The Use of Drawing as a Tool for Developing Reading Comprehension Skills of Six[th] Grade

Students at General Santander Technical Institution: An Action Research

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University of Pamplona

Faculty of Education

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Integral Practicum

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2020 - II

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APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

Acknowledgments

First of all, I have to thank life for letting me the opportunity this wonderful experience throughout all those years at the university, I never expected to become a teacher and it is thanks to that I had the opportunity and today I cannot be more than thankful.

To my family, thanks for all your support, effort, patience, and love that each one of you gave me in difficult situations, all of you were and are always my motivation to do my best, thanks for being by my side.

I would like to express my entire gratitude to each one of my teachers, who guided me during all this learning process, you were my constant inspiration to improve personally and professionally, I learnt too much from all of you, your assistance and kindness are going to be one of the best souvenir in this stage of my life. Nevertheless, I apologize for not giving all my efforts, even when you told me that I could do it better.

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Finally, thanks to the University of Pamplona for giving the opportunity to become a professional, I cannot be thankful enough and thanks to General Santander Technical institution that let me be part of them where I could meet new colleagues and amazing students.

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platform for keeping in contact with students are WhatsApp groups because this groups work as an informal space for the exchanging between parents, students and teachers with 33

The General Technical Institution Santander, in response to the demands of the Colombian Ministry of Education, considered maintaining two types of meetings to give continuity to the classes under the virtual modality, that is, synchronous and asynchronous meetings. This means that the institution considered it necessary to have this type of meeting to obtain the greatest possible coverage in terms of the quality of education. 33

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Chapter 1. General Presentation of the Proposal

1.1.General Presentation

Due to the practical nature of the foreign language teaching process, it is necessary to provide complete information about the general structure and each of the components of this project and its subsequent implementation. For this reason, this study has four components: Pedagogical, Research, Outreach and Administrative; these components play an important role in the motivations of the researcher who is interested in the teaching and learning processes of foreign languages (English), the strategies used and the context in which this project will be developed.

Therefore, each component has its own purpose in this teaching-learning process. The Pedagogical Component refers to the implementation of a proposal that seeks to develop the student's reading comprehension using drawings as an interpretative tool. This component also focuses on capturing students' attention to the English language through the use of an artistic, creative and fun strategy that promotes reading in English. In the Research Component, the future teacher participates in a macro research project; this means that the prospective teacher implements reflection as a tool for self-evaluation of their work and recording of attitudes throughout the practice process. Subsequently, the Outreach Component focuses on helping the needs of the school, teaching in the primary grades taking into account that some of them do not have a precise guide, in terms of the process of teaching and learning English and finally, in the Administrative Component, the prospective teacher have to take part in the different activities propose in order to become familiar with the different events proposed by the institution, including extracurricular activities and events.

1.2. Introduction

Currently, the learning of a foreign language such as English should be considered as a fundamental factor in the integral formation of the Colombian society of the XXI century, since it favors a better performance of the individual in an increasingly globalized society. The acquisition of a second language or a foreign language promotes an improvement in this cultural assimilation, which greatly favors the positive impact and beneficial results that educational research has provided in learning and teaching processes. Based on this fact, the majority of foreign language programs are encouraging future teachers to adopt research as a very relevant resource for improving teaching practice and the experience of learning a second language, that is, by implementing an educational project that has the four components (pedagogical component, research component, outreach component and administrative component) can largely ensure a better use of the learning and teaching processes.

In the context of higher education, it is important to keep in mind that during the implementation stage of the educational projects some characteristics are evident, the first is that the future teacher must analyze a problem linked to the teaching of a foreign language, the pre-service teacher works on the weaknesses in the foreign language learning process using a didactic and creative tool and finally the pre-service teacher must conceive the pedagogical proposal taking into account the previous points.

The identification of the problem to be worked on is done through observation and dialogue with the practicum supervisor of the English teacher course, in this period the most important thing is to analyze the feasibility and the possibilities that exist to work in a

pedagogical way for obtaining the best results. After having identified this problematic, the teacher must work on alternatives to give solutions and improve the students' skills. Taking into account that through this process the students are facing new aspects from the learning and teaching process, all the attitudes, abilities and knowledge learnt all over this academic background must be shown through the implementation of this project.

1.3. Justification

Taking into account the guidelines proposed by the Common European Framework for the teaching and learning of languages, all learners must master four competences (writing, reading, listening and speaking) that is, two comprehension skills and two production competences; however, most high school students have trouble achieving an adequate level of proficiency in these four skills. The diagnosis stage does not have the typical observation period due to home school modality however, this stage consisted of having an extensive dialogue with the English teacher course (practicum supervisor) of the educational institution after that, it was evident that the main problem of the students was understanding texts in English it means writing comprehension.

One aspect that caught my attention the most in the conversations with the English course teacher was that the students had difficulty understanding basic texts in English since they were more concerned with finding and translating each of the words into Spanish from texts and do not understand the text itself. In other words, most of the students needed to improve their English reading comprehension skills during class activities in order to naturally stimulate reading and learn new vocabulary in class without translating word for word. For this reason, this pedagogical intervention is aimed at improving the skills of students' reading comprehension.

Taking into account that for some students the fact of carrying out a reading comprehension activity can present many difficulties, it is important to use and introduce a strategy or tool that allows students to liven up or promote effective learning while helping them understand the main ideas of a text while the student has the freedom to propose an artistic

interpretation of the written text. For this reason, the use of drawing as a resource for interpreting texts can facilitate the learning process of English and help them achieve the objectives of the course. In addition, the implementation of this project contributes to the entire academic community since this process allows the pre-service teacher, the university teachers and the school teachers to know, propose and adapt multiple strategies to work with the pedagogy modality by projects.

1.4. Objectives

1.4.1. General objective

To develop sixth grade students' reading comprehension skills through the use of drawing as an interpretative tool.

1.4.2. Specific objectives

- To provide an opportunity to teach English at a primary school level.

- To promote reflection in the prospective teachers as a pedagogical tool during the processes of the integral practice.

- To participate in the different academic and administrative activities during the practice process.

Chapter 2. Institutional Observation

2.1. Administrative aspects

2.1.1. Institution's PEI

The principal aspects of the Institutional Educational Project of the General Santander Technical Institution aim to regard institutions as an official training entity for preschool, primary, high school and technical middle school students. It has implemented different strategic efforts that motivate the improvement of institutional quality, training people capable of promoting and accepting the multicultural condition of the country in the recognition of diversity. The institution's PEI also seeks to consolidate the formation of an academic community through an institution-wide curriculum that responds to the policies outlined in the PEI, the guidelines and basic standards of competencies that must be included in the plans for class development. It gives special importance to the teaching and learning of attitudinal content, values and norms related to individual, racial, cultural, and family differences, which allow the appreciation, acceptance and understanding of diversity and human interdependence.

2.1.2. Educational Community Handbook

Taking into account that the scholar coexistence handbook is the charter of fundamental principles for the formation of the individual and a guide for the educational process within the institution, it also represents a set of disciplinary rules. All the proposed educational actions seek to favor pedagogical purposes and stimulate positive changes in the community aspects of the educational community.

All the objectives set out within this coexistence manual are related to the fulfillment of the rights and duties of each of the institution's actors, respecting the national regulations proposed by the MEN and adapting it to the socio-cultural reality of the institution. The norms of coexistence are classified into two large groups, the general norms of coexistence and the individual; This set of norms promote and propose rules for the prevention, action and follow-up of each of the possible situations that arise in the institution with the appropriate disciplinary measures that would be applied in order to maintain order, discipline and healthy coexistence of students.

Among the main aspects of the coexistence manual of the institution is the process that must be carried out in the matter of admissions, as well as the due authorizations and criteria to take into account for it. In addition, it shows the school government bodies and their functions.

On the other hand, this manual takes into account the fundamental aspects and rights of the educational community and its different members (students, teachers and parents). But at the same time, it includes a care route and a protocol to follow in case of situations that may arise and affect the normal development of school life and finally the manual presents us with the internal regulations proposed for the use and behavior of the different members of the school. The institution in the different spaces of the same.

2.1.3. M.E.N. Guidelines and Regulations for the Health Emergency

After the declaration of the global health crisis due to COVID-19 and the subsequent decision of the central government to declare a health emergency in Colombia, the Colombian Ministry of National Education decides to contemplate within its statutes resolution 385 of

March 12 of 2020, which is later expanded by Resolution 844 of May 26, 2020, which caused

the declarations of Economic, Social and Ecological Emergency and therefore the creation of

Decrees 417 of March 17, 2020 and 637 of the May 7, 2020 in which the national government

takes budgetary and contingency measures, as required in each sector, to ensure the protection

and well-being of citizens, including the mandatory preventive isolation measure.

The President of the Republic, through several decrees, generated that the MEN had an

adaptation in the provision of the educational service and guarantee the right of access to

education, for this purpose the reaction of Decrees 470 of March 24, 2020 and decree 533 of

April 9, 2020, which allowed the territorial entities and local administrations to adapt the

execution of the School Feeding Program for consumption at home, subsequently and with the

implementation of Decree 532 of April 8, 2020 it was possible exempt from the presentation of

the result of Saber 11 for admission to higher education for those students who could not take the

exam on March 15 and to correct this situation there is a provision by MEN for the test convened

in the month of August Decree 660 of May 13, 2020, authorized the Ministry of Education to

adopt measures related to the flexibility of the academic calendar and access to education and

Decree 662 of May 14, 2020 generated the National Government to create a Fund Solidarity for

Education, in order to mitigate dropouts and promote permanence in the student sector in the

education sector. This Fund is administered by the Colombian Institute of Educational Credit and

Technical Studies Abroad (ICETEX) and provides a subsidized rate credit scheme for parents or

guardians of students enrolled in private gardens and schools that are in arrears in the pension

payments from 1 to 6 months.

On the other hand, the Ministry of Education issued Joint Circular number 11 with the

Ministry of Health and the Ministry of Social Protection on March 9, 2020 with

recommendations for the prevention, management and control of acute respiratory infection by the new coronavirus in the educational environment; Circulars 19, 20 and 21 of March 14, 16 and 17, 2020 and Directives 3, 5, 7, 9, 10, 11 and 12 of March 20 and 25, of April 6 and 7, of May and June 2, 2020 respectively, in order to guide the activities of the sector in the midst of the provision of mandatory preventive isolation, which have been aimed at generating the conditions for academic community to continue their educational process in home with the guidance and pedagogical accompaniment of their teachers and the mediation of their families.

All the provisions and guidelines provided by the MEN seek to promote the provision of the educational service in conditions of sanitary security in the context of the learning process at home and the gradual and progressive return to educational institutions under the alternation scheme. They are based on education as a right and public service, the conception of integral development and the life course approach as essential references for the promotion of health, its care and the prevention of disease, in this case in the imminent mission of achieve the prevention of COVID-19 as a priority that has generated a national and global emergency.

2.1.4. Schedules

2.1.4.1. School Calendar

Table 1 School calendar

GENERAL SANTANDER TECHNICAL INSTITUTION									
ACADEMIC PERIODS YEAR 2020									
Dates of Academic Periods		N°. weeks	Skills D.	Grades Upload to the System	Reports Printing	Grades reporting to Parents	Pedagogical Support Committees Meeting	Academic Council Meeting	Reinforcement and improvement activities
I PERIOD	From January 20th to March 27th	10	49	From March 27th to 31st	April 1st	April 3rd	April 16th	April 21st	From March 24 to 27

II PERIOD	From March 30th to June 12th	10	48	From June 16th to 19th	July 6th	July 9th	July 9th	July 16th	From June 8 to 12
III PERIOD	From July 6th to September 11th	10	47	From September 11th to 14th	September 14th	Septiember 16th	September 22nd	Septiember 24th	From September 7 to 11
IV PERIOD	From September 14th to November 27th	10	47	From November 27th to 30th	November 30th	Closing, December 2nd	November 30th	Diciember 1st	From November 17 to 27
TOTALS		**40**	**191**						

GRADUATION CEREMONY   **DICIEMBER 2nd**

ADMISSION OF TEACHERS: January 12, 2021 (confirm)

START OF CLASSES: January 18, 2021. (confirm)   THIS WAS CANCELED BECAUSE OF COVID - 19

OBSERVATION: In the IV period a stop is made in week 38, to help students who have 1 or 2 missing areas, as contemplated by our evaluation system, which corresponds to November 17 to 27, 2020.

2.1.4.2. Supervisor's Academic Schedule

Table 2 Supervisor's schedule

Hour	Time	Monday	Tuesday	Wednesday	Thursday	Friday
First	6:00 – 6:59	6° C	6° D		6° A	10° B
Second	7:00 - 7:59	6° E	10° B	6° D		6° F
Third	8:00 - 8:59	6° A		6° B	6° D	6° E
	8:56 - 9:30	**B**	**R**	**E**	**A**	**K**
Fourth	9:30 - 10:29			11° B		
Fifth	10:30 - 11:29	11° B	6° C	6° C	6° E	6° B

Sixth	11:30 - 12:30	6° F	6° F		6° F	6° A

2.1.4.3. Pre-service teacher schedule

Table 3 Pre-service's academic schedule

Hour	Time	Monday	Tuesday	Wednesday	Thursday	Friday
First	6:00 – 6:59	6° C	6° D		6° A	
Second	7:00 - 7:59	6° E		6° D		6° F
Third	8:00 - 8:59	6° A		6° B	6° D	6° E
	8:56 - 9:30	**B**	**R**	**E**	**A**	**K**
Fourth	9:30 - 10:29					
Fifth	10:30 - 11:29		6° C	6° C	6° E	6° B
Sixth	11:30 - 12:30	6° F	6° F		6° F	6° A

2.1.5. Institutional Program

2.1.5.1. *Vision*

On 2023 the General Santander Technical Institution with emphasis on ecotourism will continue to be recognized in the municipality and the department of Arauca, as a public entity accredited academically and socially for its management to respond at the different challenges facing the current society. The institution will promote the regional empowerment through the implementation of projects based on the development of job skills related to ecotourism as an environmental and social practice.

2.1.5.2. *Mission.*

The General Santander Technical Institute is an inclusive public educational institution in the municipality of Arauca, inspired by the in the respect for human rights and integral development; which provides an educational service to children and young people at the levels of formal education: preschool, basic education (primary and secondary school) and technical high school education with specialization in ecotourism.

This institution trains people with high criteria of scientific and research performance who learn to: be, do, know and live in community, interacting in it and transforming it at a local, regional and national level; focused on the formation of values, healthy lifestyles, the adequate use of free time and the acquisition of labor competences that make possible the development in the diverse productive fields, attending to the institutional emphasis, with an ethical and responsible mentality around the environment.

2.1.5.3. *Principles of the educational institution*.

Integral formation: Development of the human dimensions: ethical, moral, corporal, socio-affective, emotional, intellectual and communicative.

Quality Academic Training: To develop academic processes that allow the appropriation of knowledge and contribute to the development of their community.

Coexistence learning: As a social being, learn to relate, to live together harmoniously with others, based on tolerance, respect, autonomy and freedom with responsibility.

Sense of belonging and love to the Institution: To know the Institution, appropriating the philosophy and practice as an active member of the educational community.

Sense of belonging, respect and love for the Homeland: To participate in civic activities of the Institution, the Neighborhood, the Municipality and other entities, showing respect and commitment, as part of its human dimension.

2.1.5.4. Symbols of the institution

Institutional flag

Figure 1Institutional flag

It has a rectangular shape, divided into two horizontal zones or stripes and equal width and length (equal width and length).

The upper strip is intense yellow and represents wealth, it is a symbol of the maturity of the fruits and their respective harvests, it symbolizes the abundant sunlight, the star king in its fullness, as for the school, yellow means the wealth concerned to the Gnostic acquisition, this establishment is rich in given and acquired knowledge, the harvest has yielded excellent

promotional fruits, maturity is noted in the decisions made by the school community, the color that solar yellow emanates is like the affection that bathes the Santander who is proud to be one.

The lower green (dark) strip represents hope, rich vegetation and mining wealth. Green is the symbol of the tree and the bush, especially it alludes to the grass that grows spontaneously in the sheets and socks. At school it represents the constant planting of trees, native and exotic plants, love of nature has been a goal in this institution for both teachers and students.

The green color symbolizes the emerald, a fabulous gem that is the pride of Colombia and a paradigm of beauty when carved.

This campus has been a champion of Colombian identity, it teaches us to respect our homeland and our symbols, to love is to love Colombia and to be proud of being Colombian.

2.1.5.5. *Institutional shield*

Figure 2 Institutional shield

It is a blazon in the form of a coat of arms: It is a shield surrounded by another shield; in the largest shield it says: "Arauca" (on the sides): "General Santander Technical Institute". All this legend is black on a white background. The edge of this shield is marked with a thick black line. The lower shield is also marked with a black line. It is divided into two equal zones, by a diagonal (oblique). One of the areas of intense yellow color, in it are drawn the upper section of the torch and a white-green ball. In addition, one of the angles of the triangle has been located in this green area. (Black-white color) the background of this area is emerald green.

In the other area the dark green color predominates, in it an open book and a triangle-shaped ruler are drawn or represented, within the aforementioned triangle the design of the torch or tea begins, they are drawn in black and white with a yellow background. The symbolism lends itself to multiple interpretations. An open book that represents culture, wisdom, the command of the idiomatic. We can also interpret it as our sincerity and loyalty, since to be "which open book" is to be sincere and loyal.

A square (or ruler in the shape of a right triangle) symbolizes the precision in the acquisition of knowledge, the rectitude in the actions of the students and educators. The torch or tea represents freedom and liberality in the collegiate community, the teacher and speaker are free within a regulated democracy to avoid debauchery. It is a symbol of reciprocal respect between teachers and students, there is liberality to disagree, but without reaching dogmatism.

The flame represents the realization of freedom and liberality through successive generations and promotions that leave the campus. The football is a symbol of love for a healthy life, love and sport, democracy in the training of the student, the intellectual subjects dosed with the non-intellectual ones, all balanced, neither too much intellectuality nor too much sport.

2.2. Pedagogical aspects

2.2.1. Planning the language area

After having talked in detail about the strengths and weaknesses of the students of each groups led by the English teacher, it was considered the importance of maintaining the main aspects of the original English class planning from teacher's area. The planning used by the teachers of the area of English is a simple format which consists of two sections, the first section mentions: the pedagogical proposal, competences and curricular standard. The second section consists of five statements that correspond to: standards, basic learning rights, topics, oriented contents and non-oriented contents.

INSTITUCION EDUCATAIVA GENERAL SANTANDER ARAUCA				
PLAN DE MEJORAMIENTO ASIGNATURA INGLES 2020				
PROPUESTA PEDAGÓGICA:				
COMPETENCIAS **LINGÜÍSTICA**				
ESTANDAR CURRICULAR DEL AREA				
ESTANDARES	DERECHOS BASICOS DE APRENDIZAJE	TEMAS	CONTENIDOS ORIENTADOS	CONTENIDOS NO ORIENTADOS

Figure 3 Lesson plan

2.2.2. Working Methodology the English Teaching Staff

Taking into account that observing or having a different perspective from that of the teacher was difficult due to the fact that the English area does not have direct encounter or contact with the students, much of the methodology implemented was evident in the use of the guides from the English area. For the development of each package of guides, the teacher prepares a written material with all the explanations of the subject and then there are the application workshops. These guides are organized for one-month classes, that is, students will have one month to answer the guides. During the Monday of each month the student will be able to use the WhatsApp groups to solve the doubts or concerns of the students.

2.2.3. Available Pedagogical Resources

Taking into a consideration all the limitations that the current Covid-19 pandemic and the declaration of the health emergency worldwide, the Colombian National Ministry of Education (MEN) has established the virtual modality as the most viable model to guarantee the continuity of education the MEN has already proposed all audiovisual resources available for achieving this goal. The directives office, the teaching staff and the parent's community of the Santander General Technical Institution have agreed that the work through packages of physical guides would be the most viable way to continue with the new academic normality. In other words, the resources available in this institution are limited and conditioned in terms of reading and writing physic material and the explanations and interactions between teachers and students are virtually.

2.2.4. Colombian National Ministry of Education Guide Text

The Ministry of Education after the declaration of the health emergency presents two books or manuals (Way to Go - English Please) focused on reading and literature in English, these materials are adapted to motivate the learning and teaching of foreign languages of in all educational institutions of the country. These books present readings according to the language level of the course but, if the students want to have access to listening comprehension exercises, which are essential to learn a foreign language, they can access the material through a *Colombia Aprende* profile on the web page. On this occasion, the teacher uses the material and method proposed in the Way to go book, adapting the material to the work modality and the students' response possibilities, also modifying the content or enriching it with other books.

Figure 3 "Way to go" book

2.2.5. Syllabus

Table 4 Annual English program

PROGRAMA ANUAL DE INGLES 2020	
REPÚBLICA DE COLOMBIA **DEPARTAMENTO DE ARAUCA** **INSTITUCION EDUCATIVA GENERAL SANTANDER**	
DOCENTES	Lic. Aixa Ruth Rivas Lic. Darly Patricia Soriano Lic. Félix Benítez Lic. Francelina Camargo Lic. Xzabrina Morales
INSTITUCIONES EN CONVENIO	➢ Institución técnica educativa general Santander bachillerato. ➢ Institución educativa general Santander primaria. ➢ Concentración escolar Miramar.
GRADO	SEXTO
CONTENIDOS	
- Diagnostico. - Saludos. - Pronombres personales: todos. - Verbo *to be* en presente simple (formas afirmativa, negativa e interrogativa). - Demostrativos: *this, that, these, those.* - *There is, there are.* - Reglas de pluralización. - Presente simple de los verbos regulares e irregulares. - Vocabulario. - Tag Questions. - Preposiciones. - Presente continuo. - Interpretación de textos. - Miembros de la familia.	

- Profesiones.

- Manejo del diccionario.

- Diálogos sencillos.

- *Verb to Have.*

- *The weather.*

- Gramática (los artículos, los pronombres, oraciones afirmativas, negativas e interrogativas empleando el verbo *to be*, las palabras *Wh* de información, adjetivos posesivos y calificativos→Descripciones, Adverbios de frecuencia, demostrativos, Los números de 1 a 100. Pronunciación y escritura.

- Oraciones sencillas con el vocabulario visto.

SUGERENCIA

Iniciar los contenidos en sexto reforzarlos en los grados siguientes.

COMPETENCIAS

- Desarrollar el interés por el estudio de la lengua inglesa.

- Emitir mensajes sencillos en forma oral y escrita.

- Escribir oraciones sencillas empleando el verbo *to be*.

ESTANDARES

- Crea pequeños diálogos con las expresiones y vocabulario dados.

- Incorpora significados y palabras de inglés a su léxico.

- Utiliza el verbo *to be* mediante la elaboración de oraciones y diálogos.

- Utiliza y pronuncia correctamente los números 1 al 100.

- Lee y comprende vocabulario y textos sencillos.

- Utiliza el diccionario en sus actividades cotidianas para enriquecer su léxico.

- Emplea a través de pequeñas composiciones los pronombres personales y adjetivos posesivos.

- Aplica correctamente las reglas de pluralización de sustantivos regulares e irregulares.

ESTRATEGIAS METODOLÓGICAS

- Reading.

- Speaking.

- Listening.

- Writing.

- Aplicación de evaluaciones tipo ICFES.

- Durante cada periodo.

- Aplicación de vocabulario básico en ecoturismo.

2.2.6. Methodology

Taking into account the methodology adopted by the educational institution is distance education from home and cooperative work with parents, it is evident that the approach used in this modality is autonomous work and virtual tutoring spaces. This teaching-learning method was carried out through worksheets and regarding the design of the worksheets; the teacher does not use lots of colors or drawings for the explanation of the topics, this explanations are done in Spanish to avoid confusion or misinterpretations due to the language, but in the workshops, documents are not translated into Spanish but there is a vocabulary bank.

2.2.7. Modalities of Accompaniment to Learning

In the face-to-face classes, the teacher in charge of the English course had stipulated days and hours to attend each group but, due to the work from home, the virtual mode of the classes and synchronous meetings are not feasible; teachers decided to make some worksheets with explanatory material with vocabulary and grammar topics that are sent to students per month and during every Monday of each week of the month, students can contact the teacher through WhatsApp or by phone call during the hours of 8 am at 2 p.m.

2.2.8. Design of Worksheets and Materials

The English teacher prepares a worksheets that takes a month to be resolved, theses guides have a number of activities equivalent to the number of meetings that students would have in face-to-face classes, this material is distributed physically because based on parents opinion is not possible or viable to work everything virtually when parents have two or more kids at home.

2.2.9. M.E.N. Guidelines Courses

Under the current public health situation, the Ministry of National Education has a series of regulations and educational policies that allow the teaching body, students and parents to develop all of the learning and teaching spaces of the different academic contexts through the following resolutions, decrees, directives and circulars.

First, Resolution No. 385 in which a health emergency is declared due to the COVID-19 coronavirus and measures are adopted to deal with the virus. We can also find resolution No. 003963 in which the legal terms are suspended within the administrative investigations carried out by the Ministry of National Education against the Institutions of Higher Education for reasons of public health. Resolution No. 0008 that corrects the previous resolution 0007 of 2020 in which new technical - administrative guidelines, standards and minimum conditions for the operation of the School Feeding Program - PAE are temporarily issued, taking as a context the State of Emergency, Economic, Social and Ecological, derived from the COVID-19 pandemic.

On the other hand, we find Decree 491 in which emergency measures are adopted to guarantee care and the provision of educational services. Decree 532 dictates the measures for

the entry of students to undergraduate programs in higher education institutions, within the framework of the State of Health Emergency and finally Decree 660 by which measures related to the academic calendar are issued for the provision of the educational service, within the framework of the State of Health Emergency.

Finally, we enter the directives N °. 02, 03, 04, 05, 06, 07, 08 09, 010, 011, 012 and 013; in which the ministry exposes the transitory measures for the continuation of the classes, the prevention and care orientations in the face of the pandemic, the use of technologies as a tool for the development of face-to-face academic programs, the pedagogical strategies of academic work at home, the recommendations in the hours of academic work and general recommendations for the development of academic activities of practical and research laboratories in Educational Institutions.

2.2.10. Technological Aspects

2.2.10.1. Connectivity

The connectivity or access to an Internet connection is one of the fundamental resources to guarantee the success of the educational work in this current modality (virtual-distance-from-home) however, this determining factor of the success of this modality of work becomes the biggest limitation for the development of the educational work. For this reason, the teachers of the institution agree in pointing out that the lack of constant coverage of the Internet is a reality that affects more than 60% of the total students.

2.2.10.2. Access and use of platforms

Although teachers at the General Santander Institution know about and regularly use some free educational platforms such as Google Classroom and e-mail groups to send study materials and solved worksheets in digital format, teachers consider that this type of platforms were difficult to use and require a lot space in cellphones for installing it however, teachers found that the simplest and most practical platform for keeping in contact with students are WhatsApp groups because this groups work as an informal space for the exchanging between parents, students and teachers with .

2.2.10.3. Type of Encounters

The General Technical Institution Santander, in response to the demands of the Colombian Ministry of Education, considered maintaining two types of meetings to give continuity to the classes under the virtual modality, that is, synchronous and asynchronous meetings. This means that the institution considered it necessary to have this type of meeting to obtain the greatest possible coverage in terms of the quality of education.

2.2.10.4. Synchronous

Taking into account that institution working model is not based on synchronous meeting for English classes, this type of meeting is held once a week on a specific day by subject for six continuous hours. In order to clarify or guide the teaching-learning process the school teaching staff keep in contact with the students through WhatsApp groups for providing to the students a tutoring space.

2.2.10.5. Asynchronous

The asynchronous sessions or meetings are carried out through the monthly worksheets where the teacher proposes a workshop to solve from an explanatory material of the subject to work and the student returns the material left fully developed.

2.2.11. Population and Information of the Subjects

2.2.11.1. Number of Students

The English teacher has three different grades here; six 6th grade groups (6th A, 6th B, 6th C, 6th D, 6th E and 6th F), one 10th grade group (10th B), and one eleventh grade group (11th B). The sixth grades have 30 students on average and 35 students per group, that is, there is a total of approximately 195 students, from which 60% of the students are female and there are 117 girls and 78 boys. In the tenth grade B there are 17 boys and 15 girls, which means that there is a total of 32 students. In the eleventh grade B there is a total of 30 students of which 15 are boys and 15 are girls. The ages of these 257 students range from 11 to 17 years old. The level of foreign language of the students is based on the impressions and experience of the teacher with the students, that is, that the students of sixth grade according to the English teacher are at an A1 level, those of the tenth and eleventh grade in a level B.1.1.

2.2.12. Teachers Council

2.2.12.1. Administrative Body

The institution's administrative body is composed of:

1. **Principal:** Manuel de Jesús Prado

2. **Behavioral coordinator:** Julio Arcenio Peña Valderrama

3. **Academic coordinator:** José Aldemar Díaz Muñoz

4. **Secretary:** Karina Lozano Torres

5. **Counselor:** Esmeralda Fernandez

2.2.12.2. Parent Community
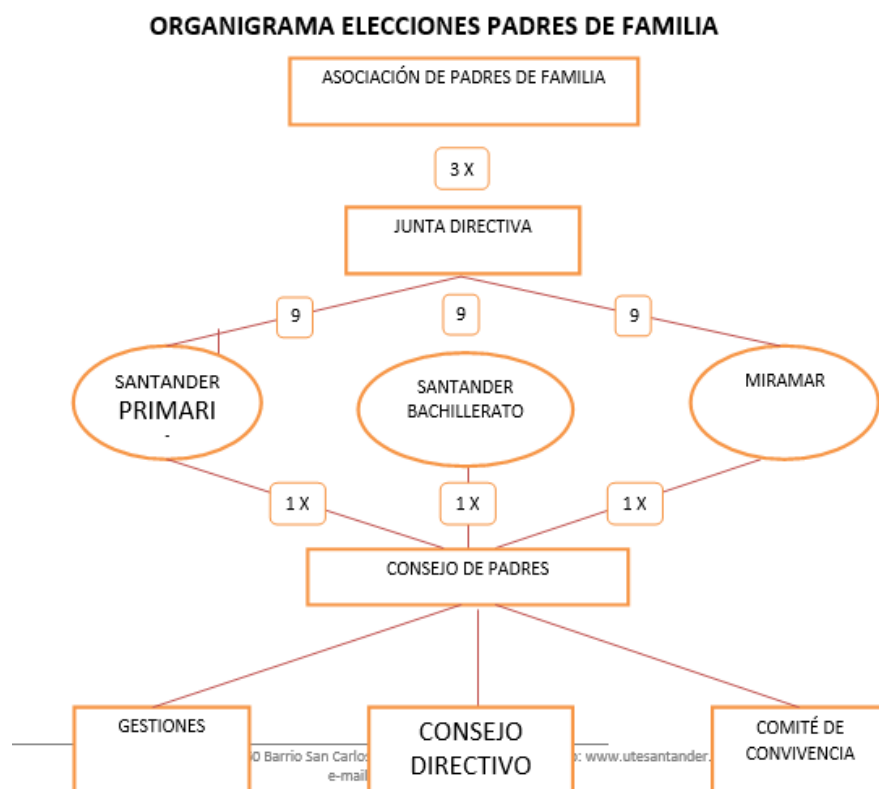
Figure 4 Parents organization

Chapter 3. Pedagogical Component

The Use of Drawing as a Tool for Improving Reading Comprehension Skills of Six[th] Grade Students at General Santander Technical Institution: An Action Research

3.1. Introduction

In order to improve the quality of education in the country, the national government has carried out various projects in order to improve the articulation of each of the components of the Colombian educational system. In this way, the Ministry of National Education (MEN) created the National Bilingualism Program (PNB) as a strategy to improve education in the country and in this case seeks to improve the quality of foreign language teaching in the national territory. Likewise, with the objective of achieving a better performance in the teaching of English, the M.E.N seeks that students finish their secondary education with a level of proficiency in English B1 (pre-intermediate), according to the Basic Standards of Proficiency in Language Foreign: English.

However, it is evident that the performance of students in the area of English can be affected by various causes such as the lack of tools to analyze texts, mastery of a vocabulary range and lack of motivation towards learning English. For this reason, the implementation of a project that positively contributes to the students' abilities in the area of English was necessary to have an extended conversation with the teacher in charge of the English course and focusing on a

deficiency that slows down the normal progression of the English courses and then starting to build a possible solution to this problem.

Taking into account the guidelines of national administration for educational projects and their requirements for the learning and teaching English improvement, it was important to establish that the diagnosis stage of this project was made with the English teacher area of the institution and it was possible to conclude that the level of English of the sixth-grade students does not have comply with the specific standards established by the PNB specifically in the reading comprehension skill. For this reason, this project was carried out to implement the use of the drawing as an interpretative tool for sixth grade students in order to develop their reading comprehension skills in English.

3.2. Statement of the Problem

Based on the basic standards of competences in foreign languages teaching-learning; one of the skills of the students from sixth grade must present an A1 level. However, reading comprehension is an important ability for mastering a foreign language. The international standards stipulated that beginners should be able to understand short texts with simple vocabulary of very frequent use with the help of graphics, drawings or illustrations. Nevertheless, after having a conversation with the cooperating teacher the sixth-grade courses at General Santander Technical Institute, it was possible to perceive that these standards were not reflected in the development of reading comprehension activities, since students limit themselves to translating the text word by word with a dictionary without understanding its main and secondary ideas. Besides, it was possible to conclude that the texts taught by the teacher has not other use than reading without doing any kind of activity with the information in the text.

On the other hand, students are not habituated to read in English and therefore they tend to get bored in class. For this reason, it was important to address this situation using a tool that motivates students and gets them interested in reading and in this way, they bring under control what they are learning. With the purpose of developing students' reading comprehension and motivates them to work and develop class activities, the use of the drawing represents a way to understand and interpret artistically and creatively. Taking into account the purpose of this project, it was necessary to raise one question for guiding the whole process: How to develop students' reading comprehension skills through the use of drawing as an interpretative tool?

3.3. Justification

To read and understand a text in a foreign language when people are at a language level A1 or beginner can be a challenge and more so if we talk about students who have just made their transition from primary to secondary school. Certainly, this important skill helps students to be successful in their learning process in school and in their lives in general (Carrell & Eisterhold, 1998). Based on this, it is important to observe and identify students' own interests using reading content and pedagogical teaching methodologies to implement strategies that motivate them to learn. Taking this aspect into account, this project seeks to facilitate students' learning in reading comprehension activities through the creation of interpretative guided drawings as a learning tool.

After discussing with the teacher about the reading comprehension activities carried out in class, it was evident that the students were unmotivated when it came to reading. Furthermore, translation was one of the main strategies applied by the students, which made it difficult to identify the complete ideas of the text and facilitated the recognition of key words. Therefore, through the use of drawing, students could develop their creativity by following the main ideas and the most relevant parts of each text in order to improve their comprehension skills and motivate reading in the foreign language. It is important to highlight that drawing represents a very interesting tool to increase students' motivation towards reading and to develop activities in the English course (Gardner; H, 1983).

3.4. Objectives

3.4.1. General Objective

- To develop sixth grade students' reading comprehension skill using the drawing as an interpretative tool.

3.4.2. Specific Objectives

- To motivate the students' learning process by including the drawing in reading comprehension activities.

- To implement guided drawing as a pedagogical tool for interpreting texts.

- To know students' feeling towards the use of drawing for interpreting texts.

3.5. Literature Review

In order to use the drawings as a tool to interpret texts, it was also taken into consideration that the drawings can be used as a method to develop the reading comprehension capacity of sixth grade students of the technical educational institution General Santander. To achieve this objective it was important to investigate the teaching methodology used and the results obtained in the different stages. Therefore, the following categories emerged to develop the different aspects of this project.

3.5.1. Drawing as a Tool for Reading Comprehension

The development of reading comprehension skills in a foreign language has been the subject of study by several experts who consider it one of the most difficult skills to acquire. And it is for this reason that in some cases in the process of developing reading comprehension students can slow down the process of learning a language. According to experts, the comprehension of written texts should be presented in a striking and creative way to generate in students an apprehension of the text and its meaning (Sheir, Mustafa & Abdullah, 2014). This indicates that the improvements in the students' reading comprehension ability were due to the inclusion of visual and more flattering resources such as graphs, drawings, diagrams and the participation questions that will help the reading process. Accompanying the reading of other types of activities helped to improve the students' EFL reading skills while they carried out tasks; the researcher surrounded them, monitored them, guided them and gave them positive feedback which favor the students to be motivated by reading.

In the same way, Inuwa, Anne Althea, Haryati Bt. (2014) conducted a study untitled *"Factors Motivating Code Switching Within the Social Contact of Hausa Bilinguals"* on Journal of Humanities And Social Science (JHSS) in which the main objective was to find out whether or not there was a significant improvement in students' reading comprehension and writing achievements after they were taught by using mind maps or drawings. First, after analyzing the data, the author was able to conclude that there was a significant difference in performance in reading comprehension between students who were taught pictures and those who were not. Taking into account that most of the students said that the use of the pictures had a positive effect in improving their performance in reading comprehension by identifying the main ideas of a document and discovering the connections between them.

Kusumaningrum, F. (2016 based on the results of his study *"Using Mind-Mapping to Improve Reading Comprehension and Writing Achievements of the 4th Semester Students of STAIN Curup"* concluded that reading activities with graphics have a significant effect on the reading comprehension of first-year students in narrative texts. This research aimed to find out if there was a significant effect on the use of graphics or drawings on the reading comprehension of first-year students. The research model was a pretest and posttest group design. After having analyzed the data, it was evident that the use of graphics and drawings made it easy for the students to understand the narrative texts and for the students to focus on the ideas. In this way, it can be inferred that graphics, drawings or visual schemes can provide a positive contribution and better results to increase students' understanding of texts.

3.5.2. Methodologies on the Pedagogical Projects

Haroun (2005) establishes that asking students to draw for demonstrating their comprehension of main ideas of a text, teachers are able to understand what a student's prior knowledge was and how well the student understands the assignment or the material being taught. This is a very effective way of evaluating students' understanding. That is why it is necessary to keep in mind the process in order to introduce a pedagogical tool in the class. For each class it was presented a sequence of activities before creating a drawing taking into account the following process.

Planning: For the first stage, it is necessary to prepare the sequence of the process and activities to develop in class using guided drawings as an interpretive tool including the tests that are going to be worked in class. **(Annex 1)**

Teaching: Foreign languages teaching process supposes a constant challenge because it is necessary to use as much resources as possible and it is there when drawing can be used in class to brainstorm and generate discussions. This will encourage students to participate but also to fully understand a topic and its nuances by creating connections between ideas, characters, places and actions.

Presentations: A way to develop student's communication skills is through presentations. Therefore, students can easily describe their work through drawings because drawings act as visual information providers and encourage the audience to engage with the material that is being presented.

Creativity: Not only will this exercise encourage creativity, but it will also help students think for themselves and have some fun with it or create their own version of the stories.

Learning: Drawings have been embraced in the education as a learning tool which help students make connections between different stages of a text and delving in-depth into sense of the text.

Collaboration: Students can easily work with their families taking into a consideration the social distance during the virtual modality who facilitate family collaboration.

Assessment: An effective way to use guided drawings for assessment is to ask some questions to the students, those questions are related to text previously read and then students should answer the questions using drawings for expressing their ideas about the contents of the text. Students will retain the information better and it will also reassure teachers that students remember and understand the text. Comprehension: Analyzing study material by reflecting on what they have learned is key to fully comprehending text information.

3.5.2. The Use of Drawing as a Pedagogical Tool to Interpret Texts

Drawing is a pedagogical tool that uses brain management to open all the hidden brain potency and capacity. For that reason, Gardner (1983) mentions eight types of intelligence (Logical/Mathematical, Linguistic, Musical, Visual/Spatial, Bodily-Kinesthetic, Naturalist, Interpersonal, and Intrapersonal). One of the intelligences proposed by Gardner is the Visual/Spatial and this type of intelligence focuses on optimizing the learning-teaching process. In this way, guiding a drawing to interpret a text can suppose a moment of artistic freedom and where the student can expand the interpretations of the text, which allows the reader to separate the text from different parts and build the global and specific ideas of the text. Then we can use these images to stimulate imagination and memory to keep the focus of attention on the text. The

third step is to focus on the use of colors and space in the drawing, which can add energy and creativity to the interpretation of the text. So, drawing is a simple tool that can be used to promote the texts comprehension creatively and effectively. Besides, it can help the students to memorize information. Moreover, drawing can make the students to take over the contents of the class because there are colorful pictures and they can draw with some level of freedom.

3.5.3. Research Approach

This study was focused on a qualitative research design. Qualitative because, taking into account the definition proposed by Gerson and Horowitz (2002), "it involves some kind of direct encounter with the world, whether it takes the form of ongoing daily life or interactions with a selected group" (p. 199). These authors also affirm that in qualitative research the researchers are not only concerned with measurable facts or events as in quantitative research, but also with the ways that people construct, interpret and give meaning to these experiences. Besides, this paradigm of research offered the possibility to describe and interpret in a detailed way the findings provided by the data in order to understand the phenomena.

Taking into account that this project was developed based on a specific problem identified in a specific context, this research followed an action research design. According to Creswell (2012) in this approach, the participants have an active role and work with the researcher proposing alternatives to solve the situation that affects them. Moreover, according to Johnson and Christensen (2004), "Action Research is focused on solving specific problems that local practitioners face in their schools and communities" (p. 11). For this reason, action research

provides the elements and information necessary to explain phenomena and improve the educational practices.

3.5.4. Population

This study was carried out at General Santander technical Institution with six[th] graders. Each course counts on three hours of English per week. This grade was divided into six groups, in which six[th] grade, group A is composed of 31 students, group B is composed of 32 students, group C is composed of 35, group D is composed of 32, group E is composed of 33 and group F composed of 32. The group that participated in this action research was not part of one of the groups of the six[th] grade students. Subsequently, the participation in the project was voluntary for students who want to participate of this research study.

3.5.5. Approach of the Pedagogical Component

Haroun (2005) considers that by asking students to create drawings demonstrating their comprehension of a concept, teachers are able to understand what a student's prior knowledge was and how well the student understands the assignment or the material being taught. This is a very effective way of evaluating students' understanding. That's why it's necessary to keep in mind the process in order to introduce this technique in the class. For each class it was presented a sequence of activities before creating the mind map taking into account the following process.

Taking into account that this year practicum in the educational sector changed radically due to the health emergency declared by the global pandemic Covid-19, home education became

the first option to solve this problem therefore, online resources constitute a complement for learning a foreign language because it provides a variety of resources and tools like a videos, images, texts, and sounds for students with the aim to practice grammar, reinforce the class topics and the use of language for communication. So, virtual resources represent the opportunity to individual work to carry out virtual activities from their homes. They also have the opportunity to share experiences, points of view, and knowledge by virtually interacting with each other and the teacher.

3.5.6. Methods of Data Collection

3.5.6.1.Techniques and Instruments to Collect Data

3.5.6.1.1. *Semi-structured Questionnaire*

Questionnaires are particularly useful for getting the story behind a participant's experiences. The researcher can pursue in-depth information around the topic. According to Mathers, Fox and Hunn (1998), "Semi-structured questionnaires involve a series of open-ended questions based on the topic areas the researcher wants to cover." The open-ended nature of the question defines the topic under investigation however, provides opportunities for both researcher and participants to discuss some topics in more detail. Furthermore, when carrying out a semi structured questionnaire it allows a degree of freedom and adaptability in getting the information from the participants, in this way it is possible to use some prompts to encourage the questionnaire to consider the question further in order to get a more elaborated answer. The main purpose of this semi-structured questionnaire was to know students' attitudes towards the use of guided drawing.

3.5.6.1.2. *Journals*

Wiegerová (2013) considers that a research journal is a personal document where the researcher keeps all the experiences during the researching process and the import information that don't a determined place for the research context. So that, the author affirms that the journals are an instrument for capturing subjectively experienced, past situations and events that occurred in the study context. In this case, the pre- service teacher was able to express their perception about the whole implementation process, as well as reflect on facts that will help her improve the development of the proposal. The pre- service teacher also used journals as a way to evaluate, observe, and analyze the process of students' implementation of the use of online resources to improve writing skills.

3.6. Theoretical Framework

Taking into account the main aim of this project is to develop the English reading comprehension in sixth grade students through the use of drawing as an interpretive tool that facilitate the learning – teaching process. That is why it is important to understand the meanings of the following theoretical terms: Teaching and learning of a foreign language, reading comprehension and drawing as an interpretive tool.

3.6.1. Teaching and Learning a Foreign Language

Foreign language learning and teaching refers to the process of acquiring a non-native language outside of the current environment where it is commonly spoken. Furthermore, a distinction needs to be made between learning "foreign" and "second" languages. A second language is known as the acquired language that a student learned differently from their common environment. In terms of research, Second Language Acquisition (SLA) is a general term that encompasses the learning of a foreign language and investigates the ability of humanity to learn other languages and not just the first language acquired, the mother tongue.

The acquisition of a non-native language includes several disciplines such as psychology, linguistics, language pedagogy, education, neurobiology, sociology and anthropology. By studying another language, the individual is able to communicate effectively and creatively by participating in real life situations through the authentic culture itself (Moeller and Catalano, 2015).

3.6.2. Reading Comprehension

Eskey, D. (1998) defines reading as a receptive language process. It states that it is a psycholinguistic process that begins with a representation of the linguistic surface encoded by a writer and ends with a meaning constructed by the reader. Based on this author's statement, it can be said that in this process there is an essential interaction between language and thought. He maintains that "the writer encodes thought as language and the reader decodes language into thought" (Goodman, 1998, p. 12). During the reading process it is the reader who has the role of making sense of the words and phrases that she reads to build knowledge.

On the other hand, Dechant, E. (1991) and Dijk and Goodman, K. (1998) considered that reading comprehension is the process of creating meaning from the text in which the main purpose is to obtain an understanding of the text rather than to acquire meaning from individual words. or phrases. The result of reading comprehension is the mental representation of the meaning of a text that is combined with the reader's prior knowledge.

3.6.3. Drawing as an Interpretive Tool

Drawing can be considered as the most direct interpretation tool because it highlights the individual's artistic potential, the level of attention and the free development of creativity. Farmer, Jennie L.; Leonard, Alison E.; Spearman, M.; Qian, M.; Rosenblith, S. (2016) consider that drawing is one of the languages of the subconscious that allows in a direct and enriching way to give us complete information about the global state of attention of a person and is also a therapeutic tool that can be very respectful and positive, since it allows the person channel their tensions and evolve emotionally, becoming aware of their blocks in a progressive way. In other words, drawing can be a tool that will allow you to quickly understand what is happening beyond what can be counted verbally, at the same time that it can help to establish objectives that are very focused on good in a specific educational need.

It is well known that drawings can be used in language classes and are a resource that works as a support in the creation of interactive situations, dialogues and to present characters using certain expressions that facilitate explanations of the grammatical structures that they may present some degree of difficulty in their student learning. For example, if we want to teach the greetings and goodbyes, in a group of children, starting by drawing several children, adolescents

and adults greeting each other is a good way to start, later they can be presented with some situations where the greetings and goodbyes will be the center of the class, then a space will be opened for student participation and role-plays can be started in small groups using the foreign language.

3.6.4. Research Methodology

To address the design of this research it is necessary to emphasize that it is a qualitative research because taking into account the definition proposed by Gerson and Horowitz (2002), "it involves some kind of direct encounter with the world, either in the form of everyday life in progress or interactions with a selected group" (p. 199). These authors also describe that in qualitative research, researchers are not only concerned with measurable facts or events as in quantitative research, but also with the fact that priority is given to the ways in which people think, interpret, and experience. In addition, this type of research offers the possibility to describe and interpret in detail the findings provided by the data to better understand the phenomena.

On the other hand, this project is developed from a specific problem that was identified in a given context, this research followed an action-research design. According to Creswell (2012) in this approach, participants play an active role and work with the researcher in proposing alternatives to solve the situation that affects them. In addition, according to Johnson and Christensen (2004), "Action research focuses on solving specific problems that local professionals face in their schools and communities" (p. 11). Therefore, action research provides the elements and information needed to explain phenomena and improve educational practices.

3.6.5. Methodology of the Guided Drawing

Díaz (2007) considers that it is extremely important in guided drawings to consider several aspects in the evaluation and execution of a directed drawing and he lists three key elements: perception, interiorization and expression.

I. Perception, as an essential part of the drawing process. For this to be complete we will have to go deeper into the observation, even being aware of the illusions and deceptions both perceptive and cognitive. We will have to begin, then, by learning to look (with all the senses), letting us feel, implying the touch, the listening..., If we focus only on the sight, it can deceive us, because it resorts to the memory showing us what we expect to see, the more senses we imply (the touch, the listening...), the deeper and more certain will be our look (Martínez-Liébana, 2003), we must refine them to get to feel DRAW what we want to draw. It is important to approach the drawing from the model's own perception, so it is also important that it is from nature and not an already interpreted version (Díaz Padilla, 2007).

II. Interiorization, making what we perceive our own (López Quintas, 2000), forgetting what we have learned about what we are drawing, a critical circumspection (González Lucini, 1996) that allows us to understand what we have perceived. That's why drawing implies an important intellectual effort and therefore requires great concentration.

III. Expression, to reveal that which was hidden through the elements available to us through drawing (Morris, 2011) "We only see what we look at. And looking is a voluntary act, as a result of which, what we see is within our reach, although not necessarily within the reach of our arm (...). Our vision is in continuous movement, continuously learning the things that are in a

circle whose center is itself, constituting what is present for us just as we are". John Berger, 2002, P:1

The stroke, expresses, through the hand what moves us from inside, gives us information about ourselves, the state in which we are, is our trace. We would have to experiment with supports and techniques to choose the one we feel most comfortable with, since this conditions the type of graphics and stroke very much. A pencil, a marker, ink with a cane, brush, stick... take us through different paths, even is conditioned by the personal moment in which we are.

Graphics is the essence of drawing and, at the same time, our personal imprint that speaks of us, when we manage to free it from stereotypes learned and memorized since we were children (Edward, 1979). Our trace, testimony of our impulse. Even without being aware of it. "The trace is the imprint of the action and, as such, it is introduced quantitatively by the one who draws; suggesting a materiality conceptualized from the beginning and premeditated as far as this quantification is concerned". (Javier Franquesa, 2003) P: 549. Therefore, guided drawings is a simple technique that can be used to interpret creatively and effectively in order to understand a text. Besides, it can help the students to memorize information. Moreover, guided drawing can make the students take over the contents of the class because there are colorful pictures and they can draw a creative diagram of the text.

3.7. Data Collection

The following timetable illustrates a schedule to follow the activities along the 10 weeks of practicum stage in order to have a successful guide to collect data.

Table 4 Data collection timetable. Pedagogical component

Instruments	Weeks									
	1	2	3	4	5	6	7	8	9	10
Reflective Journal	X	X	X	X	X	X	X	X	X	X
Semi-structured Questionnaires								X		X

Table 5. First activities chronogram

Week	Date	Activity	Note
1	September21th – 25th	Explanation of the project. Rules and topics	In order to make students feel interested, the teacher takes into account some topics proposed by them.
2	September 28th – October 27th	First Workshop.	This first topic to develop reading comprehension activity will be in Spanish and because students are not used to read in English constantly

3	October 26th–30th	Second workshop	Use of short and simple texts in order to create the first interpretative drawing in English.
4	October 5th – 9th	Holidays	
5	November 23th – 27th	Third workshop activity in English.	Short story
6	November 30th – December 4th	Graduation ceremonies	

Table 6. Final activities chronogram

Week	Date	Activity	Note
1.	From 19 to 23 October.	Call for the course.	There was no positive response to the course
2.	From October 26 to 30.	Call and registration.	Due to the lack of response to the course, it was necessary to extend the invitation for one more week
3.	November 6th	First meeting, presentation of the teacher and the students.	Only two students took part.
4.	November 9th	Course details, project presentation	There were no assistants
5.	November 11th	Expectations and doubts of the course. Establishment of work hours.	Only two students took part.
6.	November 13th	Key concepts about	Four students took

		the course.	part.
7.	November 16th	Guided drawing.	Just three students took part.
8.	November 18th	Reading comprehension.	Four students took part.
9.	November 20th	Approach to the text in English and reading of texts in English.	Four students took part.
10.	November 23th	Interpretation of texts through drawings	Just three students took part.
11.	November 25th	Interpretation of texts through drawings.	Just three students took part.
12.	November 27th	Collection of drawings and delivery of certification	Four students took part.

3.8. Implementation of the Proposal

Firstly, it was needed to introduce the project to the students to motivate them to work on the development of reading comprehension process and taking into account the working modality of this institution for having the greatest coverage face of the declaration of health emergency due to the global Covid-19 pandemic was through explanation guides and monthly application workshops physically where WhatsApp groups function as spaces to give general information about the subjects and by internal messages with the teacher as tutoring spaces. So, project proposal was focused on writing or reading skills. It was decided that the project would be directed towards the development of written comprehension using drawing as a pedagogical tool in the worksheets of the English course.

Due to a number of problems with the coordination and time management on the part of the educational institution, the pedagogical proposal could not be developed as it had been initially conceived through the same work guide packages of the English subject. Therefore, it

was proposed that the project be executed under the modality of a free English course. This free English course was created for students who wanted to learn or improve English skills; this course would not be part of the English classes of the institution which would be an English course to take advantage of free time in the afternoons where at the end of the course they will receive a certificate of the hours attended to the course.

3.8.1. Guided Drawing

This lesson was proposed as the first for students to have a different perspective of the English course and to understand how a language class can be a perfect space to make the connection with other disciplines, that is, that the foreign language class is not a space that is permanently dedicated to the traditional method for teaching and learning. For this reason it was thought to make the class planned in a way where the students were the center of the class and their participation was the determining factor in seeing the progress of the class making each contribution valuable and we could not stop to think and understand the reason for that opinion. The theme of this work session was the guided drawing and for that it was necessary that the students understood the key concepts of the drawing. Guided drawing is not a particular art technique or a skill of drawing artists. A guided drawing is a type of drawing that has not free elements to depend from decisions of the draftsman. It is a drawing that has a specific aim or conditions to take into account and it is for this reason that guided drawing is a tool very useful and simple tool to interpret a text that allows the student to express himself in an artistic way in a foreign language course.

3.8.2. Reading Comprehension

For the second class, in consensus; teacher and students chose to work on a topic concerning the language, an important aspect and a skill that the students should develop: reading comprehension. This skill was left to work on in the second session because it was considered important to give the participants a clear picture where the students could see the English course is an opportunity to worked on in different topics and not just on grammar, that is, the participants had to understand that although the workshop had an artistic approach and could be fun, the main objective of the course was the development of reading comprehension and therefore a proper handling of reading in level A1 - A2.

3.8.3. Reading Texts in Foreign Languages

In the third topic of the work sessions, it was necessary the reading as such, that is to say, the students had to feel some type of progression in their language ability and in this case it was done through the reading. Therefore, the students would read a text in English as they consider it to be done without the intervention of the teacher, all this in order to provide a comfortable feeling and gain confidence when facing a text., then the teacher would read the text to show the students how it should be done and finally they would do it together to get clear how the text should be read. The objective of this session was to show that the participants would lose their fear of the language and start to feel more confident when reading, since this is one of the main problems when learning a foreign language.

3.8.4. Drawing as an Interpretative Tool

The last topic to be worked on was "drawing as a tool to interpret texts." This topic was worked on for the last lesson because it is a fairly simple topic to understand since the students already knew the key aspects of guided drawing, the comprehension process reading and reading texts in English. This lesson sought that the participants began to develop a plan to prioritize and organize the information, this in order that the students could have an easily understandable product and it would facilitate the understanding of the texts in English. This work session was very free because each student had a very specific way of perceiving things in the texts, so the teacher's attention was emphasized on working on the individuality of the student and the organization of ideas.

Chapter 4. Research Component

4.1. Introduction

In the context of the formation in the foreign languages program, the pedagogical practicum of the pre-service teacher stand out as important aspects to study and to research the improvement of the teaching-learning process, for the education quality. Even if it exists a clear interest in the obvious need to understand and transform the pedagogical practice where it is an appropriate part of the local studies focus on learning issues rather than on teaching issues.

It is considered to carry out a project with a reflective approach, in which the practice aims to objectify knowledge, behaviors, and attitudes towards the educational work. But also, as exercise of internalization, immersion and examination of the own subjectivity as teachers, throughout questions and looking for information, in order to solve problems and the self-recognition, as well.

4.2. Justification

The formulation of this project in the practicum context of the foreign languages students is a part of the conception of professionalizing practicum as a starting point to improve the educational processes in the institutional centers where the teaching practicum is carried out. It is claimed that conferring importance to the role of reflection in the teaching process is the first step when understanding the difficulties associated to the profession, one's actions and interest towards the knowledge of the different models and approaches to cope with any complex situation and establish an analytical look on any action.

In accordance with the educational philosopher, John Dewey's line of thought, a pioneer in the field of reflective thinking, there is a justified need addressed to this project and providing with the necessary tools of analysis and self-observation in order to establish a difference between the mere routine and reflective action. Who consider that a reflective approach prevents the agents from a traditional context of inertia and authority that prevail at school.

4.3. Statement of the problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, they are often seen as imprints, stable and invariable features that are part of the school's identity and culture. When the events unfold without any major alterations, there is a risk for the teacher to get stuck in a logic of action which does not allow the pedagogical evolution and the renovation of the school's culture to take place.

A practicum stage, in which there is no place for reflection, does not enable problematic situations to emerge; these realities are usually ignored, invisible. From that perspective, the pedagogical practice is assumed from the reproduction of codes that teachers place in a traditionally, in which cultural reproduction becomes an obstacle for emerging practices that tend to generate transformations of thought and knowledge, to come out and meet the social needs.

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

In this case, at the University of Pamplona and specifically on the B.A. program in Foreign Languages; reflection is conceived as a fundamental exercise, in order for students at their integral practicum stage to self-evaluate, to establish a critical and constructive look at their work in their teaching role. Beginning with the questions that guide this study, they are the following:

1. In what way does the implementation of reflection contribute to the transformation of the pedagogical processes that are inherent when developing the integral practicum stage?

2. How does the reflective exercise influence the development of a critical spirit in the pre-service teacher students when analyzing their pedagogical work?

4.4. Objectives

4.4.1. General objectives

- To implement reflection as a transforming tool in the pedagogical processes of the integral practice.

4.4.2. Specific objectives

- To socialize criteria, share ideas and guidelines to be assumed during the practicum.

- To identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice.

- To develop reflective workshops and didactic units as a guide towards pre-service teachers' process of reflection.

4.5. Theoretical framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

4.5.1. The teaching profession

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be learned, but also to predict the teaching conditions inside and outside of the educational context. Nevertheless, the most urgent ability that teachers need to develop is to design skills for contemplate the practicum period.

4.5.2. Reflection

With regards to reflection, it is claimed that it implies an approach to different conceptions about this concept. For that reason, aspects such as reflection as a process and reflection as a theme will be taken into account to deepen its definition (Correa Molina et al. 2010).

4.5.2.1. Reflection as a process

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al. (2010), reflecting on the experience implies *"a type of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow to extract a new structuring of the situation".* The stages of reflection as a process are presented in the following figure:

Figure 4 Reflection as a process

4.5.2.2. Reflection as a Theme

The conception of reflection is based on a theme related to this concept. For this reason, it was taken into account what Correa Molina et al. (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience.

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and researcher/student teacher.

4.5.2.3. Reflective Practice

For the purpose of updating and to qualifying the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation.

The teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

This study will serve the teachers that are participating as they will reflect on their own 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 various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analyzed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts. On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom.

4.5.2.4. Pedagogical Practicum

For the analysis and reflection on practice, it is considered appropriate to turn methodologically to a conceptual operation of the classification of the practice itself; to meet this purpose, it is assumed Zeichner's proposal (2012), who has established various modalities of practice such as:

4.5.2.4.1. *Academic practice*

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

4.5.2.4.2. *Practice of social efficiency*

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

techniques what is considered most effective". This is the way of proceeding from technical rationality.

4.5.2.4.3. *From development*

The teaching is based on the interests and development of students, and it takes into consideration the development of the teacher as a teacher and as a person, at the same time.

4.5.2.4.4. *Social reconstruction*

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

4.5.2.4.5. *Generic*

The programs often refer to reflection in a generic way, without specifying the ambitions of the programs nor the contents to reflect about nor the strategies to foment reflective learning.

4.5.2.4.6. *Reflection triggers*

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

4.5.2.4.7. *The critical element in reflective thinking*

This element of reflective thinking is associated with "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established some classification categories of knowledge

1. Knowledge of the content

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, among others.)

4. Teaching knowledge and professional configuration

5. Students' knowledge and their features

6. Knowledge of educational contexts

7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This element is directly related to teacher's narratives, in order to foster reports on their experiences in the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed, in which writing leads to the elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and inter-subjective.

Taking into account all those theoretical bases mentioned, it is important to highlight that the development of this pedagogical proposal for the learning and teaching of English as a foreign language largely requires the incorporation of the elements of the language and the arts

besides, theoretical references such as Schulman, who considers that it is essential to keep in mind the main aspects of the educational environment for starting to work on the research reflective aspects. Contrasting with this arguments, Sparks-Langer and Colton affirm that reflection is an isolated aspect in research and the importance of maintaining reflection as an additional and external aspect allows the improvement of the different activities being coherent with the initial aims of the research.

4.7. Methodology

The proposed research methodological strategy has as central axis the continuous reflection, which contemplates additionally the fulfillment of meetings to strengthen the practice's collective as an initial space for tackling the educational and labor problem. The principles of organization are autonomy, planning and self-observation. To review the incidence of the reflection proposal about this practice process, it will carry out a process of socialization and systematization of itself.

This study is focused on the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself. For the process of data collection in this project, it is proposed the application of the following instruments:

4.7.1. Reflective workshops

The main purpose of implementing these reflection workshops is for guiding the reflection process of student-teachers and also, to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice.

4.7.2. Self-observation Card

The main objective of the self-observation card is to guide the pre-service teacher towards a proper view of his practicum stage as teacher and his role in the classroom and in the environment of the educational community where he belongs. The creation of these self-observation cards starts from the proposal of a generic card used by students in the practicum period previous to the declaration of the health emergency; this card was sent to all teacher-students with aim to evaluate if that format was adjusted to the educational institution work modality, project objectives, and particularities of the context. Before that, the pre-service teachers had to propose a new format that corresponds to the reality of the practicum context or deleted the sections that were considered inappropriate for the project setting. At the end of this process, pre-service teachers will use the self-observation card before each class done.

4.7.3. Narratives

The narratives are journals in which is described all the experiences and feelings that pre-service teachers lived through the practicum process. The process of writing was conducted every week; these narratives help to get a better understanding about the pre-service teacher's perspectives when getting involved in the real role of teachers, taking into account different situations and experiences in the setting of the school such as methodology, management of the classroom, behavior of the students, among others.

These narratives have contributed significantly on this process; they represent an essential component of continuous learning providing new insights knowing the setting in which the pre-service teacher is developing the practicum. On this way, for these reflections it was necessary to take into account the different aspects and stages that conform this process.

According to HMH (Houghton Mifflin Harcourt: Education and Learning Resources), there is a process to follow at the moment of writing a reflective narrative. The main points to keep in mind for creating a draft of the reflection are: The beginning, which provides background details and events that build the narrative and lead up to the change, this stage provides background and introduces the topic. The middle, in which are included some direct experiences that helps demonstrate the change. In this part, is important to show readers what is happening and use dialogue. This stage provides details and events leading up to the change when writer comes to a realization. And the end, the writer reflects on events after the change and think about how different they were managed in order to identify the different challenges took part in the process and how to overcome those aspects.

Besides, it was necessary to take into account the methodology, the activities carried out in the classes, the atmosphere of the class and the strategies implement in order to have a better organization of the activities. That's why the narratives developed over these weeks have helped to see and understand the changes undergone and how the pre-service teacher has improved personally and also it was handled all those aspects that occurred inside the classroom. For instance, personally the pre-service teacher has shown an evolution concerning the control the class, however it is necessary to keep reflecting on this aspect with regard to the management of the activities and the organization of the students when giving the class.

Among the positive aspects of writing these narratives every week, it was evidenced that this strategy encourage personal adaptability, taking into account that every week the pre service teachers are exposed to a self-reflection in which they balance the positive and the aspects to improve throughout this process. Another positive point is, learning from experience, considering that they are constantly in a teaching a learning process. Thanks to this, pre-service teachers can explore their different strengths and weakness while developing their practicum and getting a broad perspective of the context in which they are working.

4.7.4. Self-observation Checklist

The self-observation checklist are online formats that the pre-service teacher had to complete concerning the teaching practice in terms of planning, executing, classroom management, materials used in class, language use, students' participation among other aspects that served to check the practicum process.

During this practicum process, three self-observation checklists were fulfilled because it allowed to the pre-service teacher to reflect about the development of the classes and all the aspects that are related to this process. One of the most relevant aspects to analyze was the classroom management, the interaction between the students and the pre-service teacher, how the pre-service teacher behaves with each student, if it was allowed the participation of them, how she listens to necessities of the students, how students prefer to learn the target language taking into account students' interests, also the work with other teachers and even the contact with the students' parents. This procedure has allowed the pre-service teacher to be more reflective at the moment of giving the classes and being aware about the whole development of the classes and not only in the common aspects. By doing so, it has been possible to reflect about the

improvement that the pre-service teacher has had, in the same way, these reflections allow to see

the aspects that the teacher needs to work on and improve them, also this process helps to

analyze those aspects that sometimes are not fulfilled inside the classroom or the institution.

4.7.5. Reflective Workshops

Reflective workshops were designed to serve as a space in which the practitioners had

the opportunity to share their experiences during the practicum process and to guide their

pedagogical practicum by taking into account reflection as a tool. These writing workshops were

planned to develop three times during practicum period by integral practicum committee staff.

During this practicum, two reflective workshops were carried out, in which the

practitioners talked about the experiences as teacher's trainee. These activities served as a

reflection process because all the practitioners can reflect on their personal practices and express

what they feel, what they experience and what they think about the practicum stage. For instance,

one of the most current problems are related to the lack of motivation and desires to studying

under this modality. In some cases, it has been impossible to promote the students participation

because they were not interested in more meeting and work, even when there were prize

possibilities. On the other hand, when talking with other partners, they expressed that during this

week it has been kind of difficult to implement the project correctly due to some unexpected

situations. So that it has been possible to compare others situations and see how each one has

improved concerning these unexpected situations and the students' behavior, besides helping

them to realize that we need to be prepared for anything could happen inside a classroom.

4.8. Findings

After developing the instruments mentioned and described above, three categories emerged: 1) Reflection as a transforming tool in the pedagogical processes. 2) Development of a critical spirit to provide alternative solutions. 3) Creation of strategies to deal with classroom situations.

4.8.1. Reflection as a Transforming Tool in the Pedagogical Processes

During the practicum process, as a pre-service teacher, many situations were presented as a challenge to reflect and think about the process for becoming a teacher nowadays. Therefore, the practitioner after each class and week, carried out different strategies to develop this process, such as the use of narratives, in which the pre-service teacher could describe every moment of the week concerning the methodology, students, supervisor, activities, discipline and behaviors. All these aspects allowed the teacher to reflect and create new strategies every week, gain confidence, even listened to others' opinions so as to improve and take every situation as a learning test. Moreover, the teacher made use of reflective workshops and class recording which allow to see different perspectives from others teachers and from ourselves, in the same way these activities show real feelings and express what actually happened at the school because in some cases it was difficult to continue the process due to several situations that as new teacher had to face alone.

4.8.2. Development of a Critical Spirit to Provide Alternative Solutions

Throughout this process, when making use of reflection, a critical spirit emerged as well. Nowadays every teacher needs to be creative, witty, patient and a comprehensive person, not only the person who provides knowledge. It is a fact that today some students feel safer in the classroom than at home, that is the reason why for the pre-service teacher, in some situations

that were so difficult, he felt scared to fail because of the lack of experience. However, the teacher was always willing to listen to his students and take opinions as constructive ones also, students were respectful when they were asked to. On the other hand, the cooperating teacher was next to the pre-service teacher giving him advice and explaining to him how he had to handle those situations in which the students without even answering the calls of the head of the English area. As a possible solution, the pre-service teacher always spoke with the cooperating teacher first and then, it was followed the respective regular duct. In addition, asking the other teachers in the English area to know how they would handle those situations.

4.8.3. Classroom Management

Being ion virtual classroom is a completely different world because things run highly different when being in the classroom with students as it was planned previously. As a consequence, it is always required to have some alternatives to manage the classroom every time it was needed, above all when finishing a determined activity, students tended to move around the classroom and do other things to distract themselves and others. Strategies such as unexpected evaluations, developing exercises individually, giving extra points for behaving correctly and participate actively during classes, worked perfectly, students knew the teacher's methodology and when they followed as established at the beginning of classes, better results they obtained.

4.9. Conclusions

The use of reflection as a tool of the practicum process was the main idea of this part. Working on this tool helped at transforming the process of the practicum because it was needed

the analysis of each part of the procedure developed in class, for the purpose to improve every day and acquire a different perspective for the criticism of the results. Furthermore, the use of diverse instruments contributed for having a successful during the process.

Studying the weekly narratives, evidenced the experiences and situations lived by the student-teacher, most of them stated the way the pre-service teacher had to face the classroom management in the real context, the grammatical aspects the student- teacher needed to focus on and how enjoyable the experience of working with children has been. Besides, through the narratives, the pre-service teacher affirmed the development of the classes, how the setting was, the strategies used and how the daily perceptions were towards these situations.

Furthermore, the use of self-observation checklist allowed to the practitioner developing a deep analysis of relevant aspects in the classroom and also in the institution, also assessing the teaching-learning process and if the different learning styles of students were taken into account and finally keeping the idea of improving the classes. On the other side, the reflective workshops helped to analyze deeper the different situations occurred during the classes, and to express the own experiences and issues undergone in the classroom. Also, this process helped to express the own experiences and issues lived in the practicum stage and also to give a point of view where it is important to socialize what it is thought.

Finally, the process of reflection is required to apply in any kind of situation, because it is easier to consider the decisions made or the process developed and to reflect if the community necessities has been achieved, especially on students.

Chapter 5. Outreach Component

"Awareness Project to English Language in Elementary Schools in Arauca, Colombia"

5.1.Introduction

Participating in the academic, cultural and economic fields at a global scale motivated the

Colombian National Government to promote foreign languages learning in the different

educational sectors of the country, so that all citizens have the opportunity to participate in cultural exchanges that allow them to get access to more equitable conditions regarding the personal and social development of the country.

To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is *"Having citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness".*

To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is the creation and consolidation of the English language quality standards for basic and secondary education, the definition of a solid and coherent evaluation system, the description and development of training programs.

That is why, the Ministry has implemented a wide range of strategies in the different educational levels in order to accomplish this goal, a clear example of that is the creation of quality standards of English for the basic and intermediate education, the definition of a strong and coherent assessment system besides, the description and development of training plans.

This program is being developed countrywide and it has incorporated the work performed by the Secretaries of Education, public and private universities and language centers, nevertheless, so far, the results obtained have not been very promising since many of the educational institutions of the country have not been impacted by the program.

In reference to primary school, the National Government advocates for the augmentation of the English language teaching to children coverage, since many of these educational institutions do not usually have an English teacher that guides the teaching and learning of the English language and for this reason, the results of the evaluations applied at a national-level are not very promising.

The University of Pamplona in Colombia considered as a public training institution for trainers, and more specifically the Foreign Languages B.A. degree in English and French, has approached the reality that the primary schools in the city of Pamplona often face in terms of The National Bilingualism Policy; many of the educational establishments in this city do not have an English teacher to respond to the training needs of the primary sector.

By recognizing this reality and the difficulties that it generates, this proposal of social projection aims not only to respond to the English language educational needs, those of the primary school children in the city of Pamplona but also to integrate foreign languages' students training at the B.A degree in Foreign Languages English and French to the educational reality of this sector so that the gap between public and private schools in the area of foreign language can be minimized.

Governmental policies identify the issue, however, the attention to these problems goes beyond mere regulations, there is a lack of funding support, educators in the foreign languages area so that the outcomes in terms of exams, tests, and students' results are in agreement with Colombia's proposal of being the most educated country of the region. Nevertheless, it is needed to clarify that this proposal will be implemented at General Santander Technical Institute in Arauca, Arauca.

5.2.Justification

Learning and acquiring a foreign language provide us with the opportunity to keep up with the requirements of today's world current needs. That is why it is necessary to implement and work towards this process since the beginning of children's schooling path so that at the end of their basic education cycle, they have the foundations that will allow them to continuous learning process in the secondary, technical and superior education, to get more people to be trained in this area.

The main purpose of this project is to raise awareness towards English language teaching in primary schools in the city of Pamplona, by contributing to the basic training in a foreign language which is essential and required at these levels. For that reason, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching in primary school.

 The execution of this project benefits greatly and reciprocally both, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

5.3. Objectives

For conducting this outreach project from the B.A. Program in Foreign Languages English - French of the University of Pamplona, the main objectives to work on are the following:

5.3.1. General Objectives

• To respond to the English language teaching needs of the child population in primary school in Arauca, Arauca, specifically, at General Santander Educational Institute.

• To provide pre-service teachers with the opportunity of teaching English at primary school levels.

5.3.2. Specific Objectives

To have a better comprehension of the aspects previously stated, this proposal will attempt:

• To familiarize primary schools' children from General Santander Educational Institution in Arauca with the fundamentals of the English language.

• To involve students from the B. A. Program in Foreign Languages English-French in the English language teaching processes at a primary school level in the community of Arauca.

• To articulate the teaching training that students from the B. A. Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

5.4. Methodology

This Outreach component will follow two methods for its development: practicum-visual learning and Total Physical Response. The methodology applied in this component is the use of Visual Aids as support material for the learning and teaching processes, in order to encourage students learning process and arouse the interest of learners using this strategy as a teaching tool for explaining concepts easily. The procedure of each lesson will frame into the procedural (ESA) Engage, Study and Activate proposed by Harmer (2001), in which the content is taught through the language. First, the teacher's engagement catches the students' attention and involves them emotionally and in this stage, flashcards are used at the beginning of some classes to activate students' previous knowledge, making a review or introduce a new topic. All of these activities are performed through games, stories, songs, TPR activities and videos based on student's age.

On the second stage, the teacher focuses on the language such as vocabulary and pronunciation. Finally, in activate stage, students use and practice the language focused on the topic of the class, in which we can include games such as: show me the correct picture, organize the flashcards in order, memory game and song

5.5. Theoretical framework

 5.5.1. Languages teaching

5.5.1.1. *International language policies*

The UNESCO has worried for several years for the role of the languages in the world context. In the general conference of 1999 adopted the term "multilingual education" to refer the use of at least three languages: the mother language, a regional or national language, and the international one. This resolution departed from the idea of that the requirements of national and global participation, and the cultural attention of the particular needs of communities and linguistically different, only it can be attended across the multilingual education. Cruz, Loyo, & Mendez, (2011).

UNESCO (2003) considers that: languages are not only a mass media, but they represent the real factory of cultural expressions; they are holders of identities, values and visions of the world. Thus, it proposes as principle for the cultural diversity, to support and to strengthen the diversity of the languages (including those nomadic or isolated populations) and, at the same time, to support the learning of international languages that offer access to the global communication and to the information exchange. To achieve what is previously stated, the UNESCO suggests to promote the multilingualism and the intercultural dialog, as well as to develop policies for the translation, in all the possible means of written and visual materials in order to promote the traffic of ideas.

According to Lima M, (2006) "The learning of foreign languages is currently an inevitable necessity, but learning from the cultures they represent is also inseparable. Languages constitute the spirit and conscience of folks, points out the poet; they are the best instrument for accessing other cultures, other stories, other ways to see and understand the world; they erase distances and also bring us closer to science and technology". All kind of learning is extremely important for the human being sociability, given that it allows him/her to

function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir faire.

5.5.2. National Program of Bilingualism.

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with three specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

The following table shows the levels aspired by the national program of bilingualism to the year 2019:

Population	Level of language
Students from 3° grade of basic primary School	A1 (Beginner)
Students from 7° grade of basic secondary school.	A2 (Basic)
Students from 11° grade of basic media School	B1 (Pre-intermediate)
Graduate Higher education	B2 (Intermediate)
Graduate from degrees in foreign languages or related	C1 (Advanced)
Actual teachers of basic primary school and teachers of other areas.	A2 (Basic)
English teachers	B2 (Intermediate)

Figure 5Tomado de: Cárdenas, R.; Miranda, N. (2014).

5.5.3. Bilingualism.

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

5.5.4. English teaching in elementary schools.

In such a way, the importance of getting to the point of comprehending how children learn and incorporate a foreign language, it is necessary to analyze the theoretical foundations that explain the learning or acquisition of a second language (L2) or a FL (Foreign Language), and how this process relates to the process of the mother tongue". From this statement, Krashen (1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of acquisition and learning regarding the FL. "The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language".

"This distinction has been questioned because it is difficult to separate both terms which are part of a continuous process between the unconscious and conscious" (Richard-Amato 1996). Authors show their point of view regarding the topic and they differ "for this

dissertation, the terms learn and acquire indistinctly because SL can be acquired through recreational activities inductively and naturally that also involves learning processes" it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to

Krashen and Terrel (1983) a child acquires the language in three stages. Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes. Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language. To support the aforementioned about the process of foreign language acquisition, we can state according to Berko and Bernstein (1999), Cited by Yesser A. & Chacon C, (2011) "La capacidad que tienen los niños de aprender, comprender, descubrir y formular formas comunicativas en un lenguaje extranjero subyace principalmente en la necesidad de establecer nuevos acercamientos sociales" (p. 467). Consequently, Children construct meanings of the world around them through language and establish their criteria for semiotic interpretation of each concept they discover. For this reason, learning SL must start from

previous knowledge and the schemes of the mother tongue since the representations developed in previous learning and previous experiences constitute the scaffolding to build new mental schemes or expand those already existing. Yesser A. & Chacon C, (2011), cite Ausubel (1986) who stated:

"From cognitive psychology, it explains that there are differences between the cognitive capacities of the child and the adult about cognition and affectivity, which are manifested in the motivation, creativity, spontaneity, and flexibility that characterize children and that they are very different from the adult, who, in general, is more prone to affective block when expressing himself in another language. From the previous approaches, it appears that age is a factor that affects the learning of English as SL, particularly in the acquisition of pronunciation. That is, the younger the age, the greater the probability of the child to develop the pronunciation of a native speaker"

5.5.5. Why to teach a Foreign Language in elementary schools?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who affirm that "there are different kind of reasons that justify the learning of a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on various studies, it is indicated that:

- Children who start studying a foreign language at school tend to keep a level of performance more positive than others.
- Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers' and adults'.

- Children not only tend not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.

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

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

5.6. School context

This proposal was developed at General Santander technical Institution high school a public educational institution located at urban area of Arauca, Arauca – Colombia, under the guidelines of national government because of the global pandemic Covid-19. It means that all educative institution had to implement de virtual modality, scholar cooperative working and homeschool. The directives of this institution made the decision of working in asynchronous meetings and physical worksheet. Each teacher had the freedom to dictate their course in the way they considered was the most pertinent to their subject. That is, the students did not have virtual classes as well in each subject due to the percentage of students who did not have access to an internet connection or an electronic device.

5.7. Findings

5.8. Conclusions

It should be noted that for this component there was no time table available that the head teacher of the primary school had organized an academic calendar and reorganized the programmatic content for the students where they would only prioritize the main subjects such as basic knowledge; that is, Spanish, Mathematics, Natural and Social Sciences; the planning and the use of support materials for one of the proposed activities of the teachers did not allow the inclusion of an English course or contact with the children to make some kind of approach to learning the foreign language because it supposed to delete topics, material, tasks and work that primary teachers has already planned and executing. On the other hand, the cooperating primary school teacher requested that pedagogical material suitable for primary children was provided because primary teacher was particularly interested in having useful material for following year with the Second grade groups and in that way to be able to include the subject of English in the next year primary school syllabus. So that, it is important to highlight the topics for children worksheets were specifically requested by the primary cooperating teacher and due to the intensity of the hours for English subject, the teacher would only need three worksheets of the three topics in which she is going to work on.

Chapter 6. Administrative Component

6.1. Introduction

During the development of this practicum, it is important to know the environment in which we are working on in order to acquire a broader knowledge of the institution in which we have been assigned. Through these aspects it is necessary to achieve an approach to the experience as a teacher taking into account the academic, cultural and administrative activities of the educational center that have been proposed in the school calendar.

That is why an essential part in this last stage of our academic training, is to be informed of each activity of the institution and also it is important to attend to all of them during the 10 weeks of development of this project.

Attending the academic activities of the institution and participating actively in the execution of each of them contributes significantly to this training process, taking into account that we are in contact with activities of the educational context and it serves as an experience in our future field labor.

6.2. Objectives

6.2.1. General Objective

• To participate actively in the administrative activities established by the educational institution.

6.2.2. Specific Objectives

• To know the context and the administrative features of the institution through the participation in the different extracurricular activities.

• To attend all the events responsibly and according to the procedure established by the educational institution.

• To achieve an approach to experience as a teacher by performing administrative roles in the educational institution.

6.3. Methodology

As part of the practicum stage, the pre-service teacher was actively engaged with the activities and events proposed by the school, aiming at gaining knowledge, highlighting the participation inside the community. Doing so, the pre-service teacher was a guide for students or teachers who want to perform an English presentation during the activities organized by the institution. But, taking into account the new academic normality and the virtual education modality the head of the institution has decided to cancel all the extra activities that were planned for this year, leaving only the graduation ceremony, which will also be virtual. Then, the pre-service teacher will not have the spaces to take part or help in the execution of these activities.

6.4. Findings

6.5. Conclusions

The information and elements consigned in this chapter of this research are really limited, since, after the public health emergency was issued due to the global pandemic caused by the Covid-19 virus; The directives of the General Santander educational institution decided that it was necessary to safeguard the safety of all members of the educational community and therefore, it was imperative that all events and extracurricular activities contemplated in the academic calendar of the institution be canceled.

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Annexes

Annex 1.

This lesson planning model is the same as the institution teachers use to organize and execute their classes, each planner was reviewed and approved by the practice supervisor.

FIRST LESSON PLANNING	
Topic	
Level	
Objective of the class	
Teacher	
Duration	
Materials	
Description of the class	
Bibliographic sources	

Annex 2

This lesson planning model is the same as the institution teachers used to organize and execute their classes, each planner was reviewed and approved by the cooperating teacher.

FIRST LESSON PLANNING	
Topic	Guided drawing
Level	A1
Objective of the class	To understand the importance of drawing for the learning process and how it can become a very useful tool for interpreting texts
Teacher	Xavier Fernando Avila
Duration	Two hours
Materials	Slides, pc, paper sheet, pencil, color and markers.
Description of the class	

Description of the class

This lesson it is planned to be executed in three moments.

First, the teacher is going to welcome the students to the work session, then the teacher is going to share some slides on the screen to present and develop the activities of the day. The first activity of the day will be to ask the students what do they know about the drawings? What do they think the drawings are for? And if to them, is it difficult to draw?

The second moment of the class is going to start after the students will share their prior knowledge about drawings and the teacher is going to continue the class showing some key or important concepts to take into a consideration for drawing (definition, utility, types, elements and what is a guided drawing). After the explanation of each key concept, the teacher is going to ask if the students understand or if there is any doubt about it.

The third and last moment of the class, it going to start with a round of questions for the students about the key concepts and then, a practical exercise of guided drawing where the students will have to draw the animal they like the least, in the place they like the most. They will write the name of the animal and give the animal a state of mind.

Bibliographic sources

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Type of drawings: https://www.ipp.edu.pe/blog/que-es-el-dibujo-artistico-tipos-y-clasificacion/
Elements of drawings: https://www.lifeder.com/elementos-dibujo/

Annex 3.

This lesson planning model is the same as the institution teachers used to organize and execute their classes, each planner was reviewed and approved by the cooperating teacher.

SECOND LESSON PLANNING	
Topic	Reading comprehension.
Level	A1
Objective of the class	To know the reading comprehension process in English as a foreign language.
Teacher	Xavier Fernando Avila Galindo
Duration	Two hours
Materials	Videos and images

Description of the class

Due to the nature of the content of this lesson it was necessary to use a lot of audio-visual and interactive material with as little text as possible to keep the students' interest.

The teacher is going to start the class with a series of questions for the students to activate the students' previous knowledge and participation with questions such as: What do you think reading comprehension is? Do you think there is any difference between reading comprehension in Spanish and in English? Do you think text comprehension is a difficult process?

After students answer the questions, the teacher is going to continue the class by presenting a slide with a picture that represents reading comprehension and then, the students will exchange their opinions about what are the possible causes of reading comprehension.

Next, the teacher is going to share with the students a video about what reading comprehension is and the students will report the video content with their own words. Next video is an interactive video where student will do the exercise with the video and finally, teacher is going to show a video about the importance in the foreign language learning and some tips about how to develop reading comprehension skills.

Bibliographic sources
Image about text comprehension:
https://www.google.com/search?q=comprension+de+textos&sxsrf=ALeKk02erK7sUVgC1lKmZ7WDz9iMGHlEPg:1606772177280&source=lnms&tbm=isch&sa=X&ved=2ahUKEwi77_HmnKvtAhXEVt8KHfq6BNcQ_AUoAXoECAcQAw&biw=1366&bih=657#imgrc=_iWyaxmF6_m_MM

Videos about text comprehension:
https://www.youtube.com/watch?v=G1Q7XGA8SWs&t=86s
https://www.youtube.com/watch?v=poL1-HEfdXU&feature=youtu.be
https://www.youtube.com/watch?v=7DxiqSnE56Q&t=22s

Annex 4.

 This lesson planning model is the same as the institution teachers used to organize and execute their classes, each planner was reviewed and approved by the cooperating teacher.

THIRD LESSON PLANNING	
Topic	Reading texts in foreign languages
Level	A1
Objective of the class	To understand texts through short texts in English and reading
Teacher	Xavier Fernando Avila Galindo
Duration	Two hours
Materials	Slides, videos, texts
Description of the class Although this lesson will have little content, it will be an intense and extensive session because the students must first read the text as they think it is pronounced, then try to guess or infer that the text is treated, then the teacher will read the text with the students and try to understand the text as much as possible without resorting to translation of the whole text. Once the text is well understood and the students feel appropriate about the text, the students will have to answer three of the text and explain the answers.	
Bibliographic sources Uncle's Mansion Exercise: https://www.aprenderinglesrapidoyfacil.com/2016/03/06/lectura-de-la-casa/ Reading comprehension stages: https://www.youtube.com/watch?v=bv6l7cQoZIY	

Annex 5.

This lesson planning model is the same as the institution teachers used to organize and execute their classes, each planner was reviewed and approved by the cooperating teacher.

FOURTH LESSON PLANNING	
Topic	Drawing as an interpretative tool drawing
Level	A1
Objective of the class	To interpret written texts of level A1 in English through a guided drawing to develop the understanding of the text.
Teacher	Xavier Fernando Avila Galindo
Duration	Two hours
Materials	Slices, videos
Description of the class For this class, videos and slides will be used to work on the interpretation of the texts through the drawing. Basically, this lesson will focus on how to organize the ideas to shape them into a drawing that is beautiful and organized taking into account the teacher's indications.	
Bibliographic sources Drawing such a learning resource: https://www.youtube.com/watch?v=uIo3taP9w8U Learning English: https://www.youtube.com/watch?v=fTiQMJ_9Heg Short stories: http://www.saberingles.com.ar/stories/	

Annex 6.

REFLEXIÓN. NARRATIVA

Xavier Fernando Ávila Galindo (estudiante practicante)

Practica Integral y Sistematización

Licenciatura en Lenguas Extranjera Inglés – Francés

2020 - II

Semana uno. Del 21 al 25 de septiembre del 2020.

En esta primera semana de trabajo las actividades fueron: establecer contacto con la docente de primaria, organizar contenidos y crear la primera guía de trabajo y hacer las correcciones, modificaciones y adaptaciones del proyecto escrito con ayuda del tutor.

Establecer contacto con los docentes de primaria fue un proceso particularmente más estructurado y extenso puesto que la comunicación con dichos docentes requiere de usar un ruta específica para la comunicación con ellos que requería el permiso del coordinador de la sede y este proceso se hacia con un solicitud donde se asignaba la cita de manera telefónica a través de la cual se explicarían las motivos por los cuales se era necesaria la comunicación con los docentes de primaria y así se facilitaban los datos para comunicarse con las docentes del plantel. Este proceso particularmente interesante en el sentido que encontré más sencillo y fácil la comunicación con los docentes y directivas de la sede bachillerato que los de la sede primaria, no sé si el hecho que fuer exalumno de la dicha sede (bachillerato) influyó y facilitó en gran medida todos los datos de los docentes y los procesos para comunicarme con ellos. Por otro lado, puedo asumir que el hecho de trabajar con niños es uno de los factores determinantes a la hora de tomar las precauciones que se consideren necesarias para el contacto de cualquier persona externa a la institución requiera un proceso y atención especial al mismo tiempo, es importante reconocer

como la organización de la sede primaria y el dialogo con uno de los docentes se hizo de manera telefónica y de manera puntual.

La segunda actividad de esta semana fue organizar los contenidos y crear la primera guía para la próxima para los estudiantes de sexto grado, este proceso se hizo a través de en coordinación con la docente del curso (supervisora de practica) la cual expresó un preocupación especial con mi labor como practicante del área de ingles ya que al inicio de mi periodo practica coincidió con la entrega del paquete de guías mensuales de trabajo, la cual me dejaría prácticamente 10 días sin ninguna tipo de interacción con los estudiantes porque las guías son en físico además que se daría unas semanas de gracia para que los estudiantes del plantel se pusieran al corrientes con los trabajos que no se habían enviado. Este momento de la semana fue particularmente dificultoso porque de mí dependía que mi proyecto fuese factible o pudiera ser realizable y adaptable a los cambios que se proponían, entonces yo propuse que en los espacios de tutoría y como material de apoyo para que los estudiantes mecanizaron y trabajaran mejor los temas ya vistos aprovecharía para realizar mis actividades, esto causó un malestar el grupo de WhatsApp de los estudiantes de la institución porque argumentaban que ya había suficiente trabajo que no habían hecho como para continuar haciendo mas guías para resolver. La sensación de no saber que hacer después de la primera sesión fue bastante amarga pero cada vez estaban mas limitadas mis posibilidades y esta vez necesitaba otra opción o proposición para hacer que lo estudiantes participaran.

REFLEXIÓN. NARRATIVA

Xavier Fernando Ávila Galindo (estudiante practicante)

Practica Integral y Sistematización

Licenciatura en Lenguas Extranjera Inglés – Francés

2020 - II

Semana dos. Del 28 de septiembre al 2 de octubre del 2020.

En esta segunda semana de trabajo las actividades realizadas fueron: establecer la metodología de trabajo con la docente de primaria, crear las guías de repaso de los tres temas faltantes para los grados sextos, preparar lecturas para la comprensión de textos y poner en conocimiento del comité de practica de integral de la Universidad de Pamplona la disposición de la institución educativa en cuanto a la nueva modalidad de trabajo.

Después de haber establecido contacto con la docente de primaria, la docente insiste en tener en una reunión presencial en la se explicaría concretamente la metodología de trabajo y el papel que yo desempeñaría en el desarrollo de las clases del grado segundo. En esta reunión con la docente, ella dejó en claro que esta trabajando con los niños de manera sincrónica a través de encuentros virtuales por la plataforma Skype, esto encuentros no son todos los días y son el fin de no perder el contacto con los estudiantes y mantener el ritmo de trabajo, por otro lado ella también menciona que al ser una de la directrices del ministerio de educación y las secretarias de educación departamental y municipal el garantizar el derecho a la educación, ella se ve obligada la trabajar las guías de manera presencial un día a la semana con niños de mas escasos recursos y que no tienen acceso a un teléfono inteligente, un computador o internet; en este encuentro fue evidente la preocupación y esfuerzo de la docente con sus estudiantes pues dejo claro que estaba inmensamente agradecida por ser parte del proceso y que para ella un apoyo en el are de inglés en estos momentos era más que necesaria. Durante este proceso fue evidente que a los docentes de primaria les costó mucho más trabajo seguir manteniendo el ritmo de trabajo de los estudiantes puesto que al ser niños es trabajo duplica o triplica porque el tiempo de trabajo por

materia que sería una hora no alcazaba para hacer una clase que apena cubriera las necesidades básicas de los niños.

La segunda actividad de esta semana fuer crear las guías de repaso referentes a los tres temas faltantes para los grados sextos puesto que este material solo sería con un material repaso y apoyo a los temas vistos con pocos ejercicios de aplicación a los cuales no se les daría calificación cuantitativa per si un feedback generalizado. En esta semana se crearon un total de cuatro guías para ser enviadas la próxima semana atendiendo a las exigencias de la docente y las principales falencias de los temas vistos a través de las guías mensuales anteriores. De este proceso puedo decir que fue proceso al se le tuvo especial atención por la cantidad de factores o aspectos que se debían tener en cuenta a la hora de realizar las guías puesto que la brevedad y la simpleza del idioma era las premisas más importantes en este trabajo.

La última actividad de esta semana de trabajo fue poner en conocimiento del comité de práctica de integral de la Universidad de Pamplona las nuevas disposiciones, decisiones y consideraciones de la institución educativa en cuanto a la modalidad de trabajo. Aunque esto no cuenta como una actividad en sí y tras comentar la situación con mi tutor de práctica se hizo.

REFLEXIÓN. NARRATIVA
Xavier Fernando Ávila Galindo (estudiante practicante)
Practica Integral y Sistematización
Licenciatura en Lenguas Extranjera Inglés – Francés
2020 - II

Semana tres. Del 5 al 9 de octubre del 2020.

En esta segunda semana de trabajo las actividades realizadas fueron: crear actividades de lectura para los estudiantes del grado décimo y undécimo como material preparativo para las

pruebas saber, hacer las correcciones de las guías de refuerzo según las consideraciones de a

docente del curso y esperar la respuesta del comité de practica de Universidad de Pamplona.

Para crear las actividades de comprensión lectora para los estudiantes de decimo y

undécimo como una especia de material preparativo para las pruebas saber fue necesario tener en

cuenta las formas de trabajo de la docente. Estas actividades fueron creadas según los estándares

de la docente y las activa des a realizar serian sencillas en la medida de lo posible, es decir, al ser

el trabajo de pruebas Saber el objetivo principal de estas guías, la docente sugirió que los más

pertinente el trabajo sobre la comprensión lectora, inicialmente se planeo una solo actividad

esperando la revisión de la docente para hacer las correcciones si fueran necesarias y enviarlas a

los estudiantes.

La segunda actividad fue revisar nuevamente las guías de repaso teniendo en cuenta las

correcciones propuestas por la docente del curso, al no haber correcciones o sugerencias de

modificaciones en las guías presentadas y estar aprobadas por la docente solamente tocaba

esperar el momento para enviar el trabajo a los grupos de WhatsApp puesto que durante esta

semana no se enviaría trabajo a los estudiantes debido a que se debía respetar la semana de

vacaciones decretada por el ministerio, los docentes por otro lado seguirían haciendo reuniones

por comités de evaluación para analizar las alternativas que ellos como institución tienen para

cumplir con las metas de los entes administrativos de educación.

La última actividad de la semana fue esperar la respuesta del comité de practica de

Universidad de Pamplona y aunque no cuenta como una actividad en si fue lo que quedó fue lo

quedo pendiente para esta semana. Aunque no esto puede ser tomado como una actividad,

esperar la respuesta del comité de práctica a mi petición fue uno de los puntos claves para

práctica profesional, aunque no se dio la repuesta a mi correo.

De esta semana pudo concluir que el ser docente involucra una cantidad de procesos no solamente relacionados con la enseñanza y el aprendizaje, si no con un sinnúmero de obligaciones administrativas y consideración de carácter político que podrían comprometer la buena práctica educativa como tal. Las disposiciones del MEN en muchos casos pueden ser muy bien encaminadas y con las mejores intenciones, pero suelen entorpecer o dificultar la prestación del servicio educativo por la falta de opciones a la hora de implementar en la solución a contextos, necesidades y realidades diferentes.

REFLEXIÓN. NARRATIVA
Xavier Fernando Ávila Galindo (estudiante practicante)
Practica Integral y Sistematización
Licenciatura en Lenguas Extranjera Inglés – Francés
2020 - II

Semana cuatro. Del 12 al 16 de octubre del 2020.

Las actividades que se realizaron en esta semana fueron: hablar con la supervisora de práctica para conocer las nuevas disposiciones de la institución educativa, revisar el calendario académico y compararlo con el cronograma de actividades de práctica integral y sistematización, organizar todas las guías y material de trabajo para enviar a los estudiantes la semana siguiente y pensar en una posible solución para lograr culminar el período práctico.

Teniendo en cuenta la situación expuesta a la supervisora en los días anteriores fue necesario conversar con ella de manera detallada para saber si la institución educativa había tomado alguna decisión frente a las posibilidades y exigencias nuevas que hacen la secretaría de educación departamental y municipal. La docente con mucha preocupación manifiesta que la Institución Educativa General Santander no ha tomado una decisión de cuál va a ser el paso a

paso o el conducto regular que se va a implementar para captar nuevamente la asistencia de los

estudiantes que no han podido hacer parte del proceso educativo después de la declaración de la

emergencia sanitaria por la pandemia mundial covid-19; la docente dejó muy en claro que las

comisiones de evaluación y las directivas de la institución educativa no habían llegado a un

acuerdo unánime Por lo cual se acordó que como medida temporal se va a dar un plazo extra a

los estudiantes que han venido llevando el proceso educativo desde la declaración de la

emergencia sanitaria a través de las guías mensuales en material físico entreguen cualquier tipo

de asignación pendiente Mientras tanto los docentes seguirán reuniéndose para dar una

determinación y captar a los estudiantes que hagan falta puesto que la secretaría de Educación

municipal insiste en que es necesario y fundamental que el 90% de los estudiantes asista a clases

o desarrolle un proceso educativo desde casa para ampliar la cobertura del sistema. Esta

situación fue particularmente dificultosa y tensionante para mí puesto que yo entiendo el nivel de

dificultad y el grado de complejidad que adquieren y proceso de práctica profesional y

sistematización yo entiendo que básicamente las prioridades de cada uno de los entes educativos

e involucrados en este proceso son diferentes pero también entiendo como desde el punto de

vista de un practicante me puedo quedar sin recursos o sin saber qué dirección tomar y cómo

enfocar mis prácticas hacia un Nuevo Horizonte que permita el desarrollo de las mismas con el

menor trauma posible. Esto básicamente supone que el estudiante practicante en este caso yo no

puedo saber hacia dónde dirigirme o cómo orientar mis prácticas para tener el resultado esperado

y cumplir con los estándares y requisitos que propone la universidad de Pamplona para con las

prácticas integrales o profesionales.

Comparar el calendario académico con el cronograma de actividades propuestas fue una

actividad que me sorprendió bastante puesto que al hacer Esto fue evidente que el tiempo de

práctica con el año escolar y las actividades pendientes no daban tiempo para realizar ninguna de las dos Eso quiere decir que el calendario académico finaliza en la última semana de noviembre y la primera de diciembre con la graduación de los estudiantes de 11 y para esas mismas fechas aproximadamente está pautado el fin de la práctica y la socialización de los resultados recogidos a través de la implementación del proyecto esto supone un nuevo nivel de dificultad y un problema porque básicamente no encuentro tiempo ni espacio para trabajar y ejecutar de alguna manera el proyecto es por esa razón que mi propuesta sido seguir apoyando a la docente del área de inglés es decir mi supervisora de practica en todos los procesos que ella considere necesarios del área y dejar todo el material planeado listo a través de la modalidad que la docente venía manejando es decir guías físicas para que ella ejecute dicho proyecto en un futuro. Esta situación particularmente género un nivel de ansiedad asociado al hecho de la impotencia que siente un practicante al no poder hacer más de lo que está en sus posibilidades para esto ha sido necesario pensar en dar una solución hablar con mi supervisor de práctica hablar con mi tutor de práctica y dar a conocer la situación al comité de práctica integral aunque no se ha tenido respuesta y no han manifestado que disposición puedo tomar o qué acción debe ejecutar bajo estas circunstancias el tiempo sigue corriendo y siento como esto me puede perjudicar al a futuro puesto que no voy a contar con el tiempo necesario para lograr ejecutar con totalidad el proyecto o dar los resultados que la universidad de Pamplona requiera.

La entrega del material a los estudiantes una tarea bastante sencilla donde la comunidad educativa la recibió muy bien puesto que no hubo ningún comentario negativo sobre la extensión contenido complejidad o dudas sobre las guías dichas guías fueron realizadas bajo la dirección y los comentarios de la supervisora de práctica eran unas guías cortas explícitas y con material de aplicación estás guías no tendrían alguna calificación adicional puesto que las guías solamente

contaban como material de repaso eso para los estudiantes que se encontraban al día y no perdí

hieran espacio o tiempo de las horas asignadas al curso de inglés en la institución, en total Se

realizaron 4 guías correspondiendo a las 4 anteriores que se habían enviado desde el comienzo de

la declaración de la emergencia sanitaria estás guías son guías que contienen explicaciones

ejercicios y ejemplos de los temas vistos en cada una de dichas guías. Acerca de este proceso no

tengo mucho que comentar puesto que consideró que es un proceso sencillo bien recibido y en el

que no he visto incomodidad problemas dificultad o molestia entre los estudiantes y padres de

familia es la supervisora siempre ha estado atenta a la hora de enviar el trabajo de presentarme y

explicar el objetivo de cada una de las guías de la misma manera yo como practicante hago el

mismo ejercicio y los estudiantes sienten la confianza de destilado El caso Existe alguna duda

poder preguntar sin ningún problema.

En conclusión Yo pienso que esta semana hace una semana de bastante estrés y tensión

porque al estar sin una dirección o directiva Clara de qué es lo que debo hacer bajo la presente

situación genera que como practicante no me pueda desenvolver y dar los resultados o las

respuestas que la supervisora me pueda pedir puede llegar a ser un poco frustrante en la medida

de que un practicante que necesita hacer sus prácticas se ve limitado por factores externos a él en

institución para realizar su práctica profesional también creo que es importante destacar el hecho

que la rápida comunicación entre tutor supervisor y comité de práctica ha dilatado un poco más

la situación y no ha permitido que se le dé una solución Clara concreta y precisa a este problema.

REFLEXIÓN. NARRATIVA

Xavier Fernando Ávila Galindo (estudiante practicante)

Practica Integral y Sistematización

Licenciatura en Lenguas Extranjera Inglés – Francés

2020 - II

Semana cinco. Del 19 al 23 de octubre del 2020.

Las actividades que se realizaron en esta semana fueron dos: enviar la guía de refuerzo de la semana y tener una reunión con un representa del comité de practica integral, el supervisor y tutor de práctica.

La primera actividad de la semana fue enviar la guía de refuerzo de la semana. Como las semanas anterior las semana comenzó el lunes enviando una guía de refuerzo del siguiente que la docente dispuso para este caso y esperar durante la jornada de clases si surgía alguna duda o comentario de parte de los estudiantes o padres de familia a través de los grupos de WhatsApp pero como generalmente sucede pues las únicas repuestas en estos grupos, fueron "ok", "Muchas gracias" y "Recebado". Como ya lo he dicho en las semanas anteriores un casi un reflejo involuntarios de los docentes y los estudiantes porque ellos solo contentan los grupos no dejar a los docentes en "visto" es decir, la motivación no existe no, básicamente en un deber que es cumplido y cada parte y ya.

Y la segunda actividad de esta semana fue reunión con un representa del comité de practica integral, el supervisor y tutor de práctica. Para que se diera esta reunión primero el comité de practica integral envió un correo electrónico donde se decía que para darle solución a la problemática anteriormente expuesta era necesario tener un reunión con todas las partes involucradas es decir; un represéntate del comité, la supervisora, el tutor y el practicante, un día de todos las partes tuvieran el tiempo. La reunión se realiza satisfactoriamente, los docentes estuvieron presentes a tiempo y se habló de todo lo había sucedido en mi escenario de práctica donde se manifestó mi preocupación por no estar realizándolas funciones propias de un practica

en su escenario de práctica y que proponía ayudar a la docente en todo lo que ella dispusiera para poder cumplir con mi practica de alguna a lo cual lo represente del comité de practica me dijo no era posible porque la naturaleza de la práctica integral era diferente y no podía pretender cumplir con la práctica sin hacer lo que se debía hacer en ese caso. Esta situación particularmente me lleno de mucho resentimiento, frustración y desespero puesto que mi tutor durante la reunión solo me atacó y junto con la profe del comité aun así cuando mi tutor sabía perfectamente cada situación y sus respuestas a mis dudad siempre fue: "No sé ¿qué propone usted?, Ok ¡hagamos eso!". Básicamente de esa reunión solo salí con más dudas y más preocupaciones porque ahora tenía menos tiempo pero debía hacer todo lo que mis compañeros ya habían hecho, es decir tenía que reformular todo el proyecto y aplicarlo. Esta semana fue simplemente horrible y me dejo realmente muy desubicado.

De esta semana puedo decir que me parecieron injustas y muy poco realistas las apreciaciones de la representante del comité de práctica y el tutor porque si bien ellos tiene un panorama más amplio de las practicas porque tienen más estudiantes a cargo y cada uno tiene un escenario de practica distinto yo tengo manera de saber de ello pues yo me encuentro interesado y comprometido en sacar mis prácticas adelante y las situaciones y particularidades de mis compañeros me son ajenas al 100%.

REFLEXIÓN. NARRATIVA
Xavier Fernando Ávila Galindo (estudiante practicante)
Practica Integral y Sistematización
Licenciatura en Lenguas Extranjera Inglés – Francés
2020 - II

Semana seis. Del 26 al 30 de octubre del 2020.

Las actividades que se realizaron en esta semana fueron: Enviar la guía de refuerzo de la semana, el diseño y proposición de la nueva estrategia del proyecto, realizar la convocatoria de los estudiantes que querían ser parte del proceso y realizar el informe de avances del proyecto.

La primera actividad de la semana fue enviar la guía de refuerzo de la semana. Esta actividad es una actividad que se hace una vez a la semana con el fin que los estudiantes siga repasando los temas ya vistos a través de una guía corta que contiene material de explicación y ejercicios de aplicación y como parte de la estrategia de la docente de inglés; puesto que todos los docente de la institución acordaron no dejar nuevo trabajo ni comenzar temas diferentes. Estas actividades de refuerzo pueden ser entendidas como actividades completarías en las que los estudiantes van a participar y recordar los temas ya vistos. La actividad en sí no es mala o poco productiva pero se debe destacar que se cuesta con muy poca participación por parte de los estudiantes.

La segunda actividad fue el diseño de la nueva estrategia para la implementación del proyecto. En este semana también se pensó en una manera de cómo hacer para que los estudiantes se sintieran motivados y quisieran hacer parte del proyecto ya que no era posible que se incluye naturalmente como una de las clases entonces era necesario que los estudiantes tuvieran una visión diferente del proyecto es decir, el proyecto debería lucir como una oportunidad novedosa donde ellos podría aprovechar. En esta ocasión se ocurrió que la mejor forma para que los estudiantes se adhirieran al proyecto sería presentar el proyecto como un curso de inglés gratis para el aprovechamiento del tiempo.

La tercera actividad fue realizar la convocatoria de los estudiantes que querían ser parte del proceso. Una vez diseñado el poster se envió a los grupos de WhatsApp y la docente del curso y yo escribimos mensajes motivando a los estudiantes para que se incluyeran al proyecto a

lo cual dejo de manera libre y voluntaria pero teniendo en cuenta que es curso es gratis y representaba un oportunidad ejemplara para los estudiantes hiciera parte de un curso en el tiempo libre para que mejoraran su nivel de lengua en inglés. Este proceso fue emociónate porque d3e alguna manera daba la sensación de que los estudiantes se iban a interesar en el proyecto e iban a hacer parte del pero la verdad es que aun presentado el proyecto así los estudiantes tuvieron muy poca respuesta y no se le vio interés en participar; también al ver la respuesta de los estudiantes y padres de familia fue inevitable sentir un poco de decepción puesto tampoco quisieron participar.

Y la última actividad de la fue realizar el informe de avances del proyecto. Al realizar esta actividad fue claro que yo podría realizar el informe como lo harían el resto de mis compañeros puesto que yo no contaba con nada más que una propuesta de un proyecto pedagógico y la respuesta negativa de los estudiantes. Fue claro que al intentar seguir la estructura propuesta me iba a hacer falta muchos elementos por no decir que todos los elementos entonces procedí a preguntarle a mi tutor quien me aconsejó que debía presentar un informe donde se detallara las razones por la cuales no iba a seguir la estructura propuesta y pasos yo estaba dando para remediar estas situaciones.

De esta semana puedo concluir que básicamente el hecho de reinventar un proyecto e intentar hacer lucir más atractivo un proyecto no garantiza que las persona vayan a generar un interés nuevo a dicho proyecto. Para mí fue claro que los estudiantes tenían mucho trabajo y que cada materia tenía muchas exigencias académicas, es decir que los estudiantes no contaban con tiempo o disposición para hacer parte del proyecto. Esta semana para mí fue una semana frustrante porque cada actividad e idea que se ejecutó no tuvo los resultados esperados, es decir, no hubo una reacción favorable en términos de participación de los estudiantes para con el proyecto. En conclusión siento que mes estoy quedando sin recursos ya se diseñó un nuevo

volante esperando que los estudiantes con el fin que ellos quieran participar en el proyecto porque hasta el momento solo van tres estudiantes que han manifestado participar.

REFLEXIÓN. NARRATIVA

Xavier Fernando Ávila Galindo (estudiante practicante)

Practica Integral y Sistematización

Licenciatura en Lenguas Extranjera Inglés – Francés

2020 - II

Semana siete. Del 2 al 6 de noviembre del 2020.

Las actividades que se realizaron en esta semana fueron: planear y hacer el primer encuentro con los estudiantes que manifestaron que tenían ganas de ser parte del proyecto, conversar la experiencia con el tutor de práctica y proponer un plan B para lograr que los estudiantes participaran el proyecto.

La primera actividad de esta semana fue organizar el primer encuentro con los cuatro estudiantes que ya habían confirmado su participación en el curso de inglés, esta reunión tenía como fin como fin conocer a los estudiantes, decirles quien era yo, que se iba hacer en el curso, saber ellos que esperaban lograr con curso de inglés e intentar genera una atmosfera bastante amigable y cómoda entre los diferentes actores. La realidad es que cuando se llegó la hora del encuentro solo dos estudiantes de los cuatro asistieron al evento pero ninguno de ellos llego puntual, lo representó un problema grave puesto el objetivo del primer encuentro era solo conocer a los estudiantes. Esta experiencia fue particularmente complicada para mí puesto que pensé los cuatros estudiantes realmente se sentían interesado y comprometidos para trabajar con en el proyecto.

La segunda actividad fue hablar con el tutor y supervisor de práctica separadamente de lo sucedido durante el encuentro programado y tras conversar con ellos fueron evidentes dos nuevas posiciones. Mientras que el tutor de practica insistía en el hecho que la práctica era un proceso autónomo en el que yo podría yo podría tomar decisiones y cumplir cómo diera el lugar lo propuesto decir, que yo tenía que cumplir con el proyecto a toda costa aun cuando no fuese posible realizar nada que se tenía planeado, mi supervisora de practica me dijo ella intentaría convocar nuevamente a los estudiantes e intentar lograr una mayor participación. Referente a este proceso y lo hechos dados en estos días prefiero guardar silencio complementa puesto que es más que obvio que el sentimiento de frustración es lo que me invade porque no puedo hacer sin seguir el conducto el regular, las ideas que tengo y propongo no sirven y aun así yo debería saber qué hacer en estos casos.

Por último, tocó hacer un plan B puesto que básicamente la participación de la cantidad total de los estudiantes que quería participar es decir, solo se contó con el 50% de los estudiantes y para ellos yo decidí poner el trabajo y dejar las actividades a través de WhatsApp entonces, básicamente este fue el último paso y consideración de trabajo que tuve para con mi práctica durante esta semana para surfear sobre estas nuevas situaciones de la contexto de práctica.

REFLEXIÓN. NARRATIVA

Xavier Fernando Ávila Galindo (estudiante practicante)

Practica Integral y Sistematización

Licenciatura en Lenguas Extranjera Inglés – Francés

2020 - II

Semana nueve. Del 16 al 20 de noviembre del 2020.

Las actividades que se realizaron en esta semana fueron: la realización de los tres talleres de la semana y su material de trabajo.

El primer taller de trabajo fue sobre el dibujo dirigido. Para este primer encuentro semanal solo se contó con la participación de tres estudiantes por lo cual es encuentro fue casi que personalizado y se puedo dedicar suficiente tiempo a cada estudiante, la clase transcurrió sin demasiada participación pero con entusiasmo y atención por parte de los estudiantes, para ellos era un poco difícil entender como algunos términos en ingles pero se dio el tiempo entenderlos, también tuve que dar tiempo para copiar pues no niños se sentían mas cómodos copiando en sus cuadernos los contenidos de las diapositivas. Esta experiencia me hizo pensar en cómo podría hacer para que los estudiantes superaran el tema de copiar en el cuaderno y que esforzaran un poco más en entender y retener.

El segundo taller fue sobre la comprensión lectora en español e inglés. Para este taller era claro que el objetiva estaba enfocado a que los estudiantes entraran a materia para comenzar a trabajar la en la compresión de lectura de desarrollar esta actividad con el fin de que ellos se enfocaron un poco más en la comprensión del texto y el análisis de la información presentando en el mismo, este encuentro fue divertido puesto que los chicos de sexto tiene un visión muy ambiciosa y agradecida con el método de enseñanza que priorice las metas personales de ellos

pues se sienten muy alagados e incorporados al tema de clase. En este encuentro también entendí

que importante mantener la motivación y el interés de los estudiantes por el tema estudiado sin

perder el horizonte, es decir, sin dejar demasiado tiempo a los intereses de los estudiantes de

manera que esto afecte el desempeño de la lección y el objetivo de la clase.

Y el último de los talleres de la semana se trató la comprensión de textos sencillos en

inglés. Presentar los textos de trabajo, mostrar cómo íbamos a trabajar con ellos y ver un corto

texto en ingles impactó de muchas maneras a los estudiantes así que esta sesión básicamente fue

de trabajo solamente, un trabajo lento y con el cual se tuvo mucha paciencia pero fue importante

pues comenzaron a sentirse un poco mejor sobre el idioma sin la presión de una nota o la

obligación de pasar un buen momento en el que también se está aprendiendo.

Básicamente el trabajo fue difícil porque los estudiantes no se sentían motivados porque

muchos de ellos estaban mal en sus asignaturas de colegios y como planes de recuperación se les

había asignado más trabajos lo cual provoca una menor participación de los estudiantes ya

inscritos, lo cual no fue nada novedoso o nuevo en el desarrollo de este proyecto. Como ya lo

había planteado en la reflexión anterior yo, como practicante y ser autónomo y directo

responsable de mi periodo de práctica a pesar de los contratiempos y las dificultades que

supongan estos talleres se realizaran y al final se dará un reporte detallado de todos los

pormenores de la práctica. Definitivamente yo pienso que este proyecto no tendrá el impacto

adecuado en la población elegido debido a los limitantes que supone el acceso a los dispositivos

tecnológicos. De esta semana puedo concluir que esta práctica ha sido un escenario completo de

problemas interínales y estrés inmanejable en el mi tutor no le interesa en lo más mínimo mi

opinión o mis problemáticas en mi espacio de practica por tanto la única motivación me mueve

es el hecho de hacer que practica se termine lo más pronto posible y no tener más que ver con mi

practica integral. Por otro lado mi supervisora de práctica se comportado a la altura de la situación ella me ha apoyado en cada uno de los pasos y me guiado en la dirección que ella considera la más acertada para obtener el mayor provecho del periodo de práctica.

REFLEXIÓN. NARRATIVA

Xavier Fernando Ávila Galindo (estudiante practicante)

Practica Integral y Sistematización

Licenciatura en Lenguas Extranjera Inglés – Francés

2020 - II

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Annex 7.

UNIVERSIDAD DE PAMPLONA DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS FRANCÉS

TALLER NO 2 PRÁCTICA REFLEXIVA

Principio del formulario

Dirección de correo electrónico *

xavi.fernando16@gmail.com

NOMBRE ESTUDIANTE *

Xavier Fernando Ávila Galindo

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el/la profesor.a a partir del currículo oficial y que concreta en Unidades Didácticas, planeaciones, talleres, lapsos. Objetivo: De acuerdo al conocimiento de su institución y de la experiencia adquirida en este periodo de práctica, Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de trabajo.

Reflexionar y tomar decisiones de forma individual y en equipo. Trabajo individual

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes? *

Para los docentes fue una prioridad el tener la mayor cobertura posible en término de participación y prestación del servicio educativo.

Section sans titre

3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su curso/área y no están incluidos? *

Un especio de conversación sobre la resolución de conflictos de las problemáticas comunes entre los adolescentes de esas edades.

2. ¿Qué experiencias educativas de las que tiene programadas la cree que les enseñan a vivir a sus estudiantes? *

Realmente creo que ninguna, lo más cercano a ello sería los temas de las clases que se prestan para interactuar con los estudiantes.

¿Qué podría hacer Usted para incorporar esos aspectos que no están incluidos?

Creo que básicamente sería modificar la modalidad de trabajo del colegio y los tiempos de interacción con los estudiantes.

¿Puede socializar una de las experiencias de la práctica que considere relevante y se relacione con lo que tratamos en esta sesión? *

Hasta el momento no he tenido ninguna experiencia para comentar

II. Puesta en común con el equipo docente con el grupo de práctica. ¿Qué obtiene de este intercambio? *

Que la práctica es espacio donde debemos estar listos para adaptarnos a cualquier cambio, que autonomía y las dediciones propias son importantes para garantizar el éxito de este periodo.

UNIVERSIDAD DE PAMPLONA DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS FRANCÉS

Principio del formulario

Dirección de correo electrónico *

xavi.fernando16@gmail.com

NOMBRE ESTUDIANTE *

Xavier Fernando Ávila Galindo

ENFOQUE REFLEXIVO SOBRE LA PRÁCTICA

TALLER DE REFLEXIÓN No 3 21 de Noviembre de 2020 Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría. Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de l@s estudiantes. El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica. En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de investigación.

1. Elija uno de sus grupos de clase con el que se sienta mejor. - Elija un día laboral cualquiera de la semana. -Teniendo como referencia el tiempo que constituye una Unidad, una lección, un lapso (sesión, semana, quincena, etc.), describa cómo realiza la planeación. *

Realmente, esta pregunta no la puedo responder puesto que no tengo curso tal a mi cargo es decir, yo tengo estudiantes diferentes curso del mismo grado pero realmente son muy pocos en otras palabras los estudiantes de tengo a mi cargo son seis que no hacen ni la mitad de un curso pequeño. Pero intentando responder la pregunta diré la planeación de una lección requieres unos dos o tres hora dependiendo el tema y la intención para con el tema y que cada aspecto sumamente relativo a la hora de ejecutar dicha lección.

2. Describa como desarrolla el trabajo con sus estudiantes a lo largo de esa unidad temporal. Si todas las sesiones son iguales, basta con que describa una, desde que entra hasta que sale (desde que inicia hasta que termina). Indique todo lo que hace como profesor.a y lo que hacen l@s estudiantes. *

Cada sesión de clase comienza con el saludo a los estudiante y haciendo preguntas típicas de las fórmulas de cortesía para romper el hielo, después uno minutos se hace que la conversación fluya

naturalmente hacia una pregunta o comentario que se preste para la introducir el tema sin necesidad de decir "hola clase, hoy vamos a trabajar en ...". En General trato de que cada lección equilibre las cargas no entre las competencias sin trabajarlas todas forzosamente y los estudianten lo agradecen con la atención y dedicación a la clase.

.4. Si hay situaciones o eventos "extraordinarios" importantes, convendrá que lo exponga. *

Más allá de la baja participación de los estudiantes en el proyecto, no hay mucho de extraordinario.

3. Si encuentra que hay rutinas que se repiten en todas las sesiones indique ¿cuáles y por qué? *

Básicamente, el uso conste y netamente de las herramientas tecnológicas puede limitarnos a los mismos recurso por más que se intente variar.

5. Si varias sesiones configuran una Unidad, describa el proceso completo: - Cómo estructura la Unidad y organiza el tiempo -Distribución de los espacios (virtuales) -Tipo de actividades y materiales utilizados por l@s estudiantes: ordinarios, de ampliación, de refuerzo *

Aquí puedo hablar de dos situación como lo maneja la institución educativa y como lo hago yo ya que mi curso de inglés es a parte de las clases de inglés de la institución. La institución cuenta con día para las asesorías virtuales con el docente por mensaje interno vía WhatsApp en el horario de 6 am a 12:30 m. durante el mes que los estudiantes tiene para resolver las guías en cuanto a mí, yo organizo las clases día por medio con un espacio de tutoría de dos horas los martes y jueves para los estudiantes que lo necesiten. Las lecciones se planean semana por semana.

6 Describir como realiza la atención a la diversidad del aula (analizar este punto y la formación y apoyo que ofrece la Universidad y el Centro de práctica). Refuerzos *

Esa es la intención de los espacios de tutorías con los estudiantes o padres de familia.

6. Cómo realiza la observación y el registro de datos. (Descripción del modo de realización) *

No entiendo la pregunta

7. Describa las actividades de evaluación. Pruebas, etc. ¿Cómo realiza la retroalimentación del proceso de aprendizaje al estudiante? *

El tipo de retroalimentación que se utiliza es la retroalimentación directa, usando tres técnicas para retroactivas para la remediación del error: petición de clarificación, indagación del error y búsqueda de la respuesta correcta, siempre evitando el uso de metalenguaje y los tecnicismos propios del idioma, No hago evaluaciones o quices escritos porque no los considero efectivos o prudentes en la modalidad virtual,

Cómo realiza la retroalimentación del proceso de aprendizaje al / a la estudiante?

Esta pregunta la conteste en la pregunta anterior.

Taller adaptado de Blanchard, M y Muzás, MD. Propuestas Metodológicas para Profesores Reflexivos. Celesa, 2007

Annex 8.

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The Simpson Family

Complete the sentences. Use the following words:

| cousin | husband | grandmother | wife | aunt | nephew | son | brother | sister |
| daughter | grandfather | mother | grandparents | niece | parents | uncle |

Hello, My name is Bart Simpson. I live in Springfield, USA. This is my family.

1. Homer and Marge are my _____
2. Lisa and Maggie are my _____
3. Herb is my _____
4. Patty is my _____
5. Jackie is my _____
6. Marge is my _____
7. Homer is my _____
8. Abraham and Mona are my _____
9. Ling is my _____

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THE COLORS

The colors are classified into: primary, secondary and tertiary. As the theory does not change with the language, we will introduce you to what these colors are called in English.

Primary colors

Primary colors are the basic colors that cannot be created from a mixture of other colors.

Yellow
Blue
Red

Secondary colors

These are the colors that are obtained from the mixture of the primary colors:

Blue + Red = Purple
Red + Yellow = Orange
Yellow + Blue = Green

Tertiary colors

Son el producto de la combinación entre un color primario y uno secundario, por ejemplo:

Blue + Green = Turquoise
Green + Red + Yellow = Brown

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ANIMALS

dog   rooster   hen

cat   sheep   duck

turkey   rabbit   pig

Annex 10.