

**Enhancing English Oral Production by Authentic Tasks in Ninth Graders Students at *La Presentación High School*. An action-research**

**Ysmay Elisa Jaimes Jaimes**

**University Of Pamplona**

**Foreign Languages Degree English-French**

**Integral Practice**

**Pamplona**

**2020**



**Enhancing English Oral Production by Authentic Tasks in Ninth Graders Students at *La Presentación High School*. An action-research**

**Ysmay Elisa Jaimes Jaimes**

**Mentor**

**Mayeini Katherine Garcia Parada**

**University Of Pamplona**

**Foreign Languages Degree English-French**

**Integral Practice**

**Pamplona**

**2020**

**APPROVAL NOTE**

---

---

---

---

---

---

**Practicum Committee Signature**

---

**Cooperative Teacher Signature**

## Table of contents

Enhancing English Oral Production by Authentic Tasks in Ninth Graders Students at <i>La Presentación High School</i> an Action Research.....	1
Presentation.....	1
Introduction.....	2
Justification.....	3
General objective.....	5
Specific objectives.....	5
Institutional observation.....	6
Topographical Location of the Institution.....	6
Distribution of the physical plant.....	6
The School authorities.....	7
General aspects of the Institutional Educational Project (PEI).....	7
Values of La Presentación High School.....	8
Symbols.....	8
Fundamental aspects of the Coexistence Manual.....	10
The Organizational Chart.....	12
School Calendar.....	13
Supervisor´s timetable.....	13
Chapter I.....	15
Pedagogical Component.....	15
Introduction.....	15
Problem statement.....	16
Justification.....	17
Objectives.....	18
General objective.....	18
Specific objectives.....	19
Theoretical framework.....	19
Oral production.....	19
Vocabulary.....	20
Authentic Tasks.....	20
Task based learning.....	20
Communicative Competence.....	21
Literature review.....	21

- Methodology of pedagogical component .....23
  - Pre-task: .....23
  - Task: .....24
  - Post-task: .....24
- Research methodology .....25
  - Research design.....25
  - Population .....26
  - Instruments to gather data .....26
  - Type of Analysis .....27
- Methodology changes.....29
  - Sequence n°1 .....30
  - Sequence n°2.....38
  - Sequence n° 3.....42
  - Integral practice development through virtual mode .....46
    - Content: .....46
    - Explanation: .....47
    - Activities to be carried out: .....47
    - Evaluation: .....47
  - Institutional performance.....47
- Expected results .....51
  - Conclusions .....52
  - Recommendations .....52
- Chapter II .....54
- Research Component.....54
- “The formation of the reflective spirit in the practitioners of PLEX, a training tool to qualify the pedagogical practice” .....54
  - Introduction .....54
  - Justification .....54
  - Statement of the problem.....55
  - General objectives .....56
  - Specific objectives.....56
  - Theoretical Framework .....56
  - Teaching profession .....57
  - Reflection .....57
    - Reflective practice .....59
    - The pedagogical practice .....60

Methodology .....	62
The pedagogical practice .....	62
Objectives.....	63
Self-observation sheets .....	63
Narrative journal .....	63
Class recording.....	64
Reflective meetings .....	64
Context.....	64
Socialization function.....	65
Instructional function .....	65
Educational function.....	66
Population .....	66
Direct beneficiary population .....	66
Indirect beneficiary population.....	66
Institutional departments articulated to the project .....	66
External institutions linked to the project .....	67
Expected results .....	67
Conclusions.....	68
Pre-service teacher’s methodology.....	68
Planning session classes .....	68
Interaction with students.....	68
Contents introduction to students .....	69
Activities inside the classroom .....	69
Resources and organization of the classroom .....	69
Instructions, clarifications and guidelines for student tasks .....	69
Classroom atmosphere .....	70
Control of the teaching-learning process .....	70
Attention to diversity.....	70
Methodology when controlling discipline .....	70
Analysis of the Students’ necessities .....	71
Evaluations applied to the students.....	71
Teachers, students and parents’ role during the World Outbreak of Covid-19 .....	71
Transition from face-to-face modality to a virtual modality .....	72
Use of virtual and technological tools in times of pandemic in the school context.....	73
Design, execution and evaluation of material (virtual work) .....	73

How does the implementation of reflection contribute to the transformation of your practice? .....	73
Chapter III .....	75
Outreach Component.....	75
“Raising Awareness of the English Language in Primary Schools in the city of Pamplona” .....	75
Presentation.....	75
Introduction.....	75
Justification .....	77
General objectives of the proposal .....	78
Specific Objectives.....	78
Typology of the project .....	78
Contribution lines.....	79
Theoretical framework .....	79
Language teaching.....	79
National Bilingual Program.....	80
Bilingualism .....	81
Teaching English in primary school .....	81
Why learn FL in elementary school?.....	83
Pamplona’s context .....	84
Benefited population .....	85
The direct beneficiary population: .....	85
The indirect population benefited:.....	85
Institutional dependencies articulated to the Project.....	86
External institutions linked to the Project.....	86
Subproject .....	87
Acquisition of Vocabulary through the Creation of a Picture-Dictionary.....	87
Introduction.....	87
Problem Statement .....	87
Justification .....	87
Objectives.....	88
General objective.....	88
Specific objectives.....	88
Theoretical framework .....	88
Project Based Learning.....	88
Drawing.....	89
Methodology .....	89
Given changes since the modality .....	89



Conclusion .....	92
How to supply the necessity in Primary School has contributed to pedagogical practicum? .....	92
Chapter IV .....	93
Administrative Component .....	93
Introduction .....	93
Objectives.....	93
General objective.....	93
Specific objectives.....	93
Methodology .....	93
Administrative activities.....	94
International Women´s Day.....	94
Democratic day .....	95
Accountability meeting (rendición de cuentas).....	95
References .....	96
Annexes.....	101

### **Tables**

Table 1 School Authorities .....	7
Table 2 School Calendar .....	13
Table 3 Supervisor Timetable .....	13
Table 4 1st project planning .....	31
Table 5 Second project Planning .....	38
Table 6 Third Project planning .....	44
Table 7 High School activities chart report .....	48
Table 8 Research Component timetable .....	67
Table 9 Niveles de lengua esperados en el PNB.....	81
Table 10 Primary School chart activities.....	90
Table 11 School Timetable.....	94

### **Figures**

Figure 1 The Flag of the Institution.....	9
Figure 2 The Shield of the Institution.....	9
Figure 3 The Organizational Chart .....	12
Figure 4 Action Research .....	25
Figure 5 Screenshot of the Google Classroom group .....	30
Figure 6 Reflection schema .....	58

## Appendix

Appendix B Checked Workshop .....	101
Appendix C Checked Evaluations evidence .....	102
Appendix D Tests onLine Evidence .....	102
Appendix E Ficha de Autoevaluación de la Práctica Pedagógica .....	103
Appendix F Planning exemplar .....	111
Appendix G Presentation of the content to the students .....	112
Appendix H Model of a Workshop for ninth graders .....	113
Appendix I Model of a Workshop for fourth graders .....	114



## **Enhancing English Oral Production by Authentic Tasks in Ninth Graders Students at *La Presentación High School* an Action Research**

### **Presentation**

This proposal contains four different chapters. By the first chapter, it deals with the *Pedagogical Component*. This is a pedagogical proposal, implemented in one of the Educational Institution's courses where the pre-service teacher develops her teaching practice. Such proposal has been addressed taking into account the institutional observation where some weaknesses related to English Competences had been discovered. In this case, the principal objective is to enhance English Oral Production.

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

In third place is the *Community Outreach* Component. Where the practitioner had to offer an extension work directed to primary students, given that this space was framed by the macro project entitled: "Raising Awareness of the English Language in Primary Schools in the city of Pamplona". This project has a double objective too: 1. To attend the training needs in English of the children of primary school in Colombia. 2. To integrate the training of the Foreign Languages Students of the Foreign Languages Program English-French to the educational reality of teaching English in Primary Colombian Schools.

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

## **Introduction**

Globalization is the principal factor that influences development, not just economic but educational too. One of the tasks of a teacher is to motivate in their students the desire to be better each day, acquiring the interest and all that it is required to face the future challenges. The fact of speaking a foreign language plays a very advantageous role in the frame of achieving those challenges.

Talking about the Colombian Setting, the National Ministry of Education (MEN) has proposed some basic competence standards of English as a Foreign Language (EFL) taking into account the Common European Framework of Reference of Languages (CEFRL) guidelines. Besides, in 2004 the MEN had created a very known program in Colombian institutions which aimed at becoming the country into a Bilingual State before 2020.

In spite of that implementation, the current Colombian school does not demonstrate a great increase in the process of becoming “bilingual”. It emerges the necessity to look for new strategies to propose and then launch a new functional program where all the Colombian students who belong to an educational institution start learning that Foreign Language since the first grade, and why not since kindergarten. But also it exists a huge demand of human resources, teachers who are able but qualified too to teach and to facilitate the learning process of that foreign language.

Nowadays, in Primary School children receive just one hour or in some cases two hours weekly of the foreign language teaching, hours that are not been taught by a Language teacher, in this way when the schoolchildren finish their primary school and start their high school, they do not feel confident of themselves, and in the major of the cases they do not understand what the teacher are talking about.

However, given the World outbreak of Covid-19 the practicum modality had to be changed as well as all the education. This transformation is explained in the first chapter. But also how the

practitioner has adapted her project and transformed her practicum process, in terms of high school teaching.

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

Besides, the practitioners worked with a primary School population, and throughout the third chapter of this project it is explained the process of how the pre-service teacher contributed to the necessity of such population and poor English learning among them. In spite of the classes could not be offered, there were designed some didactic workshops as a support to the necessity.

Throughout the fourth and last chapter it is presented a component related to the administrative activities in which the pre-service teacher participated during the face-to-face modality of the practicum.

## **Justification**

Given that the practitioner has done a previous observation in the institution, and has realized different difficulties because of the absence of a language teacher during the primary school and the challenges that a high school language teacher has to face because of that absence.

The benefited population with the implementation of this project are 90 fourth graders students divided in three different groups and 87 ninth graders students divided in three groups too. This population is part of *La Presentación High School*, a public institution in Pamplona, Colombia.

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

Nevertheless, the practice could not be carried out as planned given the world outbreak of Coronavirus 19, it has affected the system where the education is included, but looking for accomplishing the established objectives the pre-service teachers had to create a new strategies to teach what is was supposed to be taught in a face-to-face modality. For this reason throughout the reading of this project it is presented the role played by the practitioner while this pandemic situations and how was changed what it was planned to be developed in a physic setting.

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

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

## **General objective**

To enhance ninth graders students English Oral Production by means of authentic tasks.

## **Specific objectives**

- To implement reflection as a transformer tool of the pedagogical processes in the integral practice.
- To promote the development of the critical spirit in practitioners for analysing their pedagogical work.
- To attend the training needs in English of the children of primary school in Colombia.
- To integrate the training of the Foreign Languages Students of the English-French Degree to the educational reality of teaching English in Primary Colombian Schools.
- To participate actively in the different activities proposed by the Educational institution.



## **Institutional observation**

Throughout this section of the project, you will find some general aspects related to the institution *La Presentación High School*. Aspects that had been collected during the space given to observe and to read the information that a new member of an institution has to know. Those elements will be presented as follows: Topographical location of the institution, the distribution of the physical plant, the school authorities, the relevant aspects of the institutional educational project (PEI), the fundamental aspects of the coexistence manual, the institutional organization chart, the school calendar, and the supervisor's schedule.

### **Topographical Location of the Institution**

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

### **Distribution of the physical plant**

The Institution has two headquarters, one for primary school from preschool to fifth grade, and the second one for high school. In addition, the primary section has two outdoor recreation areas, and the secondary section has four. It also has a theater.

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

## **The School authorities**

*Table 1 School Authorities*

Name	Charge
Esp. Mireya Acevedo Mejia	Principal
Esp. Martha Judith Rojas	High School Coordinator
Roger Yesid Bautista Rico	Primary School Coordinator

## **General aspects of the Institutional Educational Project (PEI)**

This educational institution follows the Humanistic-cognitive pedagogical model. The basic idea of humanism is the consideration of the person in the first place, recognizing their freedom and dignity and the importance of their formation as an inalienable right for their personal and social progress. Together with this humanistic model, the cognitive one is developed, so the student will promote his own learning as soon as it becomes meaningful to himself. In this sense, it is very important that the student considers the topic to be treated as relevant to their personal objectives and that learning is promoted with participatory techniques, through which they make decisions, mobilize their own resources and take responsibility for what they will learn.

The objective of this model is based on how to problematize knowledge, discuss concepts and agree with students to understand each subject in a common way.

### ***Mission***

The Educational Institution Technical College La Presentation of Pamplona of an official nature integrally integrates girls and young people at the preschool, primary, secondary levels, and technical media in "Administrative Assistance", from a bio-psycho-social conception, through the pedagogical

Humanistic-cognitive model, research and the incorporation of technology. With the committed engagement of the educational community, it consolidates a life project with identity, presentation, building citizenship, social responsibility, promoters of a peaceful culture, respectful of the life and dignity of the person of the environment and its diversity.

### ***Vision***

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

### **Values of La Presentación High School**

#### ***Mercy***

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

#### ***Simplicity***

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

#### ***Work***

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

### **Symbols**

#### ***The flag***

White colour means:

- Loyalty that makes the person great.

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

Blue colour means:

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



Figure 1 The Flag of the Institution

***The shield***

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



Figure 2 The Shield of the Institution

## **Fundamental aspects of the Coexistence Manual**

### ***Historical review***

The school was founded in 1883, a time of precarious situation in Pamplona plagued by violence, epidemics and misery. Health and education were the first order needs. The sisters arrive in Pamplona on January 27, 1883 to take care of the hospital; A few weeks later they open a free school for 160 girls, therefore our school has its origin in the hospital.

The hospital is separated from the school on January 20, 1928, thus establishing two independent works.

In 1924 the campus passed to the status of municipal institute.

In 1927 the construction of the physical plant began, which allows him to open the doors to many students, granting them the title of sufficient education.

In 1942, the departmental secretary recognized her character and normalistic orientation by giving the regular diploma with four years of pedagogy.

In 1951, two institutions were organized with communities of independent sisters: La Presentación and La Escuela Normal para Señoritas.

The school always had great vitality and after a serious study of the work by the government of the congregation based on the principles of the religious community, in 1970 the physical plant of the school was closed and leased to the departmental government to transfer the Normal para Señoritas, with the possibility of opening a diversification of academic baccalaureate.

The Normal Nacional para Señoritas of Pamplona, despite its long and excellent career in teacher training, ends its work in 1996. Based on the guidelines of the Ministry of National Education.

Then the horizon is widened and the new scenarios of the 21st century are opened with its scientific, technological advances oriented towards technical secondary education with a specialty in informatics and marketing in agreement with SENA. This technical modality is developed with great success and in 2005 as strengthening and prolongation of this the solidarity economy company is founded, of the technical school "La Presentación".

From the beginning, the sisters founded the school in order to educate girls and young people in the region in the Catholic Christian faith, science, and culture as responsible, authentic and Christian women. Today, a proposal regarding a new emphasis called planning for the creation and management of companies is prospective with the SENA agreement.

The coexistence Manual of *La Presentación* High School is composed of seven chapters as follows:

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

# The Organizational Chart



ORGANIGRAMA

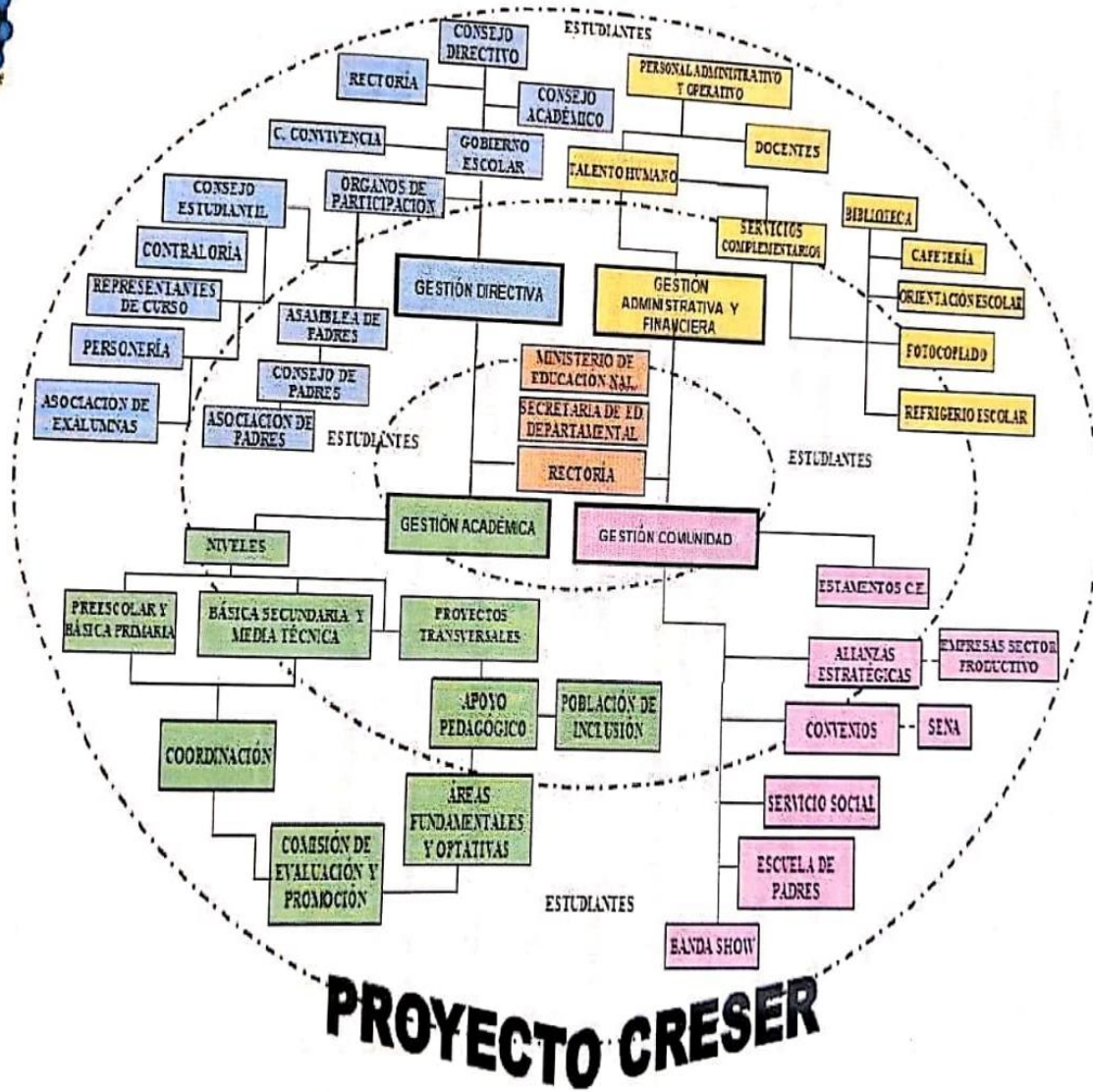


Figure 3 The Organizational Chart

## School Calendar

Table 2 School Calendar

<b>Term</b>	<b>Dates</b>
<b>1<sup>st</sup> term</b>	January 20 <sup>th</sup> to April 24 <sup>th</sup>
<b>1<sup>st</sup> term Exams</b>	April 13 <sup>th</sup> to April 23 <sup>rd</sup>
<b>2<sup>nd</sup> term</b>	April 27 <sup>th</sup> to August 13 <sup>th</sup>
<b>2<sup>nd</sup> term Exams</b>	August 3 <sup>rd</sup> to August 14 <sup>th</sup>
<b>3<sup>rd</sup> term</b>	August 17 <sup>th</sup> to November 27 <sup>th</sup>
<b>3<sup>rd</sup> term Exams</b>	November 3 <sup>rd</sup> to November 13 <sup>th</sup>

## Supervisor's timetable

Table 3 Supervisor Timetable

<b>Hour</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	4°A	4°B	Nursery School B		4°C
<b>2</b>					4°C
<b>3</b>		4°A		9°C	4°B
<b>4</b>	9°B		9°C	9°A	
<b>5</b>	9°B	9°B		9°A	9°C
<b>6</b>	9°A				



During the observational week I realized not only aspect about the students, but also some important facts about my cooperative teacher's methodology and material. She directs her session classes having as guide the English book offered by the National Ministry of Education, it is named English please! The teacher always works with this book, I considered that her sessions were so limited, and sometimes it generated loss of time, because the students were supposed to collect the books in the library and distribute them according to the attendance list.

Once the teacher started her classes, the first part of them were centred on checking the homework which were two or three exercises of the same book but this checking was not do it by herself, she always asked her students to exchange their notebooks, so the homework was checked by a classmate. Then she asked some students randomly to read the following exercises proposed and the explanation given in the book, in order to the class was carried out. However she was so vigilant, she was walking around her students to solve their doubts and direct their work.

# Chapter I

## Pedagogical Component

### Introduction

From the institutional observation made during the two first weeks, it was realized that the ninth graders students of *La Presentación High School* have some failures when expressing orally by themselves. Certain students do not feel comfortable when talking in a foreign language, (in this case English). However they want to do it.

During the first non-participant observation the pre-service teacher entered into the classroom, and she said hello to all the class, students answered like repeating a learned phrase, something that they have memorised. She decided to ask them some random sentences and despite girls understood they did not feel confident to answer, so they did it in their mother tongue. This was registered in the notes in order to analyse the necessities of the students and to think about the possible project to cover those necessities. Practitioner considered this fact as a probably lack of English vocabulary and knowledge when organizing ideas in their mind. Given that they have in their mind what they want to say, they have the words and maybe the correct answer, however they do not possess the ability to organize those ideas in English, or just think in English when they heard that language.

If we talk about the confidence that a student has when producing orally, for Guerrero G. (2004) when a young learner speaks in a foreign language there are many factors that influences his/her production, the anxiety to which he is exposed, or the degree of complexity.

For presenting this chapter, it will be divided into the problem statement, the justification, the objectives, the theoretical framework and the methodology that would be carried out.

## **Problem statement**

Speaking a foreign language is seen as a cool activity by young learners, however the educational scholar seems to be more focused on learning other competences like written production or in some cases the contents established by the institutions are just focused on grammar teaching. So we realized an unqualified proficiency in oral production in students when the teacher asks them something specifically. Thus, the practitioner wanted to promote the development of that competence, through simple authentic oral tasks about a topic that would catch the attention of young learners.

Brooks and Wilson (2014) suggest that the lack of opportunities to practice oral production in language classes means that most high school students, and many university students, do not experience the positive impact that these types of activities have on Oral Presentations to Improve students 'English oral skills.

In the same way, Brooks and Wilson name the benefits of implementing spoken production in English Learning process. Chiefly they claim that working this competence helps to reinforce the three others language skills: Reading, Writing and Listening. When the learner is preparing what he/she is going to present orally, he/she must research and read information about the main topic to enrich his/her presentation and having a deep knowledge about it. Once the reading has been done, the student is going to prepare a support for his/her presentation that it may be a poster or some slides in which he/has to write out the appropriate information that complements their oral production. And finally the authors have claimed that when a student is doing his/her oral presentation his/her pairs are paying attention and listening to what their classmate is saying. Brooks and Wilson added oral presentations improve listening skills more than a current audiotape exercise in class because the students are able to confirm their understanding by asking questions and interacting with the presenters.

On the other hand, the teacher has to propose realistic situations for being chosen when preparing an oral presentation in this way the students will be engaged in. This is important because speaking tasks that have no relation to real-life language use “are poor preparation for autonomy.” (Thornbury, 2005, p. 91) Real-life presentations offer an authentic way of practicing English in comparison with simple speaking drills. Brooks and Wilson have ensured that through realistic situations performances it is created a bridge with real language use and at the same time offers the opportunity to develop research and critical thinking as well as linguistics and communicative competences.

In this endeavour the practitioner wanted to answer these questions: How can authentic tasks enhance students’ English oral production? How do students react towards those tasks? And what changes may pre-service teacher realize in students’ oral production while they are engaged in those authentic tasks?

## **Justification**

Hedge (2002) affirms that the most relevant element in the oral production is to distinguish the different types of situations in which the language is produced. Subsequently, it is necessary to propose topics that are interesting for learners, something that catches their attention and make them feel fascinated to investigate about.

Knowing this, practitioner has chosen to work with oral production competence because she wanted to create an impact in her students and to motivate them to talk without nervousness and with self-confidence. Ramírez and Artunduaga (2018) claim that authentic tasks are something attractive, because they are engaged with real life daily tasks. Each student has her own daily activities and according to those activities the ninth graders students of *La Presentación High School*, are going to perform authentic tasks.

It results important that the teacher includes tasks to be developed orally in the learning process given that it allows students to put in practice the language skills that they have learned to communicate and to interact with others inside the classroom. Language is defined as a social phenomenon for Socio-cultural theorists, they claim that it exists just one way for students to improve as L2 learners and it is through having being allowed to use the language to communicate with others. (Brooks and Wilson 2014, p. 202) Students who are not given the chance “to interact with other members of the discourse community remain outside the language community, and therefore fail to learn the language.” (Apple, 2006, p. 286)

When implementing a pedagogical project there are some benefits for the institution, for teachers, for students and for the training teacher. First of all the institution where the practitioner has been assigned results being benefited given that the Foreign Language Student of the University of Pamplona received an updated and vast teaching about scholar learning process, and about the use of new technologies that allows to students a better and a significant learning. The training teacher is not at the institution to replace the teacher with his/her new methodology, but on the contrary he/she is there to support him/her and to offer an alternative when teaching this new and non-easy scholar generation. In the same way, for the training teacher it is a great opportunity to get experience, to put in practice what she has learned, to choose and decide the methodology that best sets for her class sessions.

## **Objectives**

### **General objective**

- To enhance students' English oral production by means of authentic tasks in ninth graders students at *La Presentation High School*.

## **Specific objectives**

- To exploit their creativity when carrying out the oral presentations based on authentic tasks.
- To acquire vocabulary for having a properly speech when presenting orally the authentic tasks.
- To increase learners' interest towards English by proposing the performance of authentic tasks.

## **Theoretical framework**

The theory of oral production, authentic tasks, vocabulary and action research conform the theoretical framework of this chapter. They are going to be clarified below in a deeper way.

### **Oral production**

According to the Common European Framework of References for Languages (CEFR) oral production (speaking) are “the activities the language user produces an oral text which is received by an audience of one or more listeners”. (2001) Talking in EFL should expect to accomplish communicative objectives. It requires seeing how the language functions, its segments and capacities; and how and when to talk sufficiently as per conditions of reality. For Bygate (1987) speaking includes "making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path" (p. 3) during communicative encounters. In this way, altering oral creation infers assistance and remuneration forms. Assistance involves highlights that students use to make their oral creations more clear as indicated by their language level, including rearrangements (connecting sentences with conjunctions and, but, or avoiding using complex sentences) and time making gadgets (methodologies that give the speaker additional time so as to shape sentences, for example, fillers, wavering, redundancies, e.g., I mean, sort of, and so on.) (Bygate, 1987; Díaz Larenas, 2011).

## **Vocabulary**

Vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of language might use. (Hatch and Brown 1995) in that way we can see that vocabulary is all the words that a language has and they are familiar and used by a person to create the act of communication.

## **Authentic Tasks**

Task authenticity depends on four aspects: a genuine purpose, real world purpose, classroom interaction, and learners' engagement. Guariento and Morley, 2001 In addition these authors claim that: "to integrate input and output, reception and production, is to mirror real world communicative processes, and is something that all teachers concerned with moving towards authenticity should aim to do"-(p. 352)

## **Task based learning**

Jane Willis (1996), in her book 'A Framework for Task-Based Learning', traces a third model for arranging exercises. Assignment based learning (TBL) is regularly founded on three phases. The first of these is the pre-task stage, during which the educator presents and characterizes the point and the students participate in exercises that either help them to review words and expressions that will be valuable during the presentation of the fundamental errand or to learn new words and expressions that are basic to the assignment. This stage is trailed by what Willis calls the "task cycle". Here the students play out the errand (commonly a perusing or listening exercise or a critical thinking exercise) two by two or little gatherings. They at that point set up a report for the entire class on how they carried out the responsibility and what ends they came to. At long last, they present their discoveries to the class in spoken or composed structure. The last stage is the language centre stage, during which explicit

language highlights from the errand and featured and took a shot at. Input on the students' presentation at the detailing stage may likewise be fitting now.

### **Communicative Competence**

Canale and Swain (1980) and Canale (1983) interpreted communicative skills as a combination of an underlying awareness and skill structure needed for communication. Awareness relates to an individual's (conscious or unconscious) information regarding language and about certain forms of language usage in their sense of communicative competence. There are three forms of awareness according to them: awareness of fundamental grammatical principles, awareness of how to use language in a social sense to perform communicative functions, and awareness of how to incorporate utterances and communicative functions with respect to discourse principles. Savignon (1972) described communicative competence as “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors”, in addition she called communicative competence an intrinsic capacity and success a transparent display of competence. Competence can, in her opinion, only be observed, developed, maintained and assessed through performance.

### **Literature review**

Authentic tasks may help EFL learners to develop their oral production competence. Is what Ramírez and Artunduaga (2018) have demonstrated in their action research conducted in a public high school in the south of Colombia. During the implementation of their research, they have designed specific tasks to reduce students' difficulties that affected their oral production. But also researchers recognized their population as students capacitated to make decision and give one opinion. Gradually they have realized that learners started to participate more actively. It can be seen how students could



overcome their difficulties when speaking, difficulties related to fear, inhibition and having no words at that moment.

On the other hand, Humanez and Arias (2009) implemented new processes of task-based learning (TBL) activities, in a class of 35 eighth-grade students of EFL at a public School in Planeta Rica, Córdoba. The activities were about students' interests and personal experiences. Before the application of TBL, in the data gathered researchers found out that most of classroom interaction occurred in response to teacher questions. In addition, thanks to transcriptions made, they realized that the type of interaction the students were engaged in was IRF (Initiation-Response-Feedback). However after the application of TBL student's interventions were totally different from the previous state. "This time the teacher and the students assumed different roles; the teacher was not only one who initiated conversation, and instead there was an equal distribution of duties in which both students and teachers had the same power or right in the conversation". (p. 7)

Talking about cooperative work, which is necessary, Prieto (2007) carried out a research at Colegio de Bachillerato Patria in Bogotá, with eleventh graders. She wanted to establish strategies to help students to improve their English oral production. She propitiates a grateful atmosphere and some different activities around that improvement. At the end of the implementation learners had a better attitude towards group work and the spoken skill. At the very beginning they did not like to work cooperatively and did feel confident speaking English. After the participative experience they found the productivity to work by groups.

In a study carried out by Peña and Onatra (2009) it is presented an analysis of intervention research carried out in 2004 at Francisco de Paula Santander, a public school in Bogotá. The research was conducted over nine months with a sample of learners who belonged to four classes of seven graders. Data were obtained using audio files, field observations, and proforms. The study results let

authors examine the different transactional and interactional demands among inexperienced EFL speakers. These can also be viewed as an attempt to understand the consequences of these practices within the context of Willis' (1996) task-based learning strategy.

Finally, Vaca and Gómez (2017) demonstrated that students overcame fears when speaking in L2 thanks to PBL but also it increased Oral production through vocabulary learning and raised Students' interests when talking in a community. This research study explored how a Colombian EFL learners group of ninth grade, through project-based learning, developed speaking skills in an English as a foreign language classroom. Field observations, transcripts of the oral performance of the learners and one interview gathered data about the encounter. For data analysis, grounded theory was implemented, out of which three main findings emerged: (1) project-based learning encouraged students to increase oral production through the development of lexical skills, (2) helped them overcome fears of speaking in L2, and (3) increased interest in learning about their school life and community.

### **Methodology of pedagogical component**

This pedagogical project is framed on Task Based Learning Approach, which is regularly founded on the following three phases: Pre-task Task and Post-task.

#### **Pre-task:**

The pre-task phase of a TBL lesson is the moment when the teacher sets the task, contextualises the topic of the lesson, raises students' interest and prepares learners to perform the task. When preparing students to perform a task, teachers might need to help students with both content and language. This can be done by activating students' general knowledge on a certain topic and by helping

students anticipate the type of language they will need to perform the task proposed. It is extremely important that students understand the objectives of the task during this phase.

**Task:**

In this stage of the TBL lesson, learners perform the task proposed. They are supposed to perform the task in small groups or pairs, and use their existing knowledge of language to express themselves in a spontaneous way. As the focus is communication, the teacher is not supposed to carry out extensive error correction at this stage, but should monitor and provide support.

When students finish performing the task, they need to plan how they are going to report it to the rest of the class or to other groups. They may rehearse and research the language necessary in order to share the outcome of what they had done.

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

**Post-task:**

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

## Research methodology

This action research was framed on a qualitative research which according to Mason (2017) it is “Based on methods of data generation which are both flexible and sensitive to the context in which data are produced (rather than rigidly standardized or structured, or entirely abstracted from ‘real-life’ contexts).” (p. 3) In other terms she claims that this type of research offers a versatile and responsive atmosphere where data are generated rather than being centralized. However given the World health outbreak of Covid-19 it was not applied because it was designed for a face-to-face implementation.

## Research design

In the book “Action-research for educational change” written by Elliot (1991), the author mentions that action research can be defined as “the study of a social situation with a view to improving the quality of action within it”. It aims to fuel practical judgment in concrete situations and the validity of the "theories" or hypotheses it generates depends less on "scientific" truth tests than on their usefulness in helping people act smarter and more skilful. In action research, the "theories" are not independently validated, then applied to practice. They are validated by practice. To better understand the process to follow in action research, it is set out in the image below:

Figure 4 Action Research



## **Population**

This action research was supposed to be implemented at *La Presentación High School*, where a group of 30 ninth graders are participants. Students are between 13 and 14 years old. Therefore, no choice criteria were used since the cooperative teacher wanted all students to be participants in order to improve their oral production. Nevertheless, the sample of this study will be composed by five students.

## **Instruments to gather data**

Throughout the development of this action research three different instruments will be implemented when collecting data. (Class recordings, semi-structured interviews, non-participant observations and a reflective journal)

### ***Class recordings***

Once the pre-service teacher selected her participants, she asked for a parents' permission to record their children given they are not adults and she has considered useful to record their oral presentations to be posteriorly reviewed and analysed carefully.

### ***Semi-structured interviews***

Wengraf (2001) claims that "Semi-structured interviews were designed to have a number of interviewer questions prepared in advance but such questions were designed to be sufficiently open that students can express their opinions freely". (p. 25) Therefore, this instrument is helpful in gathering more knowledge on the phenomena, taking into consideration the views, perspectives, reflections and responses of the participants while evaluating each question.

### ***Reflective journal***

Pirot et al (2002) ensure that "The Reflective journal is a tool that allows you to think about your practice. We are talking about understanding, clarification, self-assessment, planning and organizing facts, events, etc. It also helps to build professional knowledge, to learn, to make decisions and to solve

problems”. (p. 2) That is to say the reflective journal, allows to make a reflexive analysis, and an exploration of the inner progress of the participant, also it ensures the internal validity and the external validity of the process of research.

### **Type of Analysis**

For analysing the gathered data, it has been chosen an inductive analysis which according to Hatch (2002) proceeds from the specific to the general, the understandings are generated starting from specific elements and finding links between them. In his book *Doing Qualitative Research in Education Settings* he presents nine steps when using this inductive analysis.

#### ***Read the data and identify the analytical frameworks***

Read the data first, as any inductive analysis must start with a solid sense of what is included in the data set.

#### ***Create domains based on semantic relationships discovered in analytical frameworks***

The creation of domains is the key inductive element of this model. Data is read for details that can be categorized because of their relationship to other details.

#### ***Identify critical areas, assign them a code and set others aside***

“Reduction process” Miles and Huberman (1994). The fact that some areas are large does not mean that they are essential for study.

#### ***Review the data, clarify the relevant areas and keep the relationships between the data.***

The data will be read and reread, regardless of the analysis model used. Here you will read the data with specific areas already established.

***Find out if your data is supported by your domains and look for examples that don't match relationships in your domains***

- Are there enough data to corroborate the existence of this domain in the context studied?
- Are the data strong enough to warrant the inclusion of this area?
- Are there other data that do not match or go against the relationships expressed in my fields?

***Perform analysis in domains***

This step consists of searching in the areas identified for complexity for richness and depth.

***Search themes across domains***

Here we examine the data to find general elements that bring the elements together.

- What does it all mean?
- How does it all fit together?
- How are the pieces related to the whole?

***Create a diagram expressing the relationships within and between the domains.***

Now is the time to create a complete representation of how global analysis fits together. Just as important, it will become the guide for writing the results.

***Select data extracts to support the elements of your schema.***

- Including data extracts to support the results is essential in qualitative reports.
- Identifying potential citations in the data is important in order to be ready to write.
- It is good to see if enough data is evident to give you confidence in writing your final report.

## **Methodology changes**

From February the 24<sup>th</sup> until March 13<sup>th</sup> the pre-service teacher had the opportunity to execute the practicum in a face-to-face modality just as it is established since the creation of the degree; however this modality was modified since the world health emergency. As it is known by the entire population, the Coronavirus has emerged in 2019 (*Covid-19*) nevertheless it arrived to our country during the month of March, so the government and the Ministry of Education had decided to suspend face-to-face classes as a project of Coronavirus prevention, given that educational institutions are places where too much people are gathered, like theatres, museums, malls, parks, stadiums and universities.

The proposed methodology of this action research has been changed since the world outbreak of Covid-19. For the implementation of the project it was necessary to be in the School in order to have a direct contact with the population; however when the principal of the School decided the digital platform to continue with the classes, the pre-service teacher wanted to continue with the project and adapt it to the virtuality, in spite of it was not possible given not all the students had access to Internet connection. Nevertheless from the direction of the Foreign Language Programme it was demanded to do not stop with the practicum so the Practicum Committee asked to the pre-service teacher to design three sequences, post them in an educational Platform and leave them to the School and to the cooperative teacher in order to they have access and use the material when the health emergency has been overcome. Shown below the three sequence plannings. With this user: [authentictasks@gmail.com](mailto:authentictasks@gmail.com) and this password: *authentic2020-1* you may enter to classroom platform to visualize the sequences proposed to students.



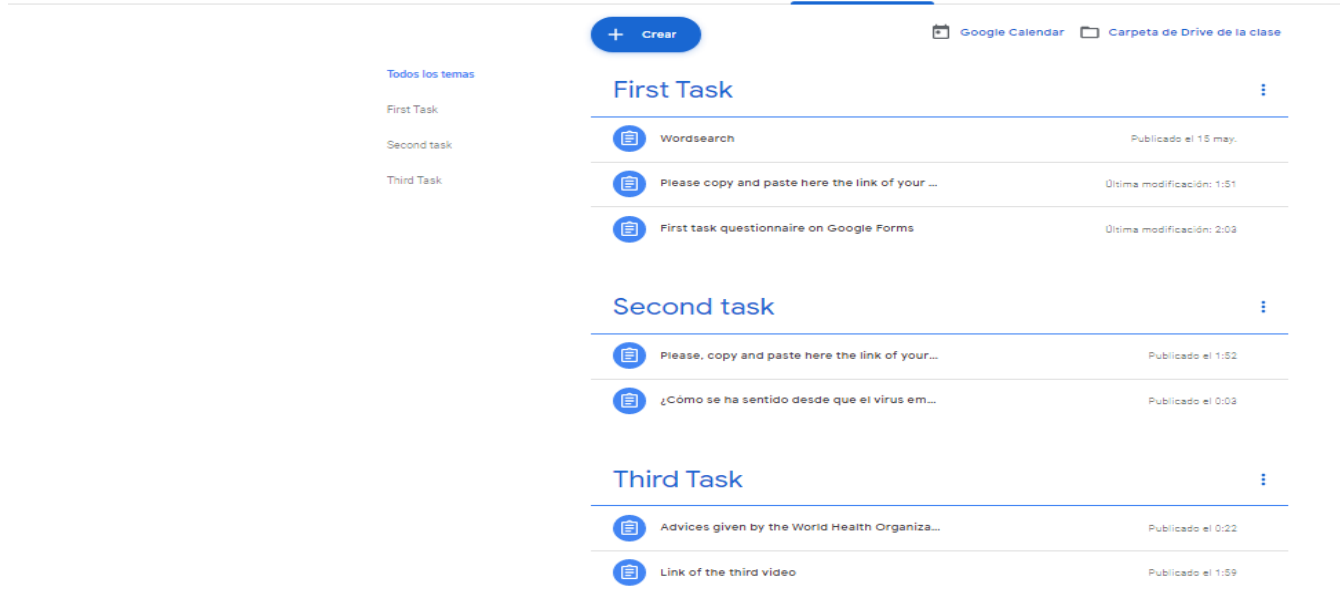


Figure 5 Screenshot of the Google Classroom group

These three sequences that you are going to find below, have been designed taking into account some suggestions offered since practicum committee in order to continue with the proposal already drawn. The principal suggestion was creating an account on an educative platform and create three sequences for implementing that proposal.

**Sequence nº1**

<p><b>LINGUISTIC OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Handle commonly-used expressions and elementary vocabulary.</a> About physical appearance description</li> </ul>	<p><b>COMMUNICATIVE OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• To describe in a brief way, her heroine or her favourite person.</li> </ul>	<p><b>SOCIO-CULTURAL OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• To recognize the principal facts that prompted the commemoration of International women’s day.</li> </ul>
<p><b>GENERAL COMPETENCES</b></p> <ul style="list-style-type: none"> <li>• Linguistic competence</li> <li>• Communicative competence</li> <li>• Socio-cultural competence</li> </ul>	<p><b>PREVIOUS TASK</b></p>	<p><b>TOPIC-TASK</b></p> <p>Talking about my heroine!</p>

Table 4 1st project planning

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Pre-task	<p>The teacher is going to introduce her project in a quickly way. Then she is going to play a song called <i>Just The Way You Are</i> by Bruno Mars. This song describes a person in a beautiful way and that is exactly what the teacher wants their students do when describing her heroine or her favourite person. For the global comprehension the teacher is going to ask the students to make a list with the adjectives that they hear while the song is being played.</p> <p>Then the teacher is going to ask the students about the adjectives that they listened to in the song, and what do they feel when hearing them.</p> <p>The song it will be played again and this occasion students will have to <a href="#">complete the lyrics</a> for a specific comprehension of the song.</p> <p>The song will be played once again, this time with lyrics, in order the students may check the previous exercise.</p>	40 min	Listening	Projector Laptop Speakers
	<p>In addition She is going to play a video about Women's abilities in which it is shown what a woman is able to do. <a href="https://www.youtube.com/watch?v=OSbnLj9k6qs">https://www.youtube.com/watch?v=OSbnLj9k6qs</a></p> <p>Activities to do with this 2nd video:</p> <p>Before playing the video the teacher is going to ask the students to write a sentence answering this question: <b>Is there something a woman is not capable of doing on her own?</b> <i>And if it's necessary the question will be written in Spanish</i></p> <p>The teacher is going to let the students participate voluntarily in order to create a possible conversation.</p> <p>Once they have answered the question, they are going to watch the video and now the teacher is going to ask the students to explain with their own words the message video. Then they are going to answer this question: <b>What it is the</b></p>	10 min	Speaking	Laptop Projector Speakers

	<p><b>relation between these two videos?</b></p> <p>The idea of playing these two videos is to have as many reasons as possible to describe the heroine of the students or their favourite person.</p> <p>Before assigning the task the students are going to solve the following <a href="#">wordsearch</a> about personality adjectives.</p>			
Task	<p>Once they have seen these two videos, the teacher will ask the students to prepare a short oral presentation talking about the person they admire the most. In order to support their oral presentation it will be asked to prepare a poster with photos or images related to that person. The idea is that the student use her creativity and imagination when designing the poster, but also that she is able to inspire themselves since the videos.</p> <p>The students will do their oral presentation in front of a camera, they are going film themselves when presenting their <a href="#">poster</a>, describing each photo image or drawing that they have done. Students are going to present:</p> <p>-The name of that person, the age, what is she/he famous (<i>if it's the case</i>), why do you feel identified with her? why do you admire her? How does she looks like? You will talk about her physical appearance, taking into account the words that you found in the wordshearch. In the same way the teacher is going to present to you an image with <a href="#">useful vocabulary</a>.</p> <p>Each video will last three – five minutes to present their heroine or favourite person.</p>	20 min	Speaking	Projector Laptop Speakers
Post-task	<p>At this stage, the students are supposed to evaluate what they have done. Taking into account that they have been recorded and also the teacher took some notes.</p> <p>Each time that a mistake it was committed, the student is going to pause the video and will correct herself, inducing that she is able to recognize her mistakes and correct them.</p> <p><a href="#">Evaluation grid.</a></p>	20 min	Speaking	Projector Laptop Speaking

Students' guide:

1. Usted verá y escuchará un video llamado Just the Way You Are, es una canción que describe a una persona amada, cliqueando sobre este enlace podrá ver el vídeo <https://www.youtube.com/watch?v=LjhCEhWiKXk> y hacer una lista de los adjetivos que escuche mientras la canción está siendo reproducida.
2. Una vez más el vídeo será reproducido y usted deberá completar la letra de la canción con los adjetivos que hacen falta.
3. Después usted cliqueará en este segundo enlace <https://www.youtube.com/watch?v=rExJ6j5OeCo> donde podrá no solo escuchar la canción sino leer la letra de la misma y así chequear el ejercicio previo.
4. Dado que el día Internacional de la Mujer ha sido recientemente celebrado, usted verá un corto vídeo alusivo a, sin embargo antes le pido responda la siguiente pregunta: ¿Cree usted que haya algo que una mujer no sea capaz de realizar por sí misma?, una vez respondida dicha pregunta por favor cliquee sobre el siguiente enlace y tome notas <https://www.youtube.com/watch?v=OSbnLj9k6qs> después usted deberá explicar con sus propias palabras lo que vio en el vídeo.
5. Una vez que haya visto los vídeos, responderá a la pregunta: ¿Cuál es la relación entre estos dos vídeos?,
6. Después creará un póster relacionado con la persona que más ama o admira más, teniendo en cuenta las descripciones dadas en los videos anteriores y en el vocabulario ofrecido. Su presentación oral debe contener los siguientes elementos:

The name of that person, the age, why is she/he famous (*if it's the case*), why do you feel identified with her? why do you admire her? How does she look like? You will talk about her physical appearance, taking into account the words that you found in the wordsearch.

7. Va a hacer un dibujo o pegar algunas imágenes relacionadas con esa persona, símbolos o fotos, en un trozo de cartulina, papel iris, silueta, bond o el que sea de su preferencia, además puede escribir algunas frases cortas o palabras.
8. Finalmente usted va a presentar su poster de manera detallada, a través de un vídeo que durará de tres a cinco minutos hablando de quien es su heroína o persona admirada.

## ANNEXES

### Commonly-used expressions and vocabulary:

You are going to do your oral presentation taking as reference the following commonly-used expressions or vocabulary:

This is a photo of my favourite person or my *heroine* her name is Marie Curie...

She's two years old or she's dead, she died in 1934

She is famous because she discovered radioactivity...

She is my heroine because...

She received two Nobel prizes...

She was the pioneer in...

I feel identified with her because...

Talking about physical appearance:

# Appearance

## 1 Age



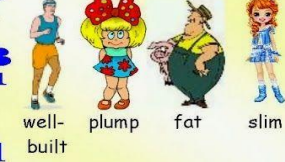
young middle-aged old

## 2 Height



short medium-height tall

## 3 Build



well-built plump fat slim

## 4 Complexion



pale-skinned yellow-skinned olive-skinned dark-skinned

## 5 Face



oval round square triangle long

## 6 Hair



short black hair long black hair grey hair wavy brown hair curly hair ponytail red pigtails fair hair (plaits) short spiky hair bold

## 7 Eyes



blue (brown, black, green) eyes hazel eyes oval eyes big round eyes small eyes

## 8 Nose



small nose turned-up nose straight nose hooked nose long nose

## 9 Mouth and lips



full lips thin lips curved lips large mouth small mouth

## 10 Other features



beautiful (pretty) handsome ugly beard moustache wrinkles freckles large ears small ears

Lyrics:

## Just the Way You Are

Bruno Mars

Oh, her \_\_\_\_\_, her \_\_\_\_\_ make the stars look like they're not \_\_\_\_\_  
Her \_\_\_\_\_, her \_\_\_\_\_ falls perfectly without her trying  
She's so \_\_\_\_\_ and I tell her everyday  
Yeah, I know, I know when I compliment her she won't believe me  
And it's so, it's so \_\_\_\_\_ to think that she don't see what I see  
But every time she asks me "Do I look okay?"  
I say

When I see your \_\_\_\_\_  
There's not a thing that I would change 'cause you're \_\_\_\_\_  
Just the way you are  
And when you \_\_\_\_\_  
The whole world stops and stares for a while  
'Cause girl you're \_\_\_\_\_  
Just the way you are  
Yeah

Her \_\_\_\_\_, her \_\_\_\_\_, I could kiss them all day if she'd let me  
Her \_\_\_\_\_, her \_\_\_\_\_ she hates but I think it's so \_\_\_\_\_  
She's so beautiful, and I tell her everyday

Oh you know, you know, you know I'd never ask you to change  
If perfect's what you're searching for then just stay the same  
So don't even bother asking if you look okay, you know I'll say

When I see your \_\_\_\_\_  
There's not a thing that I would change  
'Cause you're \_\_\_\_\_  
Just the way you are  
And when you \_\_\_\_\_  
The whole world stops and stares for a while  
'Cause, girl, you're \_\_\_\_\_  
Just the way you are  
  
The way you are  
The way you are  
Girl, you're \_\_\_\_\_  
Just the way you are

When I see your \_\_\_\_\_  
There's not a thing that I would change  
'Cause you're \_\_\_\_\_  
Just the way you are  
And when you \_\_\_\_\_  
The whole world stops and stares for a while  
'Cause, girl, you're \_\_\_\_\_  
Just the way you are

Yeah

[Wordsearch:](#)

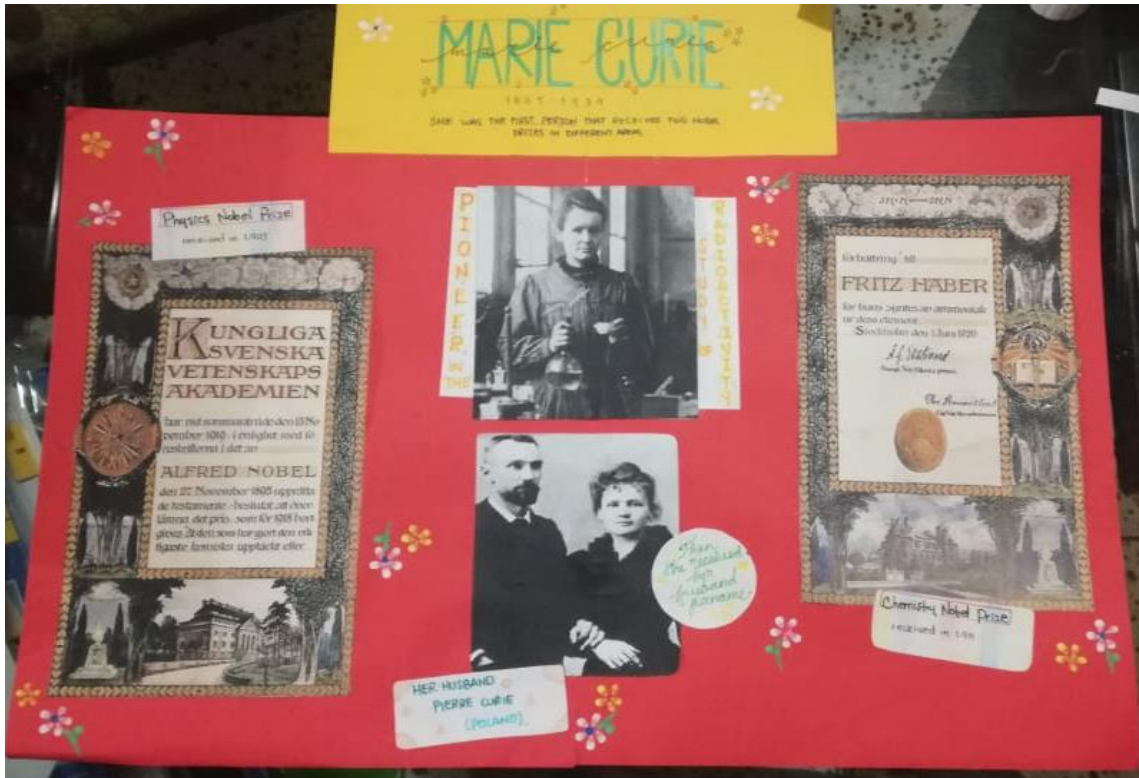
physical appearance Wordsearch

V	O	B	U	N	O	P	T	Y	O	U	N	G	I	Ñ	O	A
G	L	U	F	I	T	U	A	E	B	C	O	Y	Y	U	M	L
T	K	W	A	V	Y	H	A	I	R	T	C	Y	L	T	S	P
R	I	A	H	Y	A	R	G	O	S	X	Y	P	G	Z	M	D
O	L	M	D	J	H	J	J	H	E	L	E	J	L	O	A	B
H	Y	L	R	M	R	L	O	N	G	H	A	I	R	H	L	R
S	O	Ñ	A	A	B	R	O	U	A	U	W	P	C	M	L	U
L	C	L	U	T	T	P	A	L	E	S	K	I	N	N	E	D
W	R	M	H	H	F	T	S	M	W	C	O	Z	B	R	Y	D
B	P	H	A	L	G	L	Ñ	C	M	E	B	Z	O	R	E	J
A	D	I	N	P	I	X	Q	M	Z	W	S	Ñ	L	T	S	N
F	R	H	D	M	Y	B	I	O	P	T	A	F	D	E	O	D
Y	G	U	S	K	O	Z	S	E	L	K	C	E	R	F	E	R
J	H	R	O	V	D	G	P	K	G	P	O	I	A	W	W	H
Ñ	J	K	M	Y	U	E	F	M	E	S	O	N	G	N	O	L
W	X	J	E	O	M	F	A	X	E	W	M	D	A	F	X	A
T	Z	T	G	X	H	D	E	N	N	I	K	S	K	R	A	D

- BEAUTIFUL
- BOLD
- DARKSKINNED
- FAT
- FRECKLES
- GRAYHAIR
- HANDSOME
- LONGHAIR
- LONGNOSE
- OLD
- PALESKINNED
- SHORT
- SHORTHAIR
- SLIM
- SMALLEYES
- TALL
- UGLY
- WAVYHAIR
- YOUNG



Poster:



Evaluation grid:

SPEECH EVALUATION GRID					
STUDENT	CREATIVITY (poster, drawings, images etc.) 10 POINTS	ORGANIZATION (name of the heroine, age, popularity, physical appearance description) 10 POINTS	LEXICON 10 POINTS	MORPHOSYNTAX 10 POINTS	FLUENCY 10 POINTS



## Sequence n°2

<p><b>LINGUISTIC OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Handle commonly-used expressions and elementary vocabulary</a>. About pandemic, viruses and quarantine.</li> </ul>	<p><b>COMMUNICATIVE OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• To describe how the quarantine/isolation has affected their daily live, through the creation of an infographic.</li> </ul>	<p><b>SOCIO-CULTURAL OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• To recognize how the virus has emerged.</li> </ul>
<p><b>GENERAL COMPETENCES</b></p> <ul style="list-style-type: none"> <li>• Linguistic competence</li> <li>• Communicative competence</li> <li>• Socio-cultural competence</li> </ul>	<p><b>PREVIOUS TASK</b></p>	<p><b>TOPIC-TASK</b></p> <p>Talking about the current pandemic situation!</p>

Table 5 Second project Planning

STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	MATERIAL
Pre-task	<p>This second sequence it will be developed around the current virus. First of all they are going to watch a video by The Guardian where a reporter presents what is coronavirus, where it emerged, from what species it was transmitted, how this virus may be transmitted. <a href="https://www.youtube.com/watch?v=aerq4byr7ps">https://www.youtube.com/watch?v=aerq4byr7ps</a></p> <p>The video it will be played twice or three times in order to the students are able to answer to a short questionnaire about the video information.</p> <p><a href="https://docs.google.com/forms/d/1z_9ZIOXTD1hAwTAM4wz693vY4qVdezgiBUsalYUmjMo/edit">https://docs.google.com/forms/d/1z_9ZIOXTD1hAwTAM4wz693vY4qVdezgiBUsalYUmjMo/edit</a></p>	Listening	Laptop
	<p>Then the students are going to think about how they feel since this virus has emerged. It will be a space in the Google Classroom group to they answer this question.</p> <p>Before the task is assigned they are going to watch a conference where a mental-health expert gives five tips to deal with the anxiety provoked during quarantine.</p>	Listening	Laptop

	<p><a href="https://www.youtube.com/watch?v=R4rPyOBWfkc">https://www.youtube.com/watch?v=R4rPyOBWfkc</a></p> <p>Now the students are supposed to take some minutes to think about how they are dealing with this quarantine epoch.</p>		
Task	<p>Once they have seen these two videos, the teacher will ask the students to prepare an oral presentation describing how the quarantine/isolation has affected their daily life. But also they are going to create an infographic (I suggest the platform <i>Canva.com</i>) that represents how they feel. If they do not have access to internet so they can make a drawing. The students are going to explain that infographic or drawing. The idea is that the students use their creativity and imagination when designing the infographic or when drawing, but also that they are able to inspire themselves since the videos.</p> <p>The students will do their oral presentation in front of a camera, or a mobile's camera, they are going film themselves when presenting their infographic or <u>drawing</u>, and talking about their feelings during quarantine.</p> <p>In the same way the teacher is going to offer some <u>useful vocabulary</u>. And the following Web page where the student may go and look at carefully some vocabulary related to pandemic, Isolation and quarantine: <a href="https://www.accuweather.com/en/health-wellness/know-the-terms-a-complete-covid-19-pandemic-glossary/707048">https://www.accuweather.com/en/health-wellness/know-the-terms-a-complete-covid-19-pandemic-glossary/707048</a></p> <p>Each student has three – five minutes to describe how the quarantine/isolation has affected her daily life and to describe her infographic or her drawing.</p>	Speaking	Laptop Speakers
Post-task	<p>At this stage, the students are supposed to evaluate what they have done. Taking into account that they have been recorded and also the teacher took some notes.</p> <p>Each time that a mistake it was committed, the student is going to pause the video and will correct herself, inducing that she is able to recognize her mistakes and correct them.</p> <p><u><a href="#">Evaluation grid.</a></u></p>		Laptop

Students's guide:

9. Usted verá un video del diario británico "The Guardian" donde se presentan algunos aspectos del nuevo coronavirus, tales como: Dónde se originó, cómo puede llegar a transmitirse, cuáles son sus síntomas, e inclusive se habla de si existe o no una vacuna o algún tratamiento <https://www.youtube.com/watch?v=aerq4byr7ps>
10. Una vez más los estudiantes deberán reproducir el vídeo para así poder responder a un corto cuestionario, que encontrarán cliqueando en el siguiente enlace: [https://docs.google.com/forms/d/1z\\_9ZIOXTD1hAwTAM4wz693vY4qVdezgiBUsalYUmjMo/edit](https://docs.google.com/forms/d/1z_9ZIOXTD1hAwTAM4wz693vY4qVdezgiBUsalYUmjMo/edit)
11. Después responderán libremente a la siguiente pregunta: *¿Cómo se ha sentido desde que el virus emergió?*
12. Antes de que la tarea sea asignada, los estudiantes verán una mini conferencia dada por una especialista en salud-mental, en donde ofrece cinco consejos sobre cómo lidiar con la ansiedad provocada por la cuarentena. Cliqueen sobre el siguiente enlace y si lo considera necesario tome notas <https://www.youtube.com/watch?v=R4rPyOBWfkc>
13. Una vez que hayan visto estos dos videos, los estudiantes prepararán una presentación oral que describa cómo la cuarentena / aislamiento ha afectado su vida diaria. Pero también van a crear una infografía (yo les sugiero la plataforma *Canva.com* pueden usar otra) si usted no tiene acceso a Internet y no puede crear la infografía entonces puede hacer un dibujo que represente cómo se siente durante esta cuarentena. La idea es que los estudiantes usen su creatividad e imaginación al dibujar, pero también que puedan inspirarse a partir de los videos.
14. Finalmente los estudiantes van a hacer su presentación oral, y también la descripción de la infografía o del dibujo de manera detallada, a través de un vídeo que durará de tres a cinco minutos.

## ANNEXES

### Commonly-used expressions and vocabulary:

You are going to do your oral presentation taking as reference the following commonly-used expressions or vocabulary: (you may look for the words in a dictionary if wanted)

Quarantine  
Isolation  
Coronavirus  
Stay-home  
Home-schooling  
Feeling sad, depressed, anxious,  
unhappy, tired, bored, angry, hungry...  
This is an infographic or drawing that  
expresses how I feel during quarantine...

I feel happy because during this  
quarantine I am sharing too much  
with my family...  
I see my parents, because they are  
working at home...  
I see my friends in face Time...  
This infographic means...  
I enjoy the time to learn new  
things...

Drawing:



Evaluation grid:

SPEECH EVALUATION GRID					
STUDENT	CREATIVITY (drawing) 10 POINTS	ORGANIZATION 10 POINTS	LEXICON 10 POINTS	MORPHOSYNTAX 10 POINTS	FLUENCY 10 POINTS

### Sequence n° 3

<p><b>LINGUISTIC OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Handle commonly-used expressions and elementary vocabulary.</a> About healthy activities during quarantine.</li> </ul>	<p><b>COMMUNICATIVE OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• To perform a healthy activity that you execute with your family during quarantine.</li> </ul>	<p><b>SOCIO-CULTURAL OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• To know some advices given by the <i>WHO</i> to stay healthy at home during quarantine.</li> </ul>
<p><b>GENERAL COMPETENCES</b></p> <ul style="list-style-type: none"> <li>• Linguistic competence</li> <li>• Communicative competence</li> <li>• Socio-cultural competence</li> </ul>	<p><b>PREVIOUS TASK</b></p>	<p><b>TOPIC-TASK</b></p> <p>Perform an activity done by me &amp; my family!</p>

STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	MATERIAL
Pre-task	<p>This third sequence will be developed around the current quarantine too. But in this occasion the students are supposed to talk about the activities that they do during this time. For this task first of all the students are going to check the page of WHO <i>World Health Organization</i> where they give some advices to help you and your family to stay healthy at home during this period of confinement. <a href="https://www.who.int/news-room/campaigns/connecting-the-world-to-combat-coronavirus/healthyathome?gclid=CjwKCAjw2uf2BRBpEiwA31VZj9NiKxqccSSb_HxttNv9zfd-G7L_cR4pdiwxTg_MF-2oByBgp0_MQxoCt2AQAvD_BwE">https://www.who.int/news-room/campaigns/connecting-the-world-to-combat-coronavirus/healthyathome?gclid=CjwKCAjw2uf2BRBpEiwA31VZj9NiKxqccSSb_HxttNv9zfd-G7L_cR4pdiwxTg_MF-2oByBgp0_MQxoCt2AQAvD_BwE</a></p> <p>There are five different advices all related with healthy life during quarantine.</p> <ul style="list-style-type: none"> <li>-<i>Staying physically active</i></li> <li>-<i>Looking after our mental health</i></li> <li>-<i>Quitting Tobacco</i></li> <li>-<i>healthy parenting</i></li> <li>-<i>eating healthily</i></li> </ul> <p>The students are supposed to click at least on one of them and read the whole advice. Then they are going to write a short summary about the reading. (150 words approximately.) (<a href="#">See the grid</a>)</p>	Reading and Written Production	Laptop
	<p>Then the students are going to watch a short video-advice where a boy gives five reasons arguing why it is important to exercise during quarantine. <a href="https://www.youtube.com/watch?v=knJhutmzjp8">https://www.youtube.com/watch?v=knJhutmzjp8</a></p> <p>in the Google Classroom group it will be a space for the students to write down one of those steps and explain it with their own words.</p>	Listening	Laptop
Task	<p>Once they have written the advice's summary and watched the video-advice, the teacher will ask the students to film them with their family performing the healthy activity that they do during this quarantine. Before starting the performance the student has to introduce her family and to present such healthy activity.</p> <p>The student and her family will do her oral presentation in front of a camera, or a mobile's camera, they are going film themselves when presenting their healthy activity.</p> <p>In the same way the teacher is going to offer some <a href="#">useful vocabulary</a>. and a <a href="#">page with some healthy activities ideas</a> <a href="https://www.baltimoresun.com/maryland/carroll/lifestyles/cc-It-health-department-042420-20200424-nv3vg6536vacxcu22akfa5rmw4-story.html">https://www.baltimoresun.com/maryland/carroll/lifestyles/cc-It-health-department-042420-20200424-nv3vg6536vacxcu22akfa5rmw4-story.html</a></p> <p>In this occasion the student and her family will have ten minutes to perform the healthy activity.</p>	Speaking	Laptop Speakers



Post-task	<p>At this stage, the students are supposed to evaluate what they have done. Taking into account that the introduction of their performances have been recorded and also the teacher took some notes.</p> <p>Each time that a mistake it was committed, the student is going to pause the video and will correct herself, inducing that she is able to recognize her mistakes and correct them.</p> <p><a href="#">Evaluation grid.</a></p>		Laptop
-----------	---	--	--------

Table 6 Third Project planning

Students' Guide:

1. Usted cliquará sobre el siguiente enlace: [https://www.who.int/news-room/campaigns/connecting-the-world-to-combat-coronavirus/healthyathome?gclid=CjwKCAjw2uf2BRBpEiwA31VZj9NikxqccSSb\\_HxttNv9zfd-G7L\\_cR4pdiwxTg\\_MF-2oByBgp0\\_MQxoCt2AQAvD\\_BwE](https://www.who.int/news-room/campaigns/connecting-the-world-to-combat-coronavirus/healthyathome?gclid=CjwKCAjw2uf2BRBpEiwA31VZj9NikxqccSSb_HxttNv9zfd-G7L_cR4pdiwxTg_MF-2oByBgp0_MQxoCt2AQAvD_BwE) En donde encontrará cinco consejos dados por la Organización Mundial de la Salud. Por favor escoja uno y léalo completamente.
2. Ahora usted va a escribir un resumen del consejo que acabó de leer. El resumen debe ser de alrededor de 150 palabras. Es necesario que usted sepa que la rejilla con que será evaluado su resumen será igualmente publicada en el google Classroom.
3. Después usted va a ver el siguiente vídeo en donde le explican por qué es importante ejercitarse durante la cuarentena. <https://www.youtube.com/watch?v=knJhutmzjp8> Una vez haya visto el vídeo habrá un espacio en el google Classroom para que libremente usted describa uno de esos consejos con sus propias palabras.
4. Una vez que usted haya escrito su resumen y visto el video, con la ayuda de su familia (o con quien usted vive) va a grabar un vídeo de diez minutos en donde realicen una actividad saludable. NOTA: no tiene que ser ejercitarse puede ir al siguiente enlace y ver cuales otras actividades son saludables: <https://www.baltimoresun.com/maryland/carroll/lifestyles/cc-It-health-department-042420-20200424-nv3vg6536vacxcu22akfa5rmw4-story.html>
5. Antes de comenzar con el vídeo, usted deberá presentar a los miembros de su familia, y presentar la actividad que van a realizar durante la grabación.

**ANNEXES**

[Summary grid](#)

WRITTEN PRODUCTION GRID					
STUDENT	Respect instructions (length) 10 POINTS	Ability to describe the advice 10 POINTS	Lexicon 10 POINTS	Morph syntax 10 POINTS	Coherence & cohesion 10 POINTS


**Commonly-used expressions and vocabulary:**

For your oral presentation you can guide yourself looking at the following chart too:

1. Stretch out your Muscles, invite your parents
3. Have daily video chat with two or three people (Rotate them)
4. Cook healthy food with your family
5. Write about your loved people.
6. Look for a virtual museum and do the tour with your family.
7. Talk with your parents and decide one hour to read in family
8. Look for some interesting documentaries and watch them with Your family.
9. Read the holy bible in family or listen to a sermon. It is a good Moment to meditate

Evaluation grid:



SPEECH EVALUATION GRID					
					
STUDENT	CREATIVITY (drawing) 10 POINTS	ORGANIZATION 10 POINTS	LEXICON 10 POINTS	MORPHOSYNTAX 10 POINTS	FLUENCY 10 POINTS

**Integral practice development through virtual mode**

The abrupt change from face-to-face to semi-face or virtual education has not been easy. Students are used to work in a classroom where their teacher is in front facilitating the learning process, guiding each step of the process. Now imagine that all this modality had to change suddenly, both students and teachers had to leave educational institutions. Now teachers must transform their classes and find the friendliest and useful tool to offer such classes, and seriously this is a "privilege" of private education. If we take a look at public schools, education is not even virtual, it is rather called “home school”; and it is carried out more or less as follows, the teacher must design weekly workshops made up of four points:

**Content:** Each of the topics to be addressed in the workshop must be stated.

**Explanation:** Teacher must write in detail the topics' explanation, he/she explains what is going to be "taught", supporting that explanation with examples of the topic. In the same way, in some institutions it is suggested that the teacher created a short explanatory video and publish it on the Internet in order to the students are able to access to the same explanation but in a visual way.

**Activities to be carried out:** In this point some exercises should be proposed where the student may put in practice the previously explanation.

**Evaluation:** In this last point the student must demonstrate that has learnt what was proposed, for this reason the teacher must design a short evaluation where the student's learning is tested, in this way it is suggested that such evaluation be developed under the supervision of his/her parents.

For the delivery of these workshops, most educational institutions have adopted the *WebColegios* platform to upload the different workshops. As we already know, not all Colombian households have internet access, so the few students who have internet may easily access to the platform, but for students who cannot, the school's administrators have provided the possibility of printing those same workshops and allow parents to come to schools to collect their children's material so that they can be home-schooled.

### **Institutional performance**

Given the health emergency because of the Covid-19 the Programme Committee of the University offered some directions and instructions to the training teachers in order to do not lay off the practicum process. The Committee decided that their students had to join to the orders given by the Ministry of Education keeping the practicum process and supporting the schools in a virtual mode. Having this in mind the pre-service teacher designed some digital material as workshops, evaluations and explanatory videos for the students in order to do not stop the learning and teaching process. Below

there is an explained chart with their respective links where you will be able to find the activities created under the advice of the School and the cooperative teacher too.

Table 7 High School activities chart report

Type of material / link	Brief material description	Topic	Grade with whom it was implemented or will be implemented	Was it checked by your mentor or cooperative teacher?	It was delivered and developed by the students?
<b>Test</b> <a href="https://drive.google.com/open?id=1d2PxOhkbtnequWZagEVlrA5V9VdG44C">https://drive.google.com/open?id=1d2PxOhkbtnequWZagEVlrA5V9VdG44C</a>	Quarterly test ICFES type	-Family members, possessives, genitive 'S, definite & indefinite articles, demonstratives, present simple.	9 <sup>th</sup>	It was checked by the cooperative teacher, she made me some suggestions then I sent it her again.	No yet.
<b>1<sup>st</sup> Workshop</b> <a href="https://drive.google.com/open?id=1tZW0JAfaDKi9fig43rBSoTovIUNit2w">https://drive.google.com/open?id=1tZW0JAfaDKi9fig43rBSoTovIUNit2w</a>	It contains grammar, Reading comprehension and oral comprehension	Possessive adjectives, genitive's, numerical figures.	9 <sup>th</sup>	It was reviewed by cooperative teacher, she did some recommendations.	It was delivered on 20th April. Given the previous weeks the students were on holidays.
<b>2<sup>nd</sup> workshop</b> <a href="https://drive.google.com/open?id=1JbbYYubgqd1XTIQv8dH6-0rS6CG3">https://drive.google.com/open?id=1JbbYYubgqd1XTIQv8dH6-0rS6CG3</a>	Workshop with grammar, written production and oral comprehension.	Genitive's explained with family members, and qualifying adjectives.	9 <sup>th</sup>	It was checked by the cooperative teacher and asked me to create another one where the evaluation is adapted to inclusion group.	It was delivered to students on may the 4 <sup>th</sup>

<a href="#"><u>q4mV</u></a>					
<b>2<sup>nd</sup> workshop Adapted to inclusion group</b> <a href="https://drive.google.com/open?id=1mA_dLFiOAz_X67iY-hwVd6tEy1e8Slid16"><u>https://drive.google.com/open?id=1MA_dLFiOAz_X67iY-hwVd6tEy1e8Slid16</u></a>	Workshop with grammar, written production and oral comprehension where the evaluation part it was adapted to the students with special necessities.	Genitive's explained with family members, and qualifying adjectives.	<b>9<sup>th</sup></b>	It was checked by the cooperative teacher.	It was delivered to students on may the 4 <sup>th</sup>
<b>video</b> <a href="https://www.youtube.com/watch?v=KRFa5QezENs&amp;t=279s"><u>https://www.youtube.com/watch?v=KRFa5QezENs&amp;t=279s</u></a>	It is an explanatory video where the grammar of the 2 <sup>nd</sup> workshop is explained.	Genitive's explained with family members, and qualifying adjectives.	<b>9<sup>th</sup></b>	It was checked by the cooperative teacher.	It was sent to students on May 4 <sup>th</sup>
<b>3<sup>rd</sup> Workshop</b> <a href="https://drive.google.com/open?id=1WJ0iKQwHdzEDm_ozrWMKnqtrjCa1zOT5"><u>https://drive.google.com/open?id=1WJ0iKQwHdzEDm_ozrWMKnqtrjCa1zOT5</u></a>	Workshop with grammar, reading comprehension and written production	Indefinite articles A/AN, demonstrative adjectives and present simple	<b>9<sup>th</sup></b>	It was checked by the cooperative teacher.	Not yet
<b>3<sup>rd</sup> Workshop adapted to inclusion group</b>	Workshop with grammar, reading comprehension and	Indefinite articles A/AN, demonstrative adjectives and present simple	<b>9<sup>th</sup></b>	It was checked by the cooperative teacher	No yet

<a href="https://drive.google.com/open?id=1uQURPQeC8wfmUhT-4hxZSaP27hHgXSQ3">https://drive.google.com/open?id=1uQURPQeC8wfmUhT-4hxZSaP27hHgXSQ3</a>	<p>written production where the evaluation part is adapted to population with special necessities.</p>				
<p><b>Video</b>  <a href="https://www.youtube.com/watch?v=wC-zk7QhtZg&amp;t=6s">https://www.youtube.com/watch?v=wC-zk7QhtZg&amp;t=6s</a></p>	<p>It is an explanatory video where the grammar of the 3<sup>rd</sup> workshop is explained.</p>	<p>Indefinite articles A/AN, demonstrative adjectives and present simple</p>	<p>9<sup>th</sup></p>	<p>It was checked by the cooperative teacher</p>	<p>No yet</p>
<p><b>1st Quarterly English test</b></p>	<p>Test type ICFES</p>	<p>Reading comprehension, filling the blanks, images interpretation, family members and possessive adjectives.</p>	<p>9<sup>th</sup></p>	<p>It was checked by the cooperative teacher</p>	<p>Yes, it was presented by the students on May 27<sup>th</sup> on Google Forms</p>
<p><b>4th Workshop</b>  <a href="https://drive.google.com/file/d/1HZHuC99hNqGzF2WKU087ldesTaI36nl1/view?usp=sharing">https://drive.google.com/file/d/1HZHuC99hNqGzF2WKU087ldesTaI36nl1/view?usp=sharing</a></p>	<p>Workshop with grammar, filling blank exercises, and reading comprehension</p>	<p>Verbs+ing, likes &amp; dislikes, yes/no questions, ing or ed adjectives.</p>	<p>9<sup>th</sup></p>	<p>It was checked by the cooperative teacher</p>	<p>No yet</p>

<b>Video</b> <a href="https://drive.google.com/file/d/13jATN7he8XZg4oa6Lpc59oSpbWVwK_sD/view?usp=sharing">https://drive.google.com/file/d/13jATN7he8XZg4oa6Lpc59oSpbWVwK_sD/view?usp=sharing</a>	It is an explanatory video where the grammar of the 4 <sup>th</sup> workshop is explained.	Verbs+ing, likes & dislikes, yes/no questions, ing or ed adjectives.	<b>9<sup>th</sup></b>	It was checked by the cooperative teacher	No yet.
---	--	--	-----------------------	---	---------

As presented above for the ninth graders I designed four workshops, four evaluations and a quarterly test. Taking into account the directions given by the School’s Principal the students only developed two workshops with their respective evaluations and the quarterly test. I checked 170 workshops (See [appendix B](#)) and 170 evaluations (See [appendix C](#)) and 65 tests online (See [appendix D](#)). The other workshops and evaluations have been sent to the cooperative teacher.

**Expected results**

Taking into account that the proposal drawn could not be implemented by the pre-service teacher, it is expected that the English Teacher uses the material that remains on the Google Classroom group and explains to the students what they are supposed to do in each task. In the sake of this accomplishment the pre-service teacher offered the user and the password to the English teacher.

It is expected that the participant students for this project implementation enhance their English oral production through the development of these three tasks, given that they are supposed to present orally three different situations of daily life, and especially about the emergency that the world population is going through. This situations marks a determinant fact in students’ life, given that they are not doing their normal activities; and two of the three tasks are about this world health emergency of coronavirus.

In the same way, it is expected that the students exploit their creativity while preparing and performing their oral production. For accomplishing this, the pre-service teacher designed some exemplars of the activities proposed, a drawing and a poster. At the same time, it is expected the students acquire vocabulary since the commonly-used expressions proposed in each sequence. Such vocabulary will serve not only for their oral presentations about the tasks but also it will be vocabulary that they will use throughout their English learning process.

### **Conclusions**

The most important element about oral production skill consists of spotlighting the topics to be proposed to the students, topics that catch students' attention. Hedge (2002) (p. 78). There are many ways to make the students develop their oral production skill, but in this project, the pre-service teacher proposed doing it with the support of authentic tasks; which according to Willis (1996) a task may be developed taking into account three elementary steps; a pre task, a task and a post-task. Respecting Willis proposal I designed three sequences for the implementations of the project that was drawn for be implemented in a face-to-face modality with ninth graders students La Presentación High School.

Give the world health emergency of Covid-19 this project was not implemented by the pre-service teacher but these three sequences remained for the School and for the cooperative teacher in order to be used taking into account some suggestions given by the Practicum coordination. As well it was suggested the creation of a group on an educative platform where the sequences are remaining for the future use.

### **Recommendations**

For accomplishing the objectives drawn in this project, it is recommended that the English teacher follows each step proposed in the planning that was designed by the pre-service teacher; for this reason all the plannings and material of each sequence was recently sent to the cooperative teacher, as

well as the user and password of the Google Classroom in order to the English teacher understands each task with its respective assignments for its development.

Besides the teacher has to make sure the students understand the task and the different steps for accomplishing that task. It is suggested that the teacher offers some videoconferences in order to better explain each task, and introduce the students the platform group.



## **Chapter II**

### **Research Component**

#### **“The formation of the reflective spirit in the practitioners of PLEX, a training tool to qualify the pedagogical practice”**

##### **Introduction**

In the Bachelor of Arts in Foreign Languages degree context of training, pre-service teachers' practicum is defined as one of the focal points of interest and updating to study, and document for the improvement of the teaching-learning processes, for the qualification of education.

Besides the clear interest in the need to understand and transform the teaching practice, many local studies also focus especially on the learning issue rather than teaching.

It has been considered relevant to carry out a project that establishes a reflexive approach to the practicum as a way to objectify knowledge, behaviours, and attitudes that guide the teaching process. Likewise, this reflective approach is also regarded as a conscious internalization, immersion, and exploration exercise of teachers' subjectivity itself, through the formulation of questions and search for information for problem solving and self-recognition.

##### **Justification**

The proposal of this project in the context of Foreign Languages students' practicum is part of the professionalizing concept of the practicum as a “spearhead” to improve the educational processes in the institutions where the teaching practice is carried out.

It is considered that giving the importance to the role of the reflection in the teaching process is the first step to understand professional issues, own actions, and to be interested in knowledge of models and approaches to address a problematic situation and establish an analytical look at the fact.

According to the philosopher of education John Dewey, a pioneer in the field of reflexive thought applied to teaching, the need for this project is to provide students with analysis and self-observation tools that let them distinguish a routine from a reflexive action. It is considered that a reflective approach protects the actors from the traditional context of inertia, and authority that permeates the school.

### **Statement of the problem**

Schools assume core aspects of individuals' training and institutional life without questioning that are seen as imprints, stable, and invariable traits that are part of the school identity and culture. When events are developed without major disruption, the teacher takes the risk of performing in a way that hinders the pedagogical development and the renewal of school culture. A non-reflective practicum does not encourage the emergence of problematic situations; those realities are ignored or invisible. Viewed this way, the practicum is assumed from reproductive codes that make teachers perform traditionally, such as cultural reproduction, becoming a barrier to the arising of emerging practices aimed at generating transformations of thought and knowledge to attend social needs.

Due to this situation, which affects teachers to a greater or lesser extent, it is necessary for the process of teacher training to encourage a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices so as to become essential elements that influence and transform their work and future professional performance.

In the case of the Bachelors of Arts in Foreign Languages degree at the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their practicum, in order for them to self-evaluate and look critically and constructively at their work in the teaching role.

To initiative this study, the following guiding questions are asked:

How does the implementation of reflection contribute to transform the pedagogical processes inherent to the development of the practicum stage?

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

### **General objectives**

- To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.
- To promote the critical spirit development in pre-service teachers in order for them to analyse their pedagogical work.

### **Specific objectives**

- To consolidate a group of pre-service teachers with a critical spirit that reflects and presents proposals and alternatives for solving problems that are present in their practicum.
- To exchange criteria, ideas and guidelines to take into consideration in the practicum and integrate them effectively into the institution.
- To identify and analyse strategies used by students in their pedagogical practice.
- To implement reflective workshops and the development of didactic units that guide pre-service teachers' reflections.
- To analyse one's own beliefs about teachers' work and students.

### **Theoretical Framework**

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitutes the framework of this study. In order to clarify the concepts addressed, all in close relation to this project, they will be thoroughly defined.

### **Teaching profession**

One of the fundamental members of every education institution is the teacher, who is in charge of providing knowledge framed in a certain science or art, and who also trains integrally students as part of his responsibilities.

The teaching profession demands a series of competences, which currently constitute a conceptualization and a way of operating in planning and management of human resources aimed at facilitating the relation between management, work and education. This is how every teacher must reach some competences in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level at which he develops his activity. Likewise, every teacher must have competences related to the organization of the contents, which means that the pedagogical practice does not only require ordering its components to be learned by the students, but also foresee for teaching conditions in and out the educational context. The most immediate function that teachers must develop is to design or anticipate the practice of teaching.

### **Reflection**

Reflection implies addressing different conceptions of such notion. For this reason, as an attempt to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as thematic, both proposed by Correa Molina et al. (2010).

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

Reflection is made from a series of stages that cyclically result in a process. According to Schön, reflecting on experience implies “a type of reflective dialogue with the situation, in which language

would favour access to the experiences of the individual, which would allow extracting a new structure of the situation" (1983, as cited by Correa Molina et al., 2010).

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

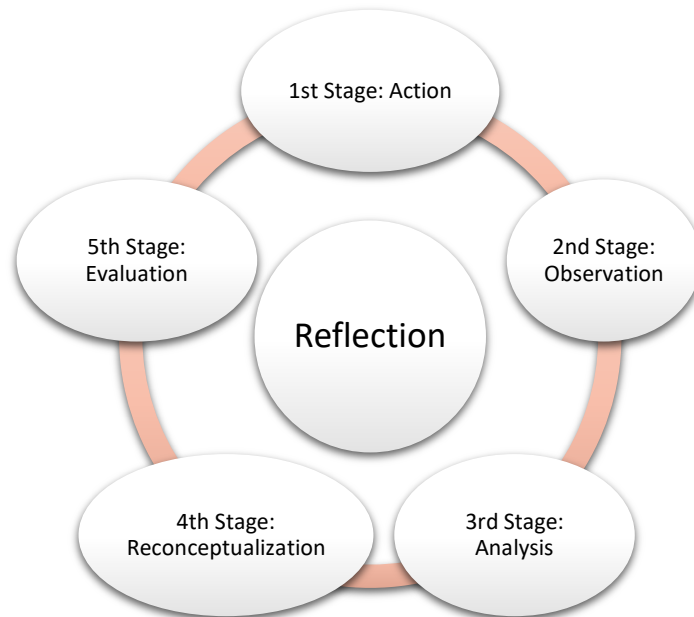


Figure 6 Reflection schema

As explained before, this schema shows every single step that must be followed in order to successfully accomplish reflection as a process as proposed by the aforementioned author.

### ***Reflection as thematic***

The conception of reflection is based on a theme that is related to that concept. For this, and taking as reference to Grimmet et al. (1999), as cited by Correa Molina et al. (2010), the reflection is based on three perspectives: Reflection as an instrumental mediation of action, reflection as deliberation and reflection as reconstruction of experience.

The first two perspectives are considered as external aspects, sources of knowledge that allow reflection; and contextual aspects, which allows to carry out an exercise of reflection in the third perspective. In

turn, these perspectives have mediators for this process to be executed. Firstly, the action, the context, the colleagues and the same person who reflects are taken into account.

### **Reflective practice**

Updating and qualifying academic proposals at the University and orienting students towards new ways of interacting with the world, it is necessary for teachers to question their own practice and the impact it has generated. Likewise, teachers must be able to objectify their behaviours, and to assume different roles in the pedagogical relationship.

The teacher takes on a central role in the current educational world. He acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt and Elliot, 1986). In this context, the problem of the practicum and class space requires a particular treatment oriented towards social interaction and understanding.

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

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

According to Van Manen (1997) there are different levels of reflexivity. In the first place, the effective application of skills and technical knowledge is carried out in a classroom. The reflection is applied to the appropriate selection and use of the teaching strategies that the teacher will use.

On a second level, reflection is found in the implicit budgets of the specific classroom practices. Therefore, the consequences of the adopted strategies, curricula, and practices are analysed. It is then

necessary to apply educational criteria to the practice of teaching in order to make pedagogical decisions adapted to institutional reality and to contexts.

As a third, Van Manen (1997) establishes an exercise of critical reflection; at this level, the author stated that a more elaborated reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom are presented.

### **The pedagogical practice**

For the analysis and reflection on the practice, it is considered appropriate to methodologically use a conceptual operation of classification of the practice; to this end, the proposal of Zeichner is assumed. The author established some modalities of practice, as follows:

#### *Academic practice*

It is focused on the training of teachers who are able to reflect on the courses they work in so that they transform them into understandable structures for the students.

#### *Social efficiency practice*

It is about a way to achieve an effective teaching through the application of didactic techniques that are deduced from general principles that pedagogical research has reached. In this case, reflection consists of a strategic decision: “To select among a range of available techniques, the one which is considered the most effective”.

This is the way of proceeding from the technical rationality:

#### *Developmental*

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

### *Social reconstruction*

The object of reflection is social, economic, and political context so as to promote real democratic relations in the classroom, and egalitarian and fair in the social field.

### *Generic*

The programs refer to reflection in a generic way, but without specifying the claims of the programs or the contents on which to reflect, nor the strategies to encourage reflexive learning.

### *Reflection activators*

According to Schulman (1997), these activators are the cognitive foundations of the teacher about the life of the classroom; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs in order to make decisions in the classroom.

### *Critical element of reflective thinking*

This element of reflective thinking relates to “moral and ethical aspects of compassion and social justice” as proposed by Sparks-Lander & Colton (1991, p. 39). The interest of aspects related to social justice and ethics in education.

This authors established some classification categories of knowledge:

1. Knowledge of content.
2. General pedagogical knowledge.
3. Curriculum knowledge (programs, material, etc.).
4. Teaching knowledge and own professional configuration.
5. Knowledge of students and their characteristics.
6. Knowledge of educational contexts.
7. Knowledge of fundamentals: philosophical, historical, and axiological.



According to Georgea Spark-Lander & Amy Colton, the narrative element is another element of reflective thinking included in this study as an instrument. This one is related to the teacher's narrative in order to encourage the stories of their experiences in the classroom they go through in many forms and fulfill various functions in subjectivity, and, in the constitution of subjectivity. In this component, it is found the teaching journals in which the writing triggers the elaboration of the teacher's reflective thought, about objective and subjective or inter subjective practice experiences.

## **Methodology**

The central axis of the methodology proposed is a process of constant reflection while it also includes the carrying out of meeting that allow the strengthening of the practicum stage as an initial point to address the labour and educational phenomena. The methodology organization's principles are: autonomy, planning and self-observation.

In order to review the importance of this proposal on reflection for the practicum process, a set of "socialization" and systematization of the process itself will be done.

This study falls within the qualitative research approach, taking as starting point the perspective of reflecting as a professional space that will contribute greatly to the description, identification and analysis of the teachers' own pedagogical practicum.

In the process of gathering data for this research, the following instruments are used:

### **The pedagogical practice**

The main purpose of the reflection workshops is to guide the process of reflection carried out by the practitioner teachers. In addition, it is also about sharing and communicating experiences that are an intrinsic part of their professional activities. The idea behind this is that they get to enrich their process and to implement new tools that will allow them to transform their pedagogical practicum.

## **Objectives**

- To strengthen the organization of teachers and practitioner teachers to as a group of individuals endowed with a critical spirit, able to reflect and to present alternative solution proposals when facing an educational issue in their pedagogical practice.
- To communicate the criteria, to share ideas and guidelines for students to take over their pedagogical practicum.
- To qualify students for them to effectively join the educational establishment.

## **Self-observation sheets**

Self-observation sheets main aim is to guide the practitioner teachers towards developing a perspective of their practicum as teachers and their role in the classroom and the educational community in which they have been included. I full just a self-observation sheet. (see [appendix E](#)) through the filling of this sheet I could evaluate myself as a teacher, the methodology implemented by me, my attitude when being in front of a numerous class, the material that I used, and the creation and maintenance of the classroom atmosphere.

## **Narrative journal**

The reflection exercise will allow the student to express themselves about their professional activity through a narrative of their experience as a way of providing some meaning to the teacher every day's life. Throughout the practicum I wrote four narratives, (See [appendix F](#)) one of them was a reflection about the face-to-face practicum and the other three were about the current situation that the world is facing; the World outbreak of Covid-19. So in these narratives I demonstrated my position and thoughts about the situation, since my role as a training teacher, especially because this practicum process was different to the previous, knowing that the most relevant aspect was the modality,

### **Class recording**

Evidence of the practitioner teacher's actions inside the classroom allows to reflect on different aspects, related to the foreign language teaching-learning process. These aspects may have been noticed or overlooked by the teachers, therefore, such recordings are useful to obtain an outside, constructive view of their pedagogical practicum. However given the World outbreak of Covid-19 face-to-face classes were suspended so these class recordings could not be done.

### **Reflective meetings**

Since the world health emergency, the practitioners participated just in one reflective meeting, this one was carried out at the beginning of the practicum process and we all have the opportunity to share some thought about the methodology to implement when being in front of a class, about the own way of evaluating, about how to behave in front of a class and about how it was supposed that our attitude had to be.

### **Context**

Pamplona city was founded in 1549, meaning it is the most ancient city in Norte de Santander. Located on "Espíritu Santo" valley in Colombian Andes. Founder of many other cities during the colonial times, it has been the meeting point of and influenced by religion throughout its history. It fostered different religious communities, such as: "La comunidad de franciscanos", "Las hermanas clarisas", "Los hermanos de San Juan de Dios", "La compañía de Jesús", "La comunidad la Sallista", as well as religious female communities: " Hermanas de la presentación", "Hermanas bethlemitas", among others. The acceptance of these communities in the city lead to the construction of educational establishment with emphasis on their beliefs and values. The aforementioned context is where this study takes place and their schools is where the practitioner teachers from the Foreign Language Program will play their role.

The term “school” can be defined as an educational community that takes over the institutionalized education, acting as an organization. This means that it is the establishment where education takes place, education is commanded and education is accomplished.

Nowadays, the “school” is seen as an example of living in community. In other words, the school transfers knowledge and values that are necessary in a community and which lead students to better use their skills and to improve them for own and society’s benefit.

At school we will always find a set of fundamental elements, such as teachers and students, whose actions and behaviours are connected to a specific socio cultural order upon which the organization of the institution is built.

A school is an organization that depends on society. A social institution commanded to provide the systematic education, conditioning the “teaching-learning” process and the organization of groups composed by teachers and students (Crespo, 2010).

In such sense the school as an educational institution has the following functions:

### **Socialization function**

This function is connected to the learning of values, rules, behaviors, attitudes and aptitudes that focuses on social culture in the politic and economic context they belong to. This function embraces every socialization process involving the school members.

### **Instructional function**

The instructional function uses two more functions. It optimizes the spontaneous processes of socialization, in order to guarantee the training of human capital that is required for the good functioning of labor market. This function attempts thus to provide a higher level of culture, knowledge and values, among others, and to produce a higher possibility of adaptation.

## **Educational function**

This function requires a life community, in which democratic participation exists, by participating in an intellectual search for discussion and learning. This means, an educational community that is able to break the existing barriers between school and society; a space of culture, where new concepts, technical tools and culture codes are learned. The aforementioned as a consequence of the active participation in the exchange of desires and behaviors with colleagues and adults (Vizcaino, 2010).

## **Population**

Participants in this study are 30 pre-service teachers of tenth semester, belonging to the Bachelor of Arts in Foreign Languages degree at the University of Pamplona.

### **Direct beneficiary population**

- Pre-service teachers.
- Supervisor teachers.
- Student community from the educative institutions for practicum implementation.

### **Indirect beneficiary population**

This population comprises the teacher community of the Bachelor of Arts in Foreign Languages degree, since the results of this will provide a useful feedback for the view of the program members about their practice as the Practicum group.

### **Institutional departments articulated to the project**

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

### External institutions linked to the project

- José Antonio Galán School
- Brighton School
- La Presentación School
- Pamplona Normal Superior School
- José Rafael Faría School
- Cristo Rey Educational Institutional

### Expected results

Expected results are derived from the aforementioned proposed objectives, as follows:

- Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree as a training tool to qualify the practicum stage.
- Analysis of pre-service teachers' realities, surroundings and social representations along with notions and different concepts related to schools.

*Table 8 Research Component timetable*

	<b>March</b>				<b>April</b>				<b>May</b>			
<b>Weeks</b>	1	2	3	4	1	2	3	4	1	2	3	4
<b>Activities</b>												
<b>Reflective Workshops</b>				X								
<b>Narratives</b>		X							X		X	X
<b>Self-observation sheets</b>		X										

## **Conclusions**

### **Pre-service teacher's methodology**

I put in practice all the learned theory during my degree. It was me in front of thirty ninth graders, I felt a little nervous about all the existent facts inside a classroom given that being in front of a class goes further than teaching something or share knowledge. I guided the classes having as reference the methodology taught during the course of Didactics offered during my degree. The teachers that direct that course taught me that a sequence to be followed when planning a class, aspects like starting the session class with a warm up activity in order to catch student's attention since the beginning. So I tried that my classes were too similar to those taught at the University, however the cooperative teacher suggested me a different way, a class centred in the grammar book, even the planning exemplar was too different, so I always tried to create a balance in the session classes.

### **Planning session classes**

As mentioned before, since the school it was delivered to me a planning exemplar, which it was very different to the University's the one I was used to follow as model. In the school did not divided the classes into objectives but directed the classes towards some transversality axes, like religious axe, peace axe, nature axe, personal care axe or academic axe. The cooperative teacher asked me to planning the classes following that exemplar and also following the book's topics. (See [appendix F](#))

### **Interaction with students**

During the first days it was difficult for me creating a relation with the students, because I have not worked with teenagers, nor children. During the previous courses my students used to be adults. However some days later it became better because the students were being taught with a different methodology, and another important aspect probably was the similar ages between them and I.

### **Contents introduction to students**

The contents were presented to students taking as reference the book, given the English Please! Book offers some grammar charts and useful information charts to students, so what I used to do was to take to those charts and explain them on the board. And if it was necessary I created my own material to a better comprehension (See [Appendix G](#))

### **Activities inside the classroom**

I wanted to become the classes into a didactic mode, something amusedly in order to the students were more involved, nevertheless I realised that not all the groups behave the order and discipline as wanted. There was a special group in which I had to give them too much work in order to keep them busy, if I let them some free minutes, the indiscipline started to be promoted.

### **Resources and organization of the classroom**

Have done the practicum at La Presentación High School was so good because almost all the classrooms have a laptop, a projector and speakers, so this facilitated the process, the audios of the book were available any time, thereby the resources were always available if they were required to the classes. Talking about the organization of the classroom I always preferred to have them in rows when I was explaining the class and giving direction, and when doing oral presentations I let them organize in semicircle, in order to look at each other easily, and to pay attention to the classmates.

### **Instructions, clarifications and guidelines for student tasks**

When giving instructions about how the students were supposed to execute and develop tasks it was always necessary to give them an example of the exercises proposed in order to the students get clear ideas about the tasks to develop. Besides, it was necessary to go to desk by desk checking their tasks and clarifying their doubts.



### **Classroom atmosphere**

The classroom atmosphere was so good, but the time very limited. The classes could not be developed as I planned them, the students did not work as faster as I expected. Once I entered in to the classroom the students started to distribute the books and that lasted too much time, then the homework was checked and I asked three or four students to go to the board and to write their homework then I usually encouraged the whole group to say if the homework was right or wrong. I tried to congratulate them or correct them in the foreign language in order to make them become involved with the language, however sometimes it was difficult because they did not comprehend me, fortunately in almost all the groups there was at least on girl that understood me so she used to translate those commands or short sentences.

### **Control of the teaching-learning process**

For controlling the teaching-learning process I applied to the students short quices like going to the board to write some sentences or to complete information.

### **Attention to diversity**

The school has its own group of diversity population, which is called NEE group (*grupo de niñas con Necesidades especiales*). The cooperative teacher asked me to create especial material for those students, and to pay special attention to them.

### **Methodology when controlling discipline**

When I arrived to the school by the first time I thought discipline would not be a problem, I created that hypothesis given that *La Presentación High school* is just for ladies. Nevertheless I received an enormous surprise, definitely being a girl does not determine a person's behaviour. There was one especial group that was difficult; there was an occasion where they did not allowed to develop the

session class, they were chatting, talking, and singing, so I asked them to do not use their mobiles inside the classroom and I gave them an exhortation speech and I finished my class; the next class I brought them a quiz about what I had explained the last day. Their reaction was not good, noticeably they missed it, but the next encounters were better in terms of discipline.

### **Analysis of the Students' necessities**

Given that the face-to-face lasted just two weeks, I did not reach to identify special necessities, however the most relevant was related that the students did not feel confident when speaking English, they were used to translate everything the teacher said and they never answered in English, so, when I started to give them the directions and orders in Foreign Language they preferred to stay in silence and say nothing.

### **Evaluations applied to the students**

During the face-to-face practicum I reached to apply them an evaluation about the three first lessons seen during the quarterly. When designing it the cooperative teacher gave some instructions but in general she let me to design it freely. I decided to include a listening exercise that they have developed during a previous class, and some vocabulary exercises. When I delivered the evaluation and they read that there was a listening exercise, they felt uncomfortable, they manifested that their oral comprehension skill was not usually evaluated, and that they are just used to solve grammar exercises or reading comprehension.

### **Teachers, students and parents' role during the World Outbreak of Covid-19**

On the other hand, the crisis situation we are facing right now confronts us in many ways, especially on issues that have altered our daily lives; the main one is the social isolation that in educational terms brought suspension of face-to-face classes, and limitation of regularly activities.

In the same sense we could say that it would be easy to make a leap to virtual education, that if we were in a society where the entire population had access to the internet, and a good internet, apart from having technological tools that facilitate the entire process. However, the reality of our society is less friendly, according to the Ministry of Information Technology and Communications, 50% of Colombian households do not have internet, observing a greater gap in rural sectors of the country. For this reason, it is difficult to carry out such virtual education.

Now, let's talk about the role of parents. In the midst of this situation, parents have also been affected, apart from the fact that some of them must continue going out and risking their health, they must come home and help their children with the academic homework, they must check, take photos, convert them to PDF and then send them to teachers. However, there are parents who do not have a mobile to take photos of their children's workshops, so it has been given the possibility of organizing all the workshops and evaluations in a folder and when the quarantine ends, those folders can be collected, and checked by teachers.

### **Transition from face-to-face modality to a virtual modality**

The abrupt change from face-to-face to semi-face or virtual education has not been easy. Students are used to working in a classroom where their teacher is in front facilitating the learning process, guiding each step of the process. Now imagine, suddenly it was necessary to change all this modality, both students and teachers had to leave educational institutions. Now teachers must transform their classes and look for the friendliest and useful tool to offer such classes, and really this is a "privilege" of private education. If we take a look at public schools, education is not even virtual, it is being called home school.

## **Use of virtual and technological tools in times of pandemic in the school context**

Another challenge that parents, teachers and students have faced is that the measures put in place against the coronavirus pandemic took them by surprise, showing that many teachers do not have the technological skills and training necessary to teach online. as well as school administrations that do not have suitable digital platforms for online teaching.

Faced with these challenges, some teachers have turned to tools such as Google Classroom, Edmodo, Zoom, Google forms, Google meeting, Microsoft Teams and in our country the educational platform known as WebColegios to support and continue their classes.

### **Design, execution and evaluation of material (virtual work)**

Since the directions given by the University and what agreed in the School I designed four workshops, four evaluations and a quarterly test that had to be modified since the World health outbreak. The first one was designed to be solved in case that we could return to the school soon, but given the directions of the Ministry of Education all the modality had to be changed, and adapted, that quarterly test was modified into a virtual mode.

My cooperative teacher sent me the directions to design the virtual material, I had to follow four steps when designing it, 1. Write the content. 2. Explanation of the content. 3. Activities to exercise what have been explained and 4. Evaluation. (See [appendix H](#))

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

The written narratives and the self-evaluation allowed me to analyse my face-to-face and virtual teaching practice process. I had a time to reflect about my first week in the school where I knew the institutional distribution, the principal, the directives, the teacher personal and the students and I was

observing some classes given by the English teacher, I took some notes about the methodology implemented by her, how she usually starts her session classes, how she keeps discipline, how she manage order among others.

Once the observational institution week finished, I started the classes by myself, and I had the opportunity to share with the students during two weeks given the World health emergency of Covid-19. In this way above lay some reflections about the important pedagogical aspects that were taken into account during that limited time of face-to-face practicum modality.

Despite I just could have physical contact with the students in the institution during two weeks, I learnt too much about teaching profession, and during the last weeks that I was in contact with them it was virtually limited, nevertheless I designed didactic material in order to the learning process did not be stopped.

## **Chapter III**

### **Outreach Component**

#### **“Raising Awareness of the English Language in Primary Schools in the city of Pamplona”**

##### **Presentation**

During this proposal, the reader will find a twofold objective: to organize in a project the social impact of the Languages Program from the implementation of the outreach component to the community of Integral Practicum, and to raise awareness students of the elementary school to the basics of the foreign language, English.

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

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

##### **Introduction**

Participating in world policies in the academic, cultural and economic fields, impelled the Colombian National Government to promote the learning of foreign languages in the different educational areas of the country, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equal conditions for the personal and social development of the country.

With a view to promote English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in 2004, the main objective of which is to “To have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural openness. In this way, the Ministry has been implementing a wide range of

strategies at the distinct levels of education with a view to achieving this goal, a prime example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and logical evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work implemented by the secretariats of education, public and private universities and language institutes. However, the results obtained so far have not been very heartening since many of educational institutions of the nation have not yet been touched by it. With regards to primary education, the Government is advocating the coverage extension of English language education for boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes and therefore the results of evaluations implemented at the national level are not very optimal.

The University of Pamplona of Colombia in its capacity as a public training institution for trainers and more specifically the Foreign Languages English-French Program, has come close to the reality facing the primary school in the city of Pamplona as regards the National Bilingual Policy; Many of the educational institutions in this city do not have English teachers to meet the preparation needs of the primary sector.

In recognition of this reality and the problems it generates, the present proposal for social projection seeks to meet the needs of training in English, of the primary school population in the city of Pamplona and to integrate the foreign language training of students of the Foreign Language English-French Program into the educational reality of this area to deal with, to reduce the gap between public and private schools in the foreign language field.

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

### **Justification**

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

The aim of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic foreign language training that is required and essential at these levels. For this reason, it is carried out as part of the outreach component to the community of the integral practice developed by students of last semester of the Foreign Languages program of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education field.

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



## **General objectives of the proposal**

The development of this social extension project by the Foreign Languages in English-French Program of the University of Pamplona is heading toward the following purposes:

- To attend the needs of the children of the primary school in the city of Pamplona.
- Integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Pamplona.

## **Specific Objectives**

Looking toward a better understanding of the aspects mentioned above, this proposal will attempt:

- To familiarize the child of the primary school of Pamplona with basic knowledge of English.
- To involve students of the Program in Foreign Languages English-French in the processes of teaching English in the primary school in Pamplona.
- To join the preparation of students of the Bachelor's Degree Program in Foreign Languages English-French with the social projection programs offered by the Office of Social Interaction of the University of Pamplona.

## **Typology of the project**

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

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX to the Pamplona's community.

The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and outreach to the community of the University and the program.

### **Contribution lines**

- Contribution to the academic training in the field of foreign languages.
- Citizen preparation (attention to issues of the educational setting aimed at reducing the inequity of the educational system)
- Projection to the school community at the university and program levels

### **Theoretical framework**

#### **Language teaching**

#### ***International Linguistic Policies***

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

UNESCO (2003) considers that languages are not just a mean of communication, but they represent a true sector of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, as well as, support the learning

of international languages that provide access to global communication and information exchange. To accomplish this, UNESCO suggests the promotion of multilingualism and intercultural dialogue, together with development of policies for the translation, by all possible means, of written and visual materials in order to promote the circulation of ideas and artworks.

According to Lima M, (2006). The learning process of foreign languages is now a real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long as it allows it to have a proper development in different contexts; The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

### **National Bilingual Program**

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at publishing the English language as a foreign language, through the national bilingualism program established in 2004 with three specific lines of work: institutions of primary, secondary, superior education, programs of education for work and human development; ethno-education; and flexible models of education. This program aims at training competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

The following table shows the levels sought by the national bilingual program for the year 2019:

Table 9 Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

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

## **Bilingualism**

Bilingualism refers to the different level of control by which an individual communicates in more than one language and culture. This level depends mainly on the context in which the individual is. Therefore, according to how another language is used, different from the native one, these languages are considered second languages or foreign languages. MEN (2006)

## **Teaching English in primary school**

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process which involves multiple variables of cognitive and affective character inherent in the individual as well as specific factors to the socio-cultural and educational context such as curriculum, methodology and training and updating of foreign language teachers, among others”.

Thus, the importance of reaching to the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyse the theoretical basis that explain the process of learning or acquiring a second language. (L2) or FL and how this process is related to the

mother tongue”. On the basis of what was written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE.

“Language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language.”

“This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)”. the authors present their point of view on the subject and differ “that for purposes of this discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes”.

“It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach of language are relevant to the process of acquisition of LE in children and nourish the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), a child acquires a language in three stages:

Pre-production. It is the stage in which the child develops the ability to listen and understand language through gestures and actions, it is a period characterized by silence. Therefore, at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing in the oral production.

Early Production. It begins to produce one or two words and / or phrases. It is recommended to focus on the meaning by avoiding grammatical errors.

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

To support the aforementioned about the process of acquiring an LE, it can be said that regarding to Berko and Bernstein (1999), quoted by Yesser. A & Chacon C, (2011) “The children ability to learn, understand, discover and formulate communicative forms in a foreign language mainly underlies the need to establish new social approaches” (p. 467). Consequently, children build meanings of the world around them through the language and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, learning the LE must be based on prior knowledge and schemes mother tongue since the representations developed in prior learning and previous experiences are the scaffolding to build by LE, new mind-sets or expand the existing ones”.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who establishes “from the point of view of cognitive psychology, explains that there are differences between child and adult cognitive abilities in relation to cognition and emotions, which are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and far from the adult, who usually is more prone to emotional blockage at the time of expressing themselves in another language”. “From the above statements, it appears that age is a factor that affects learning English as LE, particularly in the acquisition of pronunciation. That is to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native”.

### **Why learn FL in elementary school?**

Frandiño Y, Bermudez J, & Vasquez V, (2012) quote Madrid and McLaren (1981) who claim “there are different kinds of reasons for learning a foreign language at school. Noting that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who begin studying foreign language in school tend to achieve a more positive performance than others.

- Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity and audacity that surpasses those of young and adults.
- Children not only tend not to be afraid of committing failures, but often acquire and transmit meaning through gestures and pantomime.
- Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages”.

To summarize it is found that the learning process of the human being is based on experiences with the environment in that is influenced by prevailing cultures and identify their idiosyncrasies and autonomy especially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that put the main attention of the senses of each individual. Emphasizing that the process of cognition from the mental processes directs and brings to fruition significant learning in children who are at the beginning of learning especially of an LE.

### **Pamplona’s context**

Pamplona’s city, has institutions of basic and secondary education, being mainly public. Most of them are grouped by general Colleges as follows:

*Colegio Provincial San José*, which has as headquarters “Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez”.

*Colegio Águeda Gallardo de Villamizar*, which has the “Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional”.

*Institución Educativa San Francisco de Asís*: which is in charge of “Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII”.

Likewise, there are two institutions that do not have the nature of a General College but that provide basic and secondary education of a public nature. They are:

*Colegio Técnico la Presentación*

*Institución Educativa Brighton Betlemitas.*

In this context where the students of Foreign Languages program of the University of Pamplona carry out their integral practice, and doing social projection in primary schools.

The scenarios in which the activities of the Project will be developed are the educational institutions described above. The specific course will be included once the students - practitioners finish the observation stage and provide the courses and schedules in which they will be implementing the Social Projection component.

### **Benefited population**

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

It is composed of the student academic community of the primary schools of Pamplona in which the Integral Practice is implemented. The benefited audiences are mentioned below, the number of participants will be defined once the observation period ends. It is estimated a population that can range between 50 and 60 students per institution.

#### *Elementary students*

- **Teachers** of the courses of the Primary elementary language area
- Students-Practitioners of the Foreign Languages Program

#### **The indirect population benefited:**

- Foreign Languages Program Community
- Pamplona educational community



### **Institutional dependencies articulated to the Project**

- Foreign Languages Program
- Department of Languages and Communication
- Faculty of Education
- Social Interaction Department

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

- Colegio José Antonio Galán
- Normal Superior Pamplona
- Colegio Técnico La Presentación
- Colegio José Rafael Faría
- Institución Educativa Cristo Rey
- Institución Educativa Brighton Bethlemitas

## **Subproject**

### **Acquisition of Vocabulary through the Creation of a Picture-Dictionary**

#### **Introduction**

*'Let whoever may have attained to so much as to have the power of drawing know that he holds a great treasure.'* Michelangelo (1475 - 1564). Drawing is one of the greatest expressive ways to communicate what there is in human mind. The fact of drawing is something more special than a gift or than a talent, it is a wealth. Whether you are using a pencil, a pen, a crayon, or even your fingers, the skills you acquire with this activity translate in many ways.

This project had the purpose to offer a space in which 4<sup>th</sup> graders students of primary School of La Presentación may express by drawings what they have learned while they acquire vocabulary.

#### **Problem Statement**

This project has emerged to the necessity that students of primary school of La Presentación may express through the creativity what they have learnt, about English. However during primary school, English learning is just centred in vocabulary, the teacher is in charge of teaching them colours, vegetables, fruits, parts of the body, means of transport and so on. Learners do not study grammar structures and they do not develop the production competences neither comprehension competences. In this way, the practitioner considers that it is really important that such process be meaningful, it means that that vocabulary that is introduced to them, is really acquired.

#### **Justification**

This project aimed at providing a space in which 4<sup>th</sup> graders students of primary school of La presentación design a picture-dictionary with the vocabulary that is being introduced to them, in order to

learn it. Through drawing they would acquire vocabulary given that they will design their drawings as they prefer. In addition, children enjoy drawing.

## **Objectives**

### **General objective**

Offering a space in which the students of primary school of La Presentación improve their oral production in EFL while creating a picture Dictionary.

### **Specific objectives**

- To propitiate the environment where the participants feel comfortable while drawing.
- To practice the foreign language (English) through little oral interventions about their drawings.
- To offer a guidance during the process of improvement of oral production through drawing.

## **Theoretical framework**

### **Project Based Learning**

PBL hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems. According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), PBL essentially involves the following:

- Students learning knowledge to tackle realistic problems as they would be solved in the real world,
- Increased student control over his or her learning,
- Teachers serving as coaches and facilitators of inquiry and reflection, and
- Students (usually, but not always) working in pairs or groups.

In other terms PBL aims at giving to the students some bases to face real situations in their lifestyle taking into account their ways of thinking.

### **Drawing**

*'Drawing is the probity of art. To draw does not mean simply to reproduce contours; drawing does not consist merely of line: drawing is also expression, the inner form, the plane, the modelling. See what remains after that.'* Jean-Auguste-Dominique Ingres (1780 - 1867). The essence of drawing goes deeper than to draw how a silhouette looks like, but its essence is to know that a drawing has to contain expression, has to have something to share.

### **Methodology**

Given that this project was a space for the participants to develop their English Oral Production while creating a picture dictionary drawn by themselves. It was supported using mother tongue to guide all the process in terms of general explanation and instructions. On the contrary, English will be used as the vehicular language to reinforce the vocabulary that is being taught, making some drilling exercises, proposing some worksheets with the vocabulary and its respective drawings. Given that this population is too young and their learning process is since imitation, so the pre-service teacher has decided to bring them some chants that will allow to move the body parts then the students will imitate what the practitioner does since what she listens to.

### **Given changes since the modality**

From the world health emergency, this subproject could not be implemented either. However, the pre-service teacher was asked to design some digital material as workshops and evaluations for primary school in order to continue with the English learning process. Below there is an explained chart with

their respective links where the reader will be able to find the activities created under the advice of the School's administrative personal.

Table 10 Primary School chart activities

Type of material / link	Brief material description	Topic	Grade with whom it was implemented or will be implemented	Was it reviewed by your mentor or cooperative teacher?	It was delivered and developed by the students?
<b>Test</b> <a href="https://drive.google.com/open?id=1mkyvXBhbFn2C_heRCYO-35MKUYs7SY_r">https://drive.google.com/open?id=1mkyvXBhbFn2C_heRCYO-35MKUYs7SY_r</a>	Quarterly test ICFES type	Verb <i>to like, to and to eat</i> <i>Vocabulary:</i> -fruits -vegetables -meats	4 <sup>th</sup>	It was checked by the cooperative teacher, she made me some suggestions then I sent it her again.	NOT
<b>1st workshop</b> <a href="https://drive.google.com/open?id=1MSkx2nC_D2QC8bSz_bTK_Vj7b59juZHNEZ">https://drive.google.com/open?id=1MSkx2nC_D2QC8bSz_bTK_Vj7b59juZHNEZ</a>	Didactic workshop teaching vegetables	Vegetables, verb to eat & to like	4 <sup>th</sup>	It was reviewed by the cooperative teacher.	It was delivered on 20th April. Given the previous weeks the students were on holidays.
<b>Flashcards</b> <a href="https://drive.google.com/open?id=1bLmdr3BmQq0uxMuo2oasiPclrEQU-d46">https://drive.google.com/open?id=1bLmdr3BmQq0uxMuo2oasiPclrEQU-d46</a>	Meats flashcards	MEATS	4 <sup>th</sup>	NOT	NOT
<b>2<sup>nd</sup> workshop</b> <a href="https://drive.google.com/open?id=1lp-">https://drive.google.com/open?id=1lp-</a>	Didactic workshop teaching meats	Verb to like & to eat <i>Vocabulary:</i> Meats	4 <sup>th</sup>	It was checked by the cooperative teacher and asked me to create another one where	It was delivered to students on may the 4 <sup>th</sup>

<a href="https://drive.google.com/open?id=1oMzql47cAECCQIKt0oF-SGuRsSEp9FiZ">TNYqu2hFnEkoTXgxTjw_BFjq5s2bn</a>				the evaluation is adapted to inclusion group.	
<b>2<sup>nd</sup> workshop to inclusion group</b> <a href="https://drive.google.com/open?id=1oMzql47cAECCQIKt0oF-SGuRsSEp9FiZ">https://drive.google.com/open?id=1oMzql47cAECCQIKt0oF-SGuRsSEp9FiZ</a>	Didactic workshop teaching meats where the evaluation part it was adapted to the students with special necessities.	Verb to like & to eat Vocabulary: meats	<b>4<sup>th</sup></b>	It was checked by the cooperative teacher	It was delivered to students on May the 4 <sup>th</sup>
<b>Quarterly test (VIRTUAL MODE)</b> <a href="https://drive.google.com/file/d/1Gx-mxUIj705a1grxBRQ2bGiaao3effzp/view?usp=sharing">https://drive.google.com/file/d/1Gx-mxUIj705a1grxBRQ2bGiaao3effzp/view?usp=sharing</a>	Quarterly test type ICFES	Greetings, Fruits, Vegetables and meats	<b>4<sup>th</sup></b>	It was checked by the cooperative teacher	It was solved by the students during the last week of my practicum.
<b>3<sup>rd</sup> Workshop</b> <a href="https://drive.google.com/file/d/1efsKNGscQtFrOOyw_OWBqFTrCYQh9ayX/view?usp=sharing">https://drive.google.com/file/d/1efsKNGscQtFrOOyw_OWBqFTrCYQh9ayX/view?usp=sharing</a>	Didactic workshop with images, teaching about harmful food	Simple expressions like: I eat healthy food... I eat unhealthy food... Harmful food	<b>4<sup>th</sup></b>	I was checked by the cooperative teacher	No yet.

## Conclusion

### **How to supply the necessity in Primary School has contributed to pedagogical practicum?**

During the practicum process I had the opportunity to work with a Primary School population too. This part of the practicum was very enriching. From February 24<sup>th</sup> to March 13<sup>th</sup> I accompanied this population in a face-to-face modality, I had the opportunity to work with fourth graders they were 90 girls. Working with children definitely was funny, they were so kind and this population was more interested about classes.

Since the outbreak of Covid-19 this part of the practicum was changed too. However I continued designing didactic virtual material, following the same instructions given by my cooperative teacher for designing the workshops for ninth grade but in this case, the workshops were designed for fourth grade students. (See [appendix I](#))

## **Chapter IV**

### **Administrative Component**

#### **Introduction**

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

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

#### **Objectives**

##### **General objective**

- To be involved in extra-curricular event of *La Presentación High School*

##### **Specific objectives**

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

#### **Methodology**

As a practitioner I had to be ready to participate in all the activities proposed by the educational institution according to the school calendar. She had to occupy the same role as an employee teacher of



the institution, being involved in the activities, it means, cooperating with all the teaching staff and with the principal of *La Presentación High School* during the integral practice. All the activities in which I have to participate will be presented in the timetable of the School activities.

*Table 11 School Timetable*

<b>Day</b>	<b>Activity</b>	<b>Responsible</b>
<b>March 6<sup>th</sup> (Friday)</b>	Women's Day	Male personal of the School
<b>March 21<sup>st</sup> (Friday)</b>	Democratic day	Social sciences teachers
<b>March 12<sup>th</sup> (Thursday)</b>	Rendición de cuentas Meeting	Administrative

### **Administrative activities**

#### **International Women's Day**

On march the 6<sup>th</sup> was celebrated the international women's Day in the institution. I had to be making company to the groups where I was teaching. The activity started inviting the students to the theatre where the nun offered a pray, then all the male teachers projected some inspirational videos about women, and they offered a serenade to all the girls and female teachers too. Then, they were

invited to the principal yard where it were music and some funny activities, they played basketball volleyball and danced too. When the morning was almost finishing all the pre-service teachers were asked to help to distribute some ice creams.



## Democratic day

I participated in this democratic day which took place on Friday March 21<sup>st</sup> from 8:00 o'clock in the morning starting with a line up where all the aspirants to be the representer (*perosonería y contraloría*) stayed in front of the whole girls and presented their proposal one more time. Then the principal enounced the determined places where each group was supposed to vote. The principal asked to pre-service teachers to support her with the organization and the groups' distribution.



## Accountability meeting (rendición de cuentas)

On March the 12<sup>th</sup> the pre-service teacher were asked to participate in the meeting where the administrators were going to present the economic balance to the parents, students and all the interested community.

EGRESOS	VALOR	GASTO	TOTAL
19 Apoyo Estudiantes salida Helmer	450.000	450.000	450.000
20. Algráficas	7.867.000		
Mantenimiento	4.946.000	16.659.000	16.659.000
fotocopiadoras	3.846.000		
21. Ferreteria La flecha	1.148.000	1.148.000	1.148.000
22. Iscol Publicidad	5.114.000	5.114.000	7.891.400
	2.130.000	2.130.000	
23. Compra de papel	4.777.400	4.777.400	7.554.400
	2.777.400	2.777.400	
24. Angelita Refrigerios Estudiantes	3.945.000	3.945.000	3.945.000

## References

- Altablero (2005). Bilingüismo. *Altablero* (37). Recuperado el 27 de febrero de:  
<http://www.mineducacion.gov.co/1621/propertyvalue-32266.html>
- Brooks, G., & Wilson, J. (2014). Using oral presentations to improve students' English language skills. *Kwansei Gakuin University Humanities Review*, 19(1), 199-212.
- Bygate, M. (1987). *Speaking: A scheme for teacher education*. Oxford, UK: Oxford University Press.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In Richards, J. C., & Schmidt, R. W. (Eds.), *Language and Communication*, 2-27. London: Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press.
- Correa, E. et al. *Concept de réflexion: un regard critique*. Retrieved from  
<http://numerica.uqam.ca/sites/default/files/livres/1002160ar.pdf>
- Cruz M, Loyo G, & Mendez E, (2011). *Políticas lingüísticas nacionales e internacionales sobre la enseñanza del inglés en escuelas primarias*. *Revista Pueblos y Fronteras Digital*, vol. 6, núm. 12, diciembre-mayo, 2011, pp. 167-197 Universidad Nacional Autónoma de México Distrito Federal, México. Recuperado el 29 de Febrero de 2106 de  
<http://www.redalyc.org/articulo.oa?id=90621701007>
- Díaz Larenas, C. (2011). *Exploring knowledge of English speaking strategies in 8th and 12th graders*. *PROFILE Issues in Teachers' Professional Development*, 13(2), 85-98.

Domingo, A. *Niveles de reflexividad sobre la práctica docente.*

Niveles, Activadores y Pautas

Elliot, J. *La investigación-acción en educación.* Ediciones Morata.

Elliot, J. (1991). *Action research for educational change.* McGraw-Hill Education (UK).

Frandiño Y, Bermudez J, & Vasquez V, (2012). *Retos del Programa Nacional de Bilingüismo.*

*Colombia Bilingüe. Educación y Educadores*, Vol. 15, N°3 (2012). Recuperado el 29 de Febrero de 2016 de

<http://educacionyeducadores.unisabana.edu.co/index.php/eye/rt/printerFriendly/2172/2951>

Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), 347-353. <https://doi.org/10.1093/elt/55.4.347>.

Guerrero, G. R. (2004). Task complexity and L2 narrative oral production. Barcelona: Universidad de Barcelona.

Hatch, J.A. (2002). *Doing Qualitative Research in Education Settings.* Albany: State University of New York Press.

Hatch, E., & Brown. S. (1995). *Vocabulary, Semantics, and Language Education.* New York: Cambridge University Press.

Hedge, T. (2002). *Teaching and learning in the language classroom.* Oxford, UK: Oxford University Press.

Lima M, (2006), *La enseñanza de lenguas extranjeras en el CELE de la UNAM Reencuentro*, núm. 47, diciembre, 2006, pp. 9-16 Universidad Autónoma Metropolitana Unidad Xochimilco Distrito Federal, México, Recuperado el 29 de febrero de

<http://www.redalyc.org/articulo.oa?id=34004702>

Mason, J. (2017). *Qualitative researching.* Sage.

- Medina, Jarauta & Imbernon. (2010) *La enseñanza reflexiva en la Educación Superior*. Editorial Octaedro.
- Mena, M. El enfoque crítico reflexivo en educación: Experiencias en el aula (abril, 2000). Retrieved from [http://www.micentroeducativo.pe/docente/fileproject/file\\_docentes/150bi\\_aa69ca.pdf](http://www.micentroeducativo.pe/docente/fileproject/file_docentes/150bi_aa69ca.pdf)
- Ministerio de Educación Nacional (2006). *Serie Guías 22. Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: el reto! Lo que necesitamos saber y saber hacer*.
- Muzás et al. *Propuestas metodológicas para profesores reflexivos*. Narcea, S.A. de Ediciones.
- Humanez, L. E. G., & Rios, N. R. A. (2009). Enhancing oral interaction in English as a foreign language through task-based learning activities. *Latin American Journal of Content & Language Integrated Learning*, 2(2).
- Peña, M. & Onatra, A. (2009). Promoting Oral Production through the Task-Based Learning Approach: A Study in a Public Secondary School in Colombia. *Profile Issues in Teachers` Professional Development*, 11(2), 11-26. Retrieved May 07, 2020, from [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S1657-07902009000200002&lng=en&tlng=en](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902009000200002&lng=en&tlng=en).
- Pirot, L., De Cock, G., David, J., (2002). Une expérience de tutorat académique à l'UCL: Des outils variés pour susciter une réflexion sur la pratique. Faculté de psychologie et des sciences de l'éducation, UCL. Repéré le juillet, 23, 2014 à <http://www.psp.ucl.ac.be/stages/infosstagesETUDeTSP/expetutoratacad.html#conclusion>
- Prieto Castillo, C. Y. (2007). Improving eleventh graders' oral production in English class through cooperative learning strategies. *Profile Issues in TeachersProfessional Development*, (8), 75-90.

Project-Based Learning. *Profile Issues in Teachers` Professional Development*, 19(2), 57-71.

<https://dx.doi.org/10.15446/profile.v19n2.59889>

Ramírez Ortiz, S. M., & Artunduaga Cuéllar, M. T. (2018). Authentic tasks to foster oral production among English as a foreign language learners. *How*, 25(1), 51-68.

Savignon, S. J. (1972). *Communicative Competence: An Experiment in ForeignLanguage Teaching*. Philadelphia: The Centre for Curriculum Development, Inc.

Sacristán & Gimeno J. (1998). *El curriculum. Una reflexión sobre la práctica*. Madrid. Editorial Morata.

Sparks-Langer, G & Colton A. *Synthesis of research on teachers' reflective thinking*. Retrieved from [http://www.ascd.com/ASCD/pdf/journals/ed\\_lead/el\\_199103\\_sparks-langer.pdf](http://www.ascd.com/ASCD/pdf/journals/ed_lead/el_199103_sparks-langer.pdf)

Thornbury, S. (2005). *How to teach speaking*. Harlow, England: Pearson Education.

Vaca Torres, Ady Marcela, & Gómez Rodríguez, Luis Fernando. (2017). Increasing EFL Learners' Oral Production at a Public School Through

Van Manen, M. (1977) Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, vol.6, n.3.

Vega, V., & Terada, Y. *Research Supports Global Curriculum*.

Wengraf, T. (2001). *Qualitative Research Interviewing: Biographic Narratives and Semi-structured Methods*. London, Paris: SAGE.

Willis, J. 1996. *A Framework for Task –based Learning*. London : Longman.

Yesser A & Chacon C, (2011), *El enfoque lúdico como estrategia metodológica para promover el Aprendizaje de Ingles en niños de Educación Primaria*. SABER. Revista Multidisciplinaria del Consejo de Investigación de la Universidad de Oriente, vol.23, num.1, enero-junio, 2011, pp69-76. Universidad de Oriente Cumana, Venezuela. recuperado el 28 de febrero de 2016 de <http://www.redalyc.org/articulo.oa?id=427739445011>.

Zeichner, M. *El maestro como profesional reflexivo*. Retrieved from

<http://www.practicareflexiva.pro/wp-content/uploads/2012/04/Org-El-maestro-como-profesional-reflexivo-de-Kenneth-M.-Zeichner..pdf>

Zehm, S. J., & Kottler, J. A. (1993). *On being a teacher: The human dimension*. Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Newbury Park, CA 91320.



## Annexes

### Checked Workshops evidence

#### Appendix A Checked Workshop

Numbers

1. Listen and match the numbers to the words in your notebook.

**20 30 40 50 60 70 80 90 100**

a hundred - eighty - fifty - forty - ninety - seventy - sixty - thirty - twenty

Example 20 = twenty

- ✓ 30 = thirty
- ✓ 40 = forty
- ✓ 50 = fifty
- ✓ 60 = sixty
- ✓ 70 = seventy
- ✓ 80 = eighty
- ✓ 90 = ninety
- ✓ 100 = a hundred.

2. Listen and circle the number you hear in your notebook.

✓ a. 15 50    ✓ b. 12 20    c. 17 70

✓ d. 13 30    e. 19 90    ✓ f. 16 60

✓ g. 14 40    ✓ h. 18 80

**4,3**

### Checked Evaluation evidence



Appendix B Checked Evaluations evidence

4. Evaluación

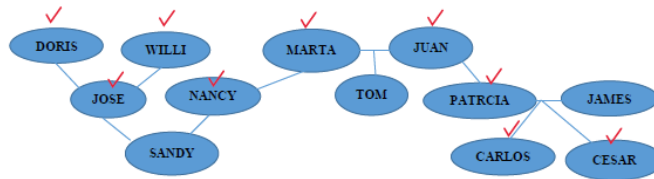
1. Describe the following celebrities, places and situations: (2 or more adjectives)

- ✓1.1 Emma Watson is Talented, Beautiful, Young
- ✓1.2 Your school is big, clean
- ✓1.3 Adolf Hitler was cold, crazy, coward
- ✓1.4 Your Math's teacher is smart, fun
- ✓1.5 Colombia is beautiful, Huge
- ✓1.6 Your best friend is Beautiful, Smart, happy
- ✓1.7 "Bery La Fee" is Smart, honest
- ✓1.8 the sun is radiant, hot
- ✓1.9 Santa Marta's beach is warm, fun
- ✓1.10 the poem "El Cantar del mio Cid" is boring, long

10p

3. Read about Sandy's family and complete her family tree.

Hi, I'm Sandy and this is my family tree. My parents are Nancy and José. They are good parents. I'm an only child, but I have two twin cousins. Carlos is very clever and Cesar is funny. They are my Aunt Patricia's sons. She is very nice. Uncle James is their father. My mum's brother is Tom and he is single. He's my favourite uncle. He's great. Doris and William are married. They are my father's parents. Martha and Juan are my mother's parents. They are divorced. My grandmothers are both lovely and kind. My grandfathers are amazing!!



19p= 5,0

Tests online

Appendix C Tests onLine Evidence



## Self-Evaluation Sheet

Appendix D Ficha de Autoevaluación de la Práctica Pedagógica

<b>I. PLANIFICACIÓN</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.				
<b>2</b>	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.				
<b>3</b>	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.				
<b>4</b>	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de los estudiantes.				
<b>5</b>	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de los estudiantes.				
<b>6</b>	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.				
<b>7</b>	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.				

### Observaciones y propuestas de mejora

---



---



---



---

## **II. REALIZACIÓN**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Motivación inicial de los estudiantes</b>					
<b>1</b>	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				
<b>2</b>	Planteo situaciones introductorias previas al tema que se va a tratar.				

---

**Motivación a lo largo de todo el proceso**

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.				
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.				
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.				

**Presentación de los contenidos**

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.				
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)				
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.				

**Actividades en el aula**

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.				
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.				

**Recursos y organización del aula**

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que los estudiantes realizan en la clase).				
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado				
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.				

**Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos**

---

14	Compruebo que los estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.				
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de todos				

		1	2	3	4
<b>Clima del aula</b>					
16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.				
17	Favorezco la elaboración de normas de convivencia con la aportación de todos y reacciono de forma ecuánime ante situaciones conflictivas.				
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.				

#### Seguimiento/ control del proceso de enseñanza-aprendizaje

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.				
20	Proporciono información a los estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.				
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.				
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.				

#### Atención a la diversidad

23	Tengo en cuenta el nivel de habilidades de los estudiantes y en función de ellos, adapto los distintos momentos del proceso de enseñanza- aprendizaje				
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a los estudiantes con dificultades.				

**Observaciones y propuestas de mejora**

---



---



---



---

**III. EVALUACIÓN**

		1	2	3	4
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.				
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				
3	Realizo una evaluación inicial a principio de curso.				
4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.				
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre los estudiantes.				
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas a los estudiantes para la mejora de sus aprendizajes.				
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...				
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.				

**Observaciones y propuestas de mejora**

---



---



---



---

[Narratives](#)

## **Primera narrativa**

Durante la primera semana de práctica pude colocar a prueba los conocimientos adquiridos a lo largo de la carrera, las preparaciones dadas por los profesores del curso de didáctica, y los consejos dados por algunos profesores de la licenciatura, pero también fue mi primera oportunidad para emplear mis propias estrategias de enseñanza en un contexto real, mi propia manera de dirigir una clase en donde yo era la maestra y cada cosa que yo hiciese iba a ser repetida por mis estudiantes.

A decir verdad, el día que me levanté frente al primer grupo de estudiantes, tenía muchas expectativas, creía que por el hecho de ser niñas se portarían muy juiciosas, y resultó lo contrario, me tomó mucho tiempo para que se organizaran y se dispusieran para la clase. Sin embargo hubo una variante que probablemente determinó el comportamiento de las estudiantes, la profesora titular del área de inglés no pudo asistir a la institución los dos primeros días, por lo que supongo que las niñas no vieron una autoridad frente a ellas.

En cuanto a la metodología implementada en las clases de inglés, hay que tener en cuenta que en el colegio esta lengua es enseñada teniendo como soporte el libro English Please! Proporcionado por el Ministerio de Educación Nacional, y que las profesoras del área, tienden a seguir el libro al pie de la letra, ellas quieren que todos los puntos se desarrollen. Por consiguiente esas primeras clases no fueron muy dinámicas, pero mi supervisora es flexible y me permitió incluir algunas actividades extras o modificar las ya propuestas en el libro, con el fin de que las niñas participaran activamente en la clase.

Por otro lado, la parte trabajada con las niñas de primaria la pude desarrollar más libremente, ya que durante la semana de observación institucional me fueron dados los ejes temáticos de los grados de primaria, para que pudiese organizar y planear como enseñar los temas propuestos.

## **Segunda Narrativa**

La situación de crisis que enfrentamos en este momento nos confronta de muchas maneras, en especial en cuestiones que nos han alterado nuestra vida cotidiana; la principal de ellas el aislamiento social que en términos escolares trajo suspensión de clases presenciales, y limitación de las actividades regularmente hechas.

Por un lado podríamos decir que sería fácil hacer un salto a la educación virtual, eso si estuviésemos en una sociedad en donde toda la población tuviese acceso a internet, y un buen internet,

aparte que poseyeran herramientas tecnológicas que faciliten todo el proceso. Sin embargo la realidad de nuestra sociedad es menos amigable, según el Ministerio de Tecnologías de la información y las Comunicaciones el 50% de los hogares Colombianos no tienen internet, observándose una mayor brecha en sectores rurales del país. Por esta razón resulta complicado que se lleve a cabo dicha educación virtual.

Por otro lado, el brusco cambio de la educación presencial a una semi-presencial o virtual no ha sido fácil. Los estudiantes están acostumbrados a trabajar en un aula de clase en donde su maestro está al frente facilitándoles el proceso de aprendizaje, guiando cada paso de dicho proceso. Ahora imaginemos, de repente se tuvo que cambiar toda esta modalidad, tanto aprendices como maestros tuvieron que abandonar las instituciones educativas. Ahora los maestros deben transformar sus clases y buscar la herramienta más amigable y útil para ofrecer dichas clases, y a decir verdad esto es un “privilegio” de la educación privada. Si damos un vistazo a las escuelas públicas la educación no está siendo ni siquiera virtual, está siendo más bien denominada escuela en casa; y se lleva a cabo más o menos de la siguiente manera: el docente debe diseñar talleres semanales compuestos de cuatro puntos. 1. Contenido: se enuncia cada uno de los temas a abordar en el taller. 2. Explicación: El docente debe escribir detalladamente la explicación de cada uno de los temas, por ejemplo; en un primer espacio explica qué es lo que se va a “enseñar”, después se explican las reglas de su uso (si aplica para lo que se está enseñando), y posteriormente se deben proporcionar ejemplos del tema. De la misma manera en algunas instituciones se sugiere que se realice un corto vídeo explicativo y sea publicado en Internet para que los estudiantes que puedan reciban esta misma explicación de forma visual. 3. Actividades a realizar: en este punto se deben proponer algunos ejercicios en donde el estudiante pueda poner en práctica la explicación antes dada. 4. Evaluación: En este último punto el estudiante debe demostrar que aprendió lo propuesto, por esta razón el docente debe diseñar una corta evaluación en donde se pondrá a prueba el aprendizaje del estudiante, de esta manera se sugiere que dicha evaluación sea desarrollada bajo la supervisión del padre de familia y/o acudiente. Para la entrega de estos talleres la mayoría de las instituciones educativas han adoptado la plataforma WebColegios para cargar los diferentes talleres. Como ya sabemos, no todos los hogares Colombianos tienen acceso a internet, entonces los pocos estudiantes que cuentan con internet fácilmente acceden a la plataforma, pero para los estudiantes que no pueden, los administrativos de las instituciones han brindado la posibilidad de imprimir esos mismos talleres y permitir que los padres de familia se acerquen a las instituciones en su día de pico y cédula

para recoger el material de sus hijos para que sean educados en casa, o también ofrecen la oportunidad de llevar los talleres hasta la puerta de su casa.

Ahora, hablemos del rol de los padres. En medio de esta situación los padres de familia también se han visto afectados, aparte de que algunos deben seguir saliendo y exponiéndose diariamente deben llegar a casa y ayudar a sus hijos con los diferentes deberes académicos, que entre estos vemos que ellos deben revisar, tomar fotos, convertirlas a PDF y posteriormente enviarlas a los docentes. Sin embargo hay niños que viven con sus abuelos y no tienen un teléfono celular con que tomar fotos de sus talleres, entonces para estos últimos se les ha brindado la posibilidad de archivar todos los talleres y evaluaciones en una carpeta y cuando el aislamiento termine esas carpetas puedan ser recogidas, revisadas y calificadas por los docentes. Y prestándole atención al tipo de sociedad que somos, son muy pocos los padres que se preocupan por la formación de sus hijos mientras estos están en una escuela o en el colegio, ahora imaginemos como es teniéndolos estudiando en casa.

Por último, el docente debe recepcionar todos los talleres resueltos que pueden ser enviados por la plataforma, por su e-mail o por su whatsApp personal.

### **Tercera narrativa**

A partir del cierre de escuelas, negocios entidades públicas y demás, se ha buscado cumplir con el plan de aislamiento por el virus recientemente descubierto. Padres de familia, docentes y alumnos se encuentran tratando de adaptarse a la nueva “rutina” y los retos que esta acarrea. Ante dicha situación, es muy importante que los padres y maestros se mantengan en constante comunicación y encuentren la mejor manera de que el proceso de enseñanza-aprendizaje en sus hijos continúe.

Tal parece que los padres de familia han adoptado el rol de educadores, pero algo sí es cierto y es que los maestros estamos ahí presentes detrás de una pantalla diseñando material, creando guías, buscando la manera de facilitar conocimientos a sus estudiantes, pero sobretodo manteniendo una comunicación estrecha con los padres de familia; para ellos ha sido difícil esta situación porque a diferencia de los maestros ellos no están acostumbrados a dirigir y guiar el trabajo de sus hijos, en cuanto a aprendizaje concierne. Valga hacer la siguiente aclaración; no estoy diciendo que esta figura nunca ha estado presente en el proceso de aprendizaje de sus hijos, es solo que este acompañamiento requería menos tiempo, ellos debían guiar el trabajo en casa, cortas tareas de refuerzo de lo visto en las aulas de clase o unas que otras consultas de los temas a abordar durante las siguientes sesiones de clase.



Por otra parte muchos estudiantes son de clase baja por lo que no pueden acceder a las clases virtuales o a las diferentes plataformas que las instituciones educativas están usando para cargar los talleres y guías, sin embargo quienes pueden se apoyan en los dispositivos móviles de sus padres para cumplir con sus tareas. En nuestro país como ya lo sabemos muchos hogares son víctimas de la brecha tecnológica ya que no cuentan con computador y/o internet.

Otro reto al que se han enfrentado padres de familia, maestros y estudiantes es que las medidas de emergencia instauradas ante la pandemia del coronavirus, los tomó por sorpresa, poniendo en evidencia que muchos docentes no tienen las habilidades tecnológicas y la formación necesaria para enseñar en línea, así como administraciones escolares que no cuentan con plataformas digitales idóneas para la enseñanza online.

Ante estos retos, muchos educadores han recurrido a herramientas como *Google Classroom*, *Edmodo*, *Zoom*, *google forms*, *google meeting*, y en nuestro país la plataforma educativa conocida como *WebColegios* para apoyarse y continuar con sus clases.

#### **Cuarta narrativa**

A lo largo de la emergencia sanitaria, hemos visto como la educación no ha sido excepción de la suspensión de actividades presenciales. Directivos, estudiantes, padres de familia y por su puesto docentes han tenido que cambiar su metodología. Han debido rediseñar sus clases, la forma en que proveen y facilitan el conocimiento a sus estudiantes, y también a través de qué plataforma, pero esto ya se ha hablado anteriormente, por lo tanto en esta ocasión hablaremos del diseño, la ejecución y la forma en qué se evalúa el material diseñado.

En cuanto al diseño del material, los planes de área han debido modificarse, teniendo en cuenta que las clases ya no son presenciales, pero también que las temáticas a abordar debían ser enseñadas de manera diferente, teniendo en cuenta la emergencia.

Por lo tanto, cada uno de los temas escogidos han sido presentados y propuestos a los estudiantes en cuatro partes diferentes, así: el docente debe diseñar talleres semanales

1. Contenido: se enuncia cada uno de los temas a abordar en el taller.

2. Explicación: El docente debe escribir detalladamente la explicación de cada uno de los temas, por ejemplo; en un primer espacio explica qué es lo que se va a “enseñar”, después se explican las reglas

de su uso (si aplica para lo que se está enseñando), y posteriormente se deben proporcionar ejemplos del tema. De la misma manera en algunas instituciones se sugiere que se realice un corto vídeo explicativo y sea publicado en Internet para que los estudiantes que puedan reciban esta misma explicación de forma visual.

**3. Actividades a realizar:** en este punto se deben proponer algunos ejercicios en donde el estudiante pueda poner en práctica la explicación antes dada.

**4. Evaluación:** En este último punto el estudiante debe demostrar que aprendió lo propuesto, por esta razón el docente debe diseñar una corta evaluación en donde se pondrá a prueba el aprendizaje del estudiante, de esta manera se sugiere que dicha evaluación sea desarrollada bajo la supervisión del padre de familia y/o acudiente. Para la entrega de estos talleres la mayoría de las instituciones educativas han adoptado la plataforma WebColegios para cargar los diferentes talleres.

En cuanto a la interacción con estudiantes, esta ha sido un tanto limitada, a pesar de que hoy en día los jóvenes tienen teléfonos celulares y muchos de ellos son con acceso a Internet, por el contrario hay una pequeña parte de los estudiantes con quienes ha sido imposible comunicarse. Hablando de quienes sí tienen acceso a Internet, la comunicación se ha dado de manera fluida, a través de la plataforma WebColegios en lo que concierne a la entrega de trabajos, y en cuantos a una comunicación más personal, esta se ha dado a través de la mensajería instantánea WhatsApp, en donde se aclararon dudas de los estudiantes, a la vez que se brindaron asesorías.

### Planning exemplar

#### Appendix E Planning exemplar


FECHA		# DE HORAS			TEMATICA	INDICADOR DE DESEMPEÑO	ACTIVIDADES METODOLÓGICAS	TRANSVERSALIDAD	EVALUACION
A	B	C							
3 de octubre de 2020					How to use and/but	<p>✓ Al finalizar con la temática la estudiante será capaz de emplear correctamente las conjunciones and y but.</p>	<p><b>Actividad de apertura:</b> Se saludará a las niñas y se les pedirá que se organicen para dar inicio a la clase. Las niñas encargadas del bibliobanco procederán a entregar los libros.</p> <p><b>Actividad de desarrollo:</b> Para contextualizar las niñas será necesario pedirles que abran el libro en la página n°21 y se les explicará cómo desarrollar el ejercicio n°1 allí propuesto.</p> <p>Para empezar con la explicación del uso de las conjunciones and y but, será necesario el uso del tablero, a través de simples oraciones como: <i>I live in Pamplona. But I'm from Cúcuta. I study at La Presentación High School. and I love my institution.</i></p> <p>Una vez explicado el uso, se les pedirá a las niñas que lean en cuadro de <i>useful language</i> para de esta manera poder resolver el ejercicio n°12 y escoger cuál de las dos conjunciones es la indicada.</p> <p>Seguidamente las niñas resolverán el ejercicio n°13, donde ellas deberán completar la información faltante, pero también escribir un texto similar con la</p>	-Académico	<p>Los estudiantes van a ser evaluados oralmente, ellas deben preparar una corta presentación de dos miembros de la familia o de dos amigos, en donde usen las conjunciones and y but. (véase guión del punto 7. Del libro en la página 22)</p>

					<p>información de su mejor amigo. Si se hace necesario se les recordará a las niñas que pueden seguir los tips, para hablar, ofrecidos por el libro.</p> <p>Cuando hayan terminado el ejercicio, se le pedirá a algunas de las niñas que compartan la información de ellas y de sus mejores amigas, con la clase entera, (esto con la idea de escuchar y corregir su pronunciación)</p> <p>Actividad de cierre: A cada niña se le entregará una ficha con diez oraciones, en donde se podrá evidenciar que ellas han comprendido el tema abordado. <a href="#">(Ver anexo)</a></p>	
--	--	--	--	--	--	--

Clases no dictadas

ANEXOS:

[Anexo 1](#)

<b>University of Pamplona</b> <b>La presentación High School</b> <b>Ninth Grade</b> <b>Pre-service teacher: Ysmay Jaimes</b>		
<b>Name:</b>	<b>Date:</b>	

Solve the following exercises. Write down **and** or **but**:

1. She wants to buy a car, \_\_\_\_\_ she doesn't have enough money.
2. Alice plays the piano, \_\_\_\_\_ she plays the guitar.
3. Doris doesn't like grapes, \_\_\_\_\_ she likes apples.
4. My sister has two dogs, \_\_\_\_\_ she has one cat.
5. I want to go to the movies, \_\_\_\_\_ I have too much work.
6. Paula is tall, \_\_\_\_\_ Samantha is tall too.
7. Last week Jack bought shirts, \_\_\_\_\_ this week he bought shoes.
8. Otto walks to work, \_\_\_\_\_ he exercises at the gym.
9. Lisa had three pet mice, \_\_\_\_\_ she gave them to her friend.
10. Karl has white hair, \_\_\_\_\_ he dyes it brown.

## Presentation of the content to the students


Appendix F Presentation of the content to the students

I decided to create some support material to present the content to the students.



## [Model of a Workshop](#)

Appendix G Model of a Workshop for ninth graders

	<p>I.E. COLEGIO TÉCNICO LA PRESENTACIÓN Pamplona N. de S</p>	<p>Fecha de Aprobación Aprobado por Resolución No.4452 del 28 de Octubre de 2016</p>
<p><b>Personal Adjectives - genitive 's with family members workshop</b></p>		<p><b>9<sup>th</sup> grade</b></p>

## 2nd workshop

### 1. Contenido:

**Adjetivos descriptivos, el genitivo sajón 's explicado con los miembros de la familia.**

### 2. Explicación:

#### A. ADJETIVOS DESCRIPTIVOS/CALIFICATIVOS:

Estos adjetivos son los que utilizamos para calificar o describir características de la persona, animal o cosa mencionada en la oración. Nos pueden indicar la forma, el color, la apariencia, el olor, la sensación, el tamaño y la edad, entre otras cosas.

**Usualmente, se ubican en la oración, de la siguiente manera:**

**Subject + verb + qualifying adjective**

**My brother is a young man**

**The floor is sticky**

**Your house is big**

A continuación encontrarás una lista de varios adjetivos de este tipo. Recuerda que los adjetivos en inglés no varían según el género.

Character Adjectives / Adjetivos de personalidad    Size Adjectives / Adjetivos de tamaño

<p><i>Honest</i>: honesto <i>Intelligent</i>: inteligente <i>Brave</i>: valiente <i>Friendly</i>: amistoso <i>Tolerant</i>: tolerante <i>Sensible</i>: sensato <i>Generous</i>: generoso</p>	<p><i>Dishonest</i>: deshonesto <i>Foolish</i>: tonto <i>Pessimistic</i>: pesimista <i>Coward</i>: cobarde <i>Rude</i>: grosero <i>Intolerant</i>: intolerante <i>Senseless</i>: insensato</p>	<p><i>Big</i>: grande <i>Huge</i>: inmenso <i>Heavy</i>: pesado <i>Thick</i>: grueso <i>High</i>: elevado <i>Tall</i>: alto <i>Deep</i>: profundo</p>	<p><i>Small</i>: pequeño <i>Tiny</i>: diminuto <i>Light</i>: liviano <i>Thin</i>: delgado <i>Low</i>: bajo <i>Short</i>: corto <i>Superficial</i>: superficial</p>
--	--	---	--

<b>Responsible:</b> responsable <b>Hard-working:</b> trabajador	<b>Selfish:</b> egoísta <b>Lazy:</b> perezoso <b>Detestable:</b> detestable		
--	---	--	--

Appearance Adjectives / Adjetivos de apariencia      Condition Adjectives / Adjetivos de condición

<b>Beautiful:</b> hermoso <b>Clean:</b> limpio <b>Elegant:</b> elegante <b>Chubby:</b> gordito <b>Pretty:</b> lindo <b>Attractive:</b> atractivo	<b>Horrible:</b> horrible <b>Dirty:</b> sucio <b>Informal:</b> informal <b>Skinny:</b> delgado <b>Ugly:</b> feo <b>Unattractive:</b> poco atractivo	<b>Crazy:</b> loco <b>Sick:</b> enfermo <b>Drunk:</b> ebrio <b>Asleep:</b> dormido <b>Hungry:</b> hambriento <b>Energetic:</b> enérgico <b>Dead:</b> muerto <b>Open:</b> abierto <b>Single:</b> soltero	<b>Sane:</b> cuerdo <b>Healthy:</b> sano <b>Sober:</b> sobrio <b>Awake:</b> despierto <b>Full:</b> lleno <b>Tired:</b> cansado <b>Alive:</b> vivo <b>Closed:</b> cerrado <b>Married:</b> casado
---	--	---	---

Emotion Adjectives / Adjetivos de emoción:

Texture Adjectives / Adjetivos de textura

<b>Happy:</b> alegre <b>Angry:</b> bravo <b>Proud:</b> orgulloso <b>Grumpy:</b> gruñón <b>Jealous:</b> celoso <b>Scary:</b> aterrador	<b>Sad:</b> triste <b>Calm:</b> calmado <b>Embarrassed:</b> avergonzado <b>Nice:</b> amable <b>Faithful:</b> fiel <b>Peaceful:</b> pacífico	<b>Hard:</b> duro <b>Rough:</b> áspero <b>Solid:</b> sólido <b>Wet:</b> húmedo, mojado <b>Slippery:</b> resbaladizo	<b>Soft:</b> blando <b>Smooth:</b> suave <b>Liquid:</b> líquido <b>Dry:</b> seco <b>Sticky:</b> pegajoso
--	--	---	--

Age-Time Adjectives / Adjetivos de edad-tiempo      Temperature Adjectives / Adjetivos de temperatura

<b>Old:</b> viejo <b>Modern:</b> moderno <b>Updated:</b> actualizado <b>Fast:</b> rápido <b>Past:</b> pasado	<b>Young:</b> joven <b>Ancient:</b> antiguo <b>Outdated:</b> desactualizado <b>Slow:</b> lento <b>Future:</b> future	<b>Cold:</b> frío <b>Warm:</b> cálido	<b>Hot:</b> caliente <b>Cool:</b> fresco
--	--	--	---

**B. GENITIVE CASE 'S WITH FAMILY MEMBERS**

El posesivo 'S es especialmente usado para indicar una relación de pertenencia o de asociación.

**Ejemplos:**

Los nombres de mis padres son Julia y Robert / *My parents' names are Julia and Robert.*

Los nombres de mis hermanos son Gustavo y Fernando / *My brothers' names are Gustavo and Fernando.*

El nombre de mi gato es Titi / *My cat's name is Titi.*

En el siguiente enlace encontrará una explicación más visual basada en el libro *English Please*.

<https://www.youtube.com/watch?v=KRFa5QezENS&feature=youtu.be&hd=1>

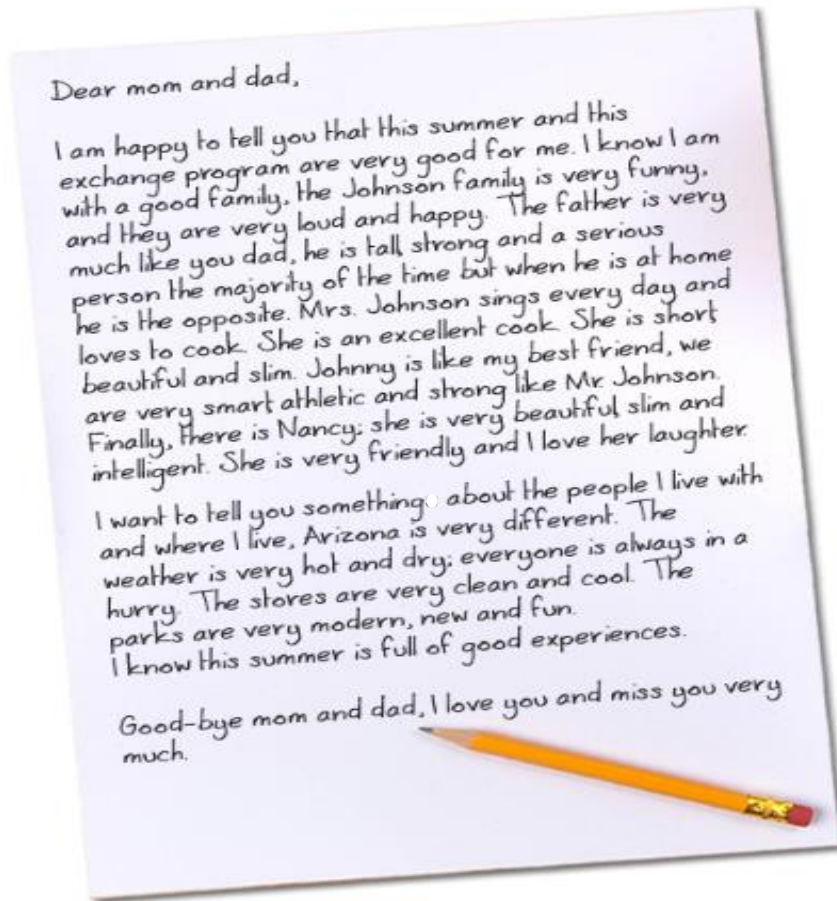
**Family members vocabulary:**

<u>Male</u>	<u>Female</u>	<u>Plural</u>
Father	Mother	Parents
Grandfather	Grandmother	Grandparents
Stepson	Stepdaughter	Stepchildren
Son	Daughter	Children
Brother	Sister	Siblings
Boyfriend	Girlfriend	Couple
Uncle	Aunt	-
Cousin	Cousin	Cousins
Nephew	Niece	-
Father-in-law	Mother-in-law	Parents-in-law
Husband	Wife	Married couple

**3. Actividades a realizar**

1. complete the sentences with a qualifying adjective
  - a. Johnny Deep is a \_\_\_\_\_ actor. (condition adjective)
  - b. Pegaso is a \_\_\_\_\_ horse. (appearance adjective)
  - c. You are so \_\_\_\_\_. (emotion adjective)
  - d. My family is so \_\_\_\_\_. (character adjective)
  - e. The clothes are \_\_\_\_\_ (texture adjective)
  - f. The Holy Bible is \_\_\_\_\_ (age adjective)
  - g. The lava is \_\_\_\_\_ (temperature adjective)
  - h. The White house is \_\_\_\_\_ (Size adjective)
  - i. It is important to eat \_\_\_\_\_ food (Condition adjective)
  - j. I like when the bread is \_\_\_\_\_ (Texture adjective)

2. You are going to read a letter from a guy to his family where he describes the family he is staying with in Arizona for the summer. Pay attention to the words he uses to describe the people he mentions.



So now is your turn. Write a 40 to 50 words text to describe your family to a pen friend in another city. Make sure to mention physical aspects and to describe the city you are staying in. Make sure to include as many adjectives as you can. **USE THE ADJECTIVE CHARTS**

---

---

---

---

---

---

---

---

---

---

3. (**track 23**) Listen to four people talking about their families. Match the families a-d to the pictures 1-4.

a. Felipe's family

b. Caroline's family

c. Jenny's family

d. Mateo's family.



4. (track 24) Listen to Michelle, the first speaker, again and complete the chart.

Felipe's family

	Name	Age
<b>Father</b>		
<b>Mother</b>		
<b>Sister</b>		
<b>Brother</b>		

5. Complete the sentences about Felipe's family with a word from the box.

<b>Brother</b>	<b>Sister</b>	<b>Niece</b>	<b>Nephew</b>	<b>Sister-in-law</b>	<b>Wife</b>	<b>Mother</b>	<b>Aunt</b>
----------------	---------------	--------------	---------------	----------------------	-------------	---------------	-------------

a. Felipe is Michelle's \_\_\_\_\_

b. Michelle is Felipe's \_\_\_\_\_

c. Laura is Felipe's \_\_\_\_\_

d. Laura is Michelle's \_\_\_\_\_

e. Pili is Michelle's \_\_\_\_\_

f. José is Michelle's \_\_\_\_\_

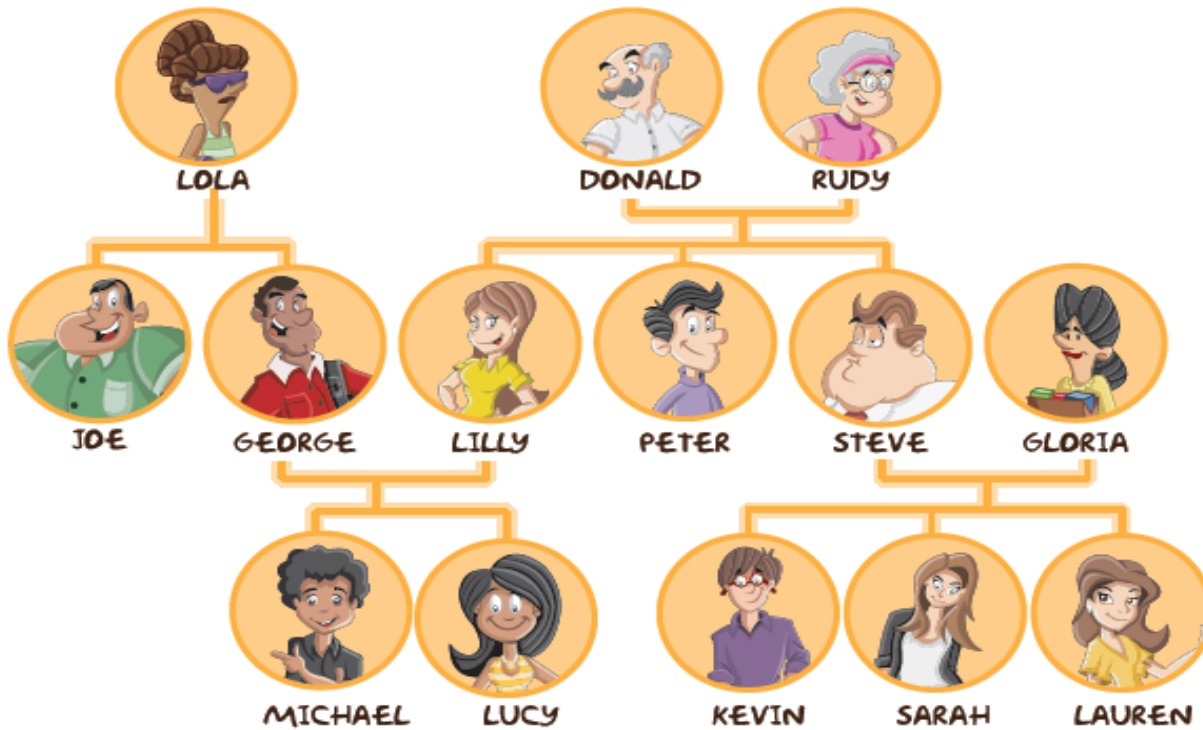
g. Michelle is Pili and José's \_\_\_\_\_

h. Laura is Pili and José's \_\_\_\_\_



6. look at carefully the Williams family tree and write the sentences to answer thr questions.

### The Williams Family



- a. Who are Michael's parents? *George and Lilly are Michael's parents.*
- b. Who is Joe's nephew? \_\_\_\_\_
- c. Who is Steve's sister? \_\_\_\_\_
- d. Who are Sarah's grandparents? \_\_\_\_\_
- e. Who is Lola's granddaughter? \_\_\_\_\_

**Write sentences with the names and people.**

- a. 'Lilly is my daughter.' (Donald) *Donald is Lilly's father.*
- b. 'Lauren is my sister.' (Kevin) *Kevin is \_\_\_\_\_*
- c. 'Donald is my grandfather.' (Michael) \_\_\_\_\_
- d. 'George is my husband.' (Lilly) \_\_\_\_\_
- e. 'Rudy is my mother.' (Peter) \_\_\_\_\_

### 4. Evaluación

1. Describe the following celebrities, places and situations: (2 or more adjectives)

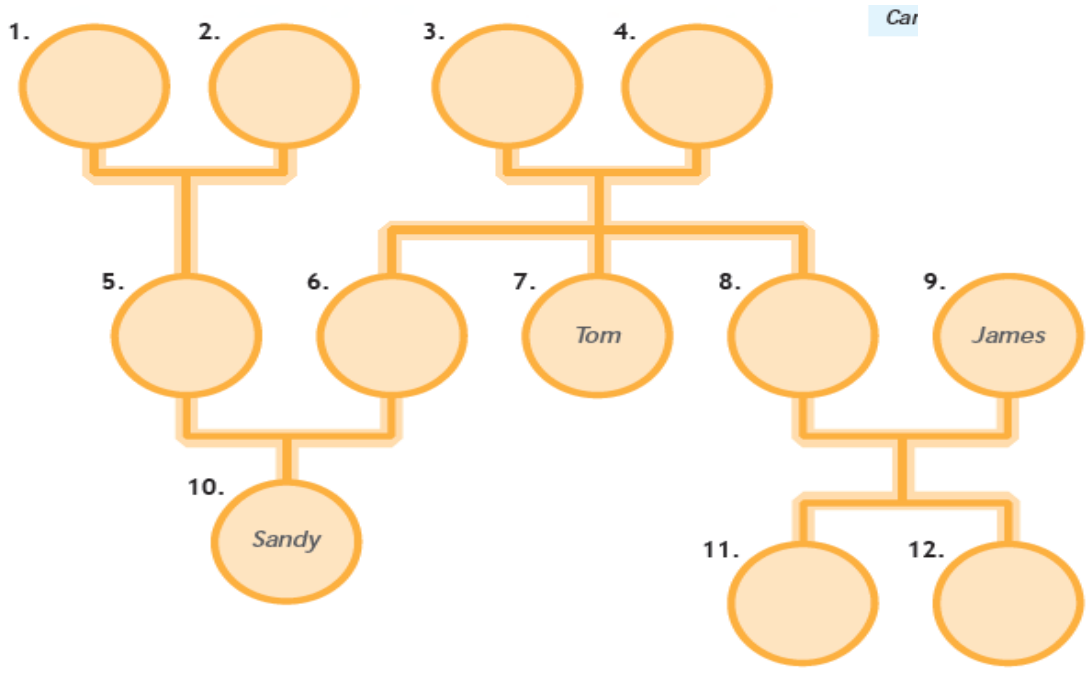
- 1.1 Emma Watson is \_\_\_\_\_
- 1.2 Your school is \_\_\_\_\_
- 1.3 Adolf Hitler was \_\_\_\_\_
- 1.4 Your Math's teacher is \_\_\_\_\_
- 1.5 Colombia is \_\_\_\_\_
- 1.6 Your best friend is \_\_\_\_\_
- 1.7 "Betty La Fea" is \_\_\_\_\_
- 1.8 the sun is \_\_\_\_\_

1.9 Santa Marta's beach is \_\_\_\_\_

1.10 the poem "El Cantar del mio Cid" is \_\_\_\_\_

**3. Read about Sandy's family and complete her family tree.**

Hi, I'm Sandy and this is my family tree. My parents are Nancy and José. They are good parents. I'm an only child, but I have two twin cousins. Carlos is very clever and Cesar is funny. They are my Aunt Patricia's sons. She is very nice. Uncle James is their father. My mum's brother is Tom and he is single. He's my favourite uncle. He's great. Doris and William are married. They are my father's parents. Martha and Juan are my mother's parents. They are divorced. My grandmothers are both lovely and kind. My grandfathers are amazing!!



Model of a Workshop for 4<sup>th</sup> graders

Appendix H Model of a Workshop for fourth graders

	<p><b>I.E. COLEGIO TÉCNICO LA PRESENTACIÓN</b> Pamplona N. de S</p>	<p><b>Fecha de Aprobación</b> Aprobado por Resolución No.005288 del 25 de Octubre de 2019</p>
<p style="text-align: center;"><b>Harmful food</b></p> <p>Name: _____ Date: _____ 4<sup>th</sup> Grade: _____</p>		

**I. CONTENIDO:**

Vocabulario concerniente a comida nociva: (sugar, caffeine, salt, fat, candy, sausage, fast food, soda, butter and fried food)

**II. EXPLICACIÓN:**

Una persona no debe consumir **comida nociva** todos los días, porque tendría más probabilidades de padecer enfermedades sanguíneas, obesidad, diabetes, colesterol alto, o cáncer. No es lo mismo si esta comida se consume una vez a la semana que todos los días. Las consecuencias pueden ser irreversibles y hasta lamentables. En este taller vamos a conocer el vocabulario que concierne a **Harmful food**.

### III. ACTIVIDADES A REALIZAR:

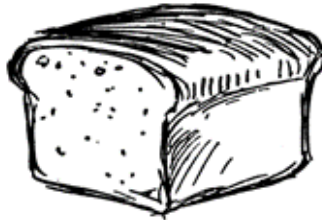
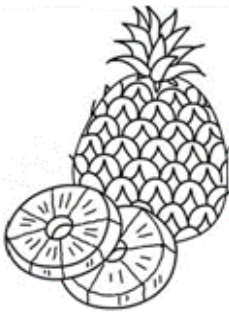
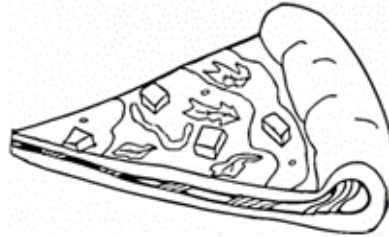
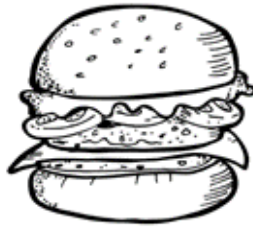
1. Look at the following vocabulary in a dictionary/ Busque el siguiente vocabulario en un diccionario:

- a. Sugar: \_\_\_\_\_
- b. Caffeine: \_\_\_\_\_
- c. Salt: \_\_\_\_\_
- d. Fat: \_\_\_\_\_
- e. Candy: \_\_\_\_\_
- f. Sausage: \_\_\_\_\_
- g. Hamburger: \_\_\_\_\_
- h. Hot dog: \_\_\_\_\_
- i. Pizza: \_\_\_\_\_
- j. Crisps: \_\_\_\_\_
- k. French fries: \_\_\_\_\_
- l. Soda: \_\_\_\_\_
- m. Chocolate: \_\_\_\_\_
- n. Wings: \_\_\_\_\_
- o. Ice cream: \_\_\_\_\_
- p. Fried Chicken: \_\_\_\_\_

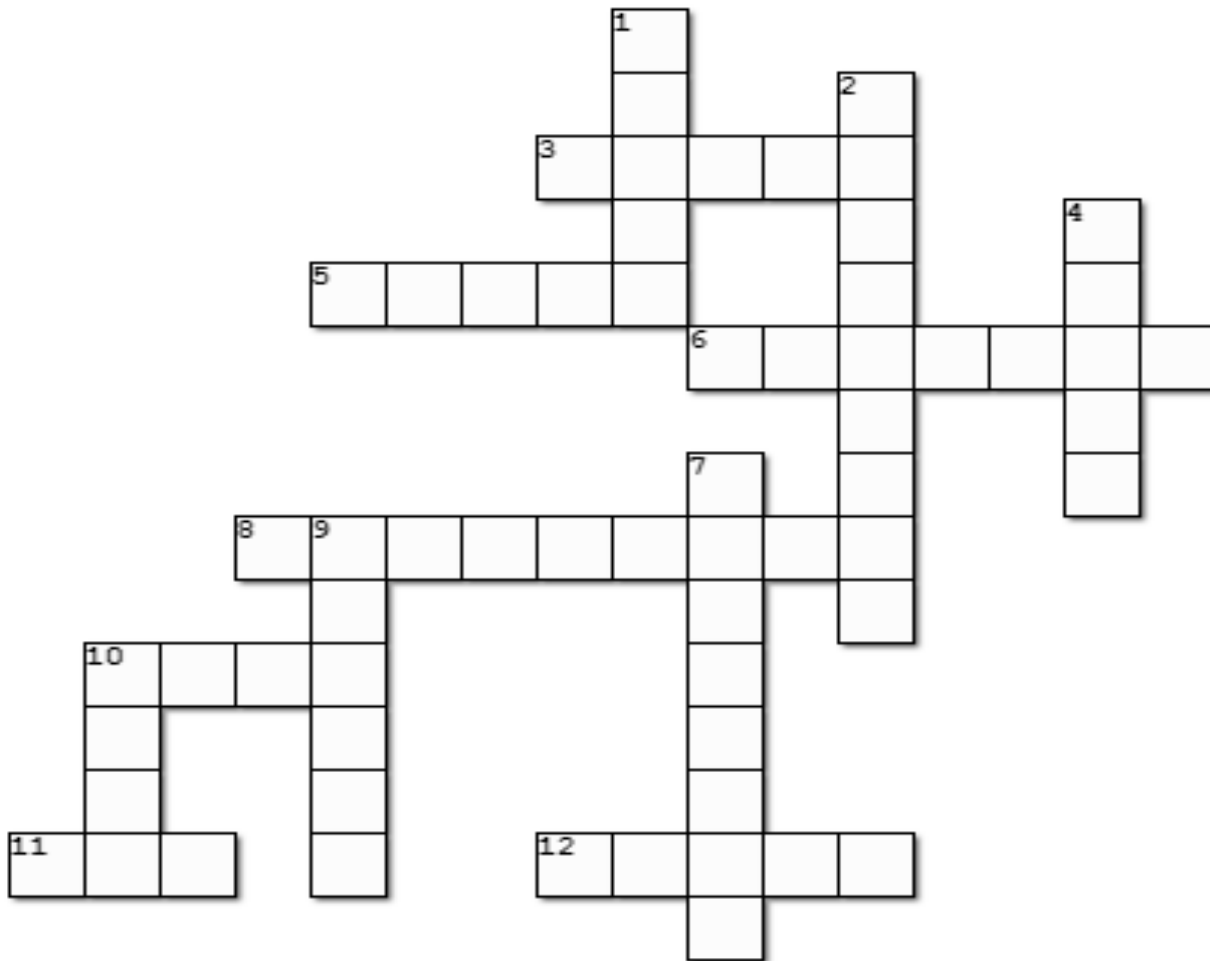
2. Colour the healthy food. / Coloree la comida saludable.



foods.



3. Solve the following crossword, the keys are in Spanish however you have to solve it in English/ Resuelva el siguiente crucigrama, las pistas están en español, pero el crucigrama debe



llenarlo en Inglés.

Across:

- 3. Pizza
- 5. Alitas
- 6. embutidos
- 8. chocolate
- 10. sal
- 11. grasa
- 12. caramelos

Down:

- 1. Papas fritas
- 2. Hamburguesa
- 4. Azúcar
- 7. cafeína
- 9. perro caliente
- 10. Soda

4. Create ten sentences classifying the healthy and unhealthy food. / Cree diez oraciones clasificando la comida saludable y la nociva (Útilice el vocabulario de este taller y de los anteriores) SOLO ESCRIBA LAS ORACIONES EN **INGLÉS**.

Healthy food	Unhealthy food
0. Eating broccoli is <b>healthy</b> for me (Comer broccoli es <b>saludable</b> para mí)	0. Eating hamburgers is <b>unhealthy</b> for me (Comer hamburguesas es <b>nocivo</b> para mí)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

#### IV. EVALUACIÓN:

Associate column A with column B, and write the correct answer in brackets ( ). / Asocie la columna A con la columna B y escriba entre el parentesis la letra que corresponde al número.

A.

B.

1. ( )



a. Hamburger

2. ( )



b. Fried Chicken

3. ( )



c. Crisps

4. ( )



d. Candies

5. ( )



e. French fries