sister.
- Maggie is _____ wife.
- John is _____ husband.
- Pete is _____ son.
- Maggie is _____ mother.
- John is _____ father.

III. Are these sentences R (right) or W (wrong)? Rewrite just the wrong sentences.

- a. Two students didn't do their mathematics homework.

b. I has a car. Its color is black.

Appendix 3

WEDNESDAY February 12/ 2020

OBSERVACIÓN #1

TOPIC:

-Questions
-Verbs INGA
-Oscar Reading

GOALS:

-Answer questions
- List vocabulary
-From Oscar's story

METODOLOGIA

- Número de actividades implementadas: TRES ACTIVIDADES
- Qué habilidad se trabajó más: SPEAKING
- Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de clase: PREPARACION DE CLASE, APRETURA REVISION DE LA TAREA, ACTIVIDAD DE LECTURA A PARTIR DE UN LIBRO
- La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural: SI PERO MAS DE LOS OBJETIVOS COMUNICATIVOS
- Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos y sociocultural: SI CONVERSATORIOS SOBRE EL CAP DEL LIBRO
- Desarrolla las competencias subyacentes (fonética, sintaxis, etc.) NO
- Utiliza variedad de material didáctico: MATERIAL DEL LIBRO- FOTOCOPIAS
- Emplea material auténtico: EN ESTE CASO NO
- Tiene en cuenta los diferentes estilos de aprendizaje: SI – PERO MÁS EL APRENDIZAJE COOPERATIVO
- Centra el desarrollo de la clase en sí mismo: NO
- Centra el desarrollo de la clase en los estudiantes: SI
- Tipos de actividades desarrolladas en clase: PREGUNTAS SOBRE LA TAREA- LECTURA DE UN CAPITULO DEL LIBRO OSCAR- LISTAR VOCABULARIO DESCONOCIDO

INTERACCION

- Facilita la participación de los estudiantes: SI- LES DA LA PALABRA TODO EL TIEMPO PARA QUE INTERACTUEN SOBRE LAS ACTIVIDADES
- Da instrucciones precisas a los estudiantes: SI
- Da tiempo suficiente a los estudiantes para que respondan a las actividades: SI
- Propicia actividades que involucran el trabajo en grupo: SI
- Orienta el trabajo de los estudiantes (individual y grupal): SI SOBRE TODO EL TRABAJO EN PAREJAS.

- Corrige los errores de los estudiantes: INMEDIATAMENTE CORRIGE PRONUNCIACION O ERROR
- Refuerza continuamente el aprendizaje de los estudiantes: SI- SOBRE TODO EL APRENDIZAJE COOPERATIVO
- Circula por el aula atendiendo las necesidades de los estudiantes: SI, PASA POR CADA PUESTO PREGUNTANDO DUDAS Y ORIENTANDO EL TRABAJO DE LA CLASE
- Usa elementos para verbales y no verbales para facilitar la comprensión de los estudiantes: SOBRE TODO PARA VERBALES
- Determina los contenidos trabajados durante la clase: SI
- Se expresa correctamente en forma oral o escrita en lengua extranjera: SI
- Alterna el uso de la lengua materna y la lengua extranjera: TODO EL TIEMPO LO ALTERA

EL ESTUDIANTE

- Participa individual o grupalmente de forma activa durante la clase: PARTICIPAN PARCIALMENTE EN LA CLASE, DE ACUERDO A LAS DEMANDAS DE LA PROFESORA
- Participa activamente en actividades orales o escritas: SI PARTICIPAN
- Sigue las instrucciones del profesor: SI
- Muestra respeto y disciplina hacia el profesor y sus compañeros: SI

ASPECTOS EMERGENTES

- Aspectos que influyeron en el desarrollo de la clase: BUENA ACTITUD DEL PROFESOR Y BUENA DISPOSICION DE LAS ESTUDIANTES
- Otros aspectos a mencionar que no están contemplados en la parte superior: NINGUNO

Appendix 4

NAME: Viana Pesca Lamus

NARRATIVE #1

During this first week of practice I had the opportunity to face for the first time the real educational context, that is, to teach in a school.



In the first place, I was able to put into practice several aspects learned from the previous semesters such as: knowledge, teaching methodology, group management, interaction with students, among others. Regarding to these aspects I can say that in terms of teaching I was able of getting on very well without any inconvenience, the students understood the themes and the exercises proposed, I must emphasize that these groups come from making their transition from primary to secondary and for this reason their performance is a little slow, this situation led to take more time in the development of the activities but at the end the goal of the class was achieved.

On the other hand, I was able to learn about the behavior of the students and at the same time analyze how to manage the discipline. I realized that as teachers we must have character from the beginning because in this way there is respect of the student towards the teacher and so that the disorder is not encouraged, I should also mention that for me this was the most difficult aspect because it is a bit complicated to try to control a group of 32 students, where some of them do not allow themselves to be called attention.

I also noticed that if you have a good management of the group and you carry out an adequate methodology, the interaction with the students is easier and more enjoyable, because for example, at the moment of explaining them, they were attentive, if they had some doubts, they asked questions with confidence, but I must emphasize that in these sixth grade groups I had to manage 50/50 the handling of the foreign language and of the mother tongue, because when I gave them the instructions in English they did not understand anything and this is because the students do not have a good level in this language.

To finish, in this first week I felt very confident and satisfied with the work done, this confidence I think was due to the fact that we had already had a similar teaching experience in the past semesters, so it was an experience in a more real context but equally satisfactory, the best part is when we teach and we realize that the students understand because that way I realize that I learned correctly and that I am teaching them in a proper way.

Appendix 5




 <p>La Presentación High School Pamplona N. de S</p>	 <p>University of Pamplona Faculty of Education Foreign Languages Program</p>
Classroom Plan 2020	
AREA: <u>English</u>	GRADE: <u>First</u>
PRE-SERVICE TEACHER: <u>Viana Pesca Lamus</u>	WEEK: <u>#1</u> DATE: <u>On March 3rd</u>

COMANDOS- COMMANDS	GREETINGS
Sit down = Sentarse- sentarse	Good morning
Stand up = Levántese- ponerse de pie	Good afternoon
Listen to me = Escúcheme	Good night
Be quiet = Quedarse tranquilo- Quieto	Good evening
Silence= Silencio	Hello- Hi
Open your book = Abra su libro.	Good bye
Close your book = Cierre su libro.	Bye bye
Look at me= Mírame	How are you?
Look at board= Mira el tablero	Very good
Pay attention = Ponga atención.	

GREETINGS & FAREWELLS

Worksheet no. _____
Name: _____
Date: _____

Look, read and match.

		
_____	_____	_____
		
_____	_____	_____

- Good morning!
- Good night!

- Good afternoon!
- Goodbye!

- Good evening!
- Hello!

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Formando líderes para la construcción de un nuevo país en paz

1



Formando líderes para la construcción de un nuevo país en paz

2



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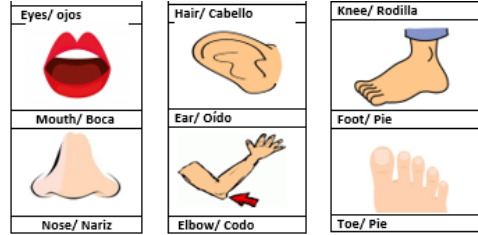
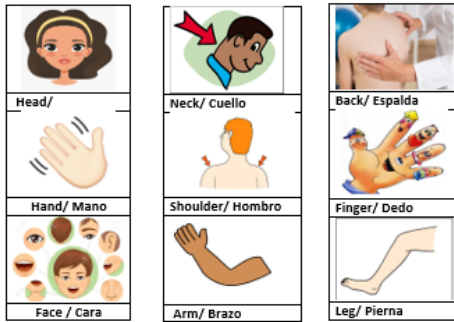


Appendix 6

CARE MY BODY

TEMA #1: PARTS OF THE BODY- PARTES DEL CUERPO

El cuerpo humano tiene muchas partes, por ello, para que a tu hijo/a no se le haga 'un mundo' aprender todas las partes del cuerpo en inglés, hemos hecho una selección de las principales. Así que te animamos a que tu hijo empiece aprendiendo las siguientes:



ATENCIÓN PAPITOS: En el siguiente enlace encontrará un video donde su hijo(a) escuchará la pronunciación de algunas partes del cuerpo, hay algunas que no están en el listado anterior, lo importante es que su hijo(a) practique la pronunciación de las que acaba de aprender. Con su ayuda podrá aprender la pronunciación de cada una, haga que repita y señale una a una a medida que escuche; el video será compartido en el grupo para quienes no tengan acceso a verlo directamente en YouTube.

<https://www.youtube.com/watch?v=Bl05DlUzV7I>

ACTIVIDADES A REALIZAR:

- 1) Con ayuda de tu papito buscar en una revista o periódico la figura de un cuerpo humano, recortarla por la silueta y pegar en el cuaderno o en una hoja, luego con la ayuda de flechas indicar cada parte del cuerpo que has aprendido y escribir su respectivo nombre en inglés.
- 2) Ahora con ayuda de mamá o papá vamos a dibujar en el cuaderno o en una hoja blanca únicamente un rostro, el que deseen, puede ser un niño, una niña, un hombre, una mujer, etc. (QUE CONTENGA: cabeza, cabello, ojos, nariz, boca, oídos). Luego, indicaremos sólo las partes del rostro y escribiremos sus respectivos nombres también en inglés.

TEMA #2: DAILY ROUTINE ACTIVITIES- ACTIVIDADES DE LA RUTINA DIARIA

Esta nueva lección tiene como tema 'Actividad: Rutina diaria'. A continuación, aprenderemos diez expresiones para describir tu día. Por favor, decirle a su hijo (a) cuáles son las actividades que se hacen en la mañana y cuáles en la tarde.



ACTIVIDADES PARA REALIZAR:

- La primera actividad será ver y escuchar los videos sobre las actividades de la rutina diaria para que tu pequeño(a) pueda escuchar cómo se pronuncia y practicarlos. (Si no puede acceder a los videos por medio de los enlaces, no se preocupe que serán de igual manera compartidos).
- <https://www.youtube.com/watch?v=59DWH8BGc>
- <https://www.youtube.com/watch?v=VlKJzAwgd>
- Aquí encontrará el listado de actividades de la rutina diaria en español, el niño escribirá en frente de cada una la misma actividad, pero en inglés, por favor guía el proceso de escritura de tu hijo(a) con ayuda de la primera explicación. (Usa lápiz)

Appendix 7

LISTA DE BORRADOR
PLANILLA DE BORRADOR

Grado: Primero
Sede: PRINCIPAL
Area: INGLES

Trimestre: 1
Jornada: Mañana

Nº	Apellidos/Nombres	Saber y Hacer																Auto. Ejes	Co. Ejes	Trim.	Def.
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16				
1	ANGARRITA DANNA VALENTINA	4.0	4.0	4.0	4.0	4.0											4.2	4.2	4.8		
2	ARENAS ARAQUE VALERI SAMARA	4.0	4.0	5.0	5.0	5.0											5.0	5.0	4.4		
3	BAUTISTA QUINTERO SARA SOFÍA	5.0	5.0	5.0	4.8	5.0											4.2	4.2	4.5		
4	BECERRA JAIMES DANNA SHARITH	5.0	4.0	4.0	4.0	3.8											4.5	4.5	5.0		
5	BLANCO MALDONADO HELEN JULIANA	5.0	4.0	4.0	3.8	4.0											3.5	3.5	3.0		
6	CAMPAÑA CAÑAS LAUREN SOFIA	5.0	4.5	5.0	5.0	5.0											4.5	4.6	4.6		
7	CONTRERAS GELVEZ KARLA MARIANEY	5.0	5.0	5.0	5.0	5.0											4.5	4.5	5.0		
8	FLÓREZ GONZÁLEZ ARIANA SOFÍA	5.0	5.0	5.0	5.0	5.0											4.0	4.0	5.0		
9	FLÓREZ PÉREZ ESTEFANÍA	5.0	5.0	5.0	5.0	5.0											4.2	4.0	4.3		
10	GÁFARO GÉLVEZ WITNEY SOFÍA	4.5	5.0	5.0	5.0	5.0											4.5	4.5	5.0		
11	GÁFARO TIQUE DANNA MICHELLE	5.0	5.0	5.0	5.0	5.0											4.0	4.2	5.0		
12	GÁLVS FLÓREZ LENDY SHARICK	5.0	5.0	4.0	4.0	4.0											5.0	4.8	4.4		
13	GARCÍA MALES HEILY NATASHA	5.0	4.0	5.0	5.0	5.0											4.0	4.0	4.8		
14	GUERRERO RICO EMILY YUSELLY	4.8	4.8	5.0	5.0	5.0											4.0	4.0	4.8		
15	LEZCANO ALVERNIA KAREN DANIELA	4.8	5.0	5.0	5.0	4.8											4.0	4.0	4.8		

16	MENDOZA MEDINA SHARICK ISABELLA	4.0	4.0	5.0	5.0	5.0											4.8	4.8	4.8		
17	MONTAÑEZ GAUTA NIKIE SAMANTHA	5.0	5.0	5.0	5.0	5.0											4.5	4.2	5.0		
18	OCHOA WILCHES MARIANA	5.0	5.0	5.0	5.0	5.0											4.1	4.2	4.8		
19	PEÑA GELVEZ VALERY VENNEY	4.0	4.0	5.0	5.0	5.0											4.8	4.8	4.8		
20	PRIETO DAZA SARA MANUELA	5.0	5.0	5.0	5.0	5.0											4.5	4.5	4.4		
21	RAMIREZ HALAH SOHAD ZARIM	R	E	T	I	R	A	D	A												
22	RIVERA PULIDO KAMILA ANDREA	5.0	5.0	5.0	5.0	5.0											4.5	4.5	4.6		

Appendix 8





