

Implementing recycling activities as a strategy to improve speaking skills in 9th grade students at
Institución Educativa Rafael Uribe Uribe: action research

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Bachelor degree in foreign languages English – French

Practicum

Pamplona

2020 – 1

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Implementing recycling activities as a strategy to improve speaking skills in 9th grade students at Institución Educativa Rafael Uribe Uribe: action research

Presentation

During this proposal, the reader will find an action research which will guide you through the practicum stage process in the INSTITUCION EDUCATIVA Rafael Uribe Uribe from María La Baja, Bolivar regarding the 10th-semester students' functions. This proposal is divided into four chapters, the first one is the pedagogical component which consists of designing and implementing the pedagogical proposal addressed to 7°, 8°, and 9° grade students from this "Institución Educativa, regarding the institution needs previously detected in the institutional observation. This proposal is entitled: "Implementing Recycling Activities as a strategy to improve speaking skill in 9th-grade students at Institución Educativa Rafael Uribe Uribe: action research.

The second one is the research component in which students are participants of a macro-project called "Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree, training tool to qualify the practicum stage" whose objectives are to implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice and to promote the critical spirit development in pre-service teachers in order for them to analyze their pedagogical work.

The third one is the outreach component where pre-service teachers have to work with primary school children since this component is framed from the macro project called "Playful activities and games as a strategy for teaching English from primary school children to the "INSTITUCION EDUCATIVA Rafael Uribe Uribe. From Maria La Baja – Bolivar" which has

as the main purpose to attend the needs of the children of the primary schools and integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at primary schools.

The last one is the administrative component based on the student's participation in extra-curricular activities raised by the institution so that students can learn the role of teachers outside the classroom.

Introduction

Colombia is a multilingual and multicultural country. The government recognizes the coexistence of Spanish and different native languages in the same territory, as well as the importance of teaching a foreign language, especially English.

Nowadays, it is so important to learn a new language to have better opportunities such as working, traveling, studying, entrepreneurship, business, among others. Based on that high school students must raise the specific goal of Colombian Bilingualism Program (2004 – 2019) by having an intermediate English level B1 to have a B2 English level while studying at the university” (MEN, 2004 – 2019 p, 7)

On the other hand, our world is in constant change what made us human beings adapt ourselves to those changes. besides, environmental pollution is becoming a problem without a solution, it is the reason why as a pre-service teacher I decided to address this situation to the classroom where an academic, humanistic and reflective environment can be ideal to articulate speaking skills in English as a foreign language, as well as environmental awareness.

Thus, the main idea of this project is to establish a collaborative work in which students and teacher have to develop presentations , oral productions as well as everything related to the linguistic aspects of English, through different tasks focused on the care of our planet by recycling as much as possible; all this aiming at increasing speaking skill to ninth-grade students from the INSTITUCION EDUCATIVA Rafael Uribe Uribe.

Unfortunately, the practicum stage did not take place regularly because of the current situation of the COVID - 19 pandemics. The reason why this process begins with two weeks of regular classes and the rest of the process has taken place virtually in which pre-service teachers worked with workshops and evaluations and with some planning of the pedagogical plan due to it was impossible to implement it virtually.

Moreover, pre-service teachers implement the use of a platform for organizing the material the created material, it could be the use of Moodle, google classroom, a blog, google forums, among others. In this particular case, a blog created in blogger called "Easy English For All" was used for organizing the material divided into Primary school, Primary school videos, High school, Environmental awareness, etc.

Justification

In the INSTITUCION EDUCATIVA Rafael Uribe Uribe there exist a problem concerning the English learning/teaching process regarding the lack of a well-structured curriculum from primary school since as it is known there are not English teachers from kinder garden to primary school what shows a negative impact when students arrive at secondary or

primary school, thus the English teacher has to work so hard to prepare students to have a basic English level.

Concerning this problem, I am interested in help students to improve their speaking English level through a subject which is currently in the student's reality that is recycling and environmental awareness. This educational institution commemorates the Recycling Day on 17th May as well as the Ecological Festival on 5th June. Based on that, the idea is to integrate the institutional pedagogical projects which include teaching environmental protection, ecology and the preservation of natural resources, following the provisions of article 67 of the Political Constitution as well as what the Minister of Education (M.E.N) proposes in terms of Colombian Bilingualism Program (2004 – 2019) where the main goal is to improve the communicative competences of English as a foreign language in all educational sectors.

Thus, the benefits will be reflected in the next Ecological Festival in which students will present in English handcraft made by recyclable materials which will provide them of critical thinking, ecological vocabulary and enthusiasm to continue learning English and taking care of the environment which was one of the strongest motivations when choosing this topic, the environmental damage and climate changes so abrupt that they are currently occurring.

Objectives

General objective

To implement recycling activities as a strategy to improve speaking skills in ninth-grade students at Institución Educativa Rafael Uribe Uribe

Specific objectives

- ✓ Promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogy.
- ✓ Integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary schools.
- ✓ To participate in extracurricular activities proposed by the institution for the students to learn about the role of teachers outside the classroom

Institutional observation

Rafael Uribe Uribe school becomes an Educational Institution based on the laws, 115 of 1994 and 715 of December 21 of 2001; integrated by the ordinance November 20, 2002, and regulated by the ordinance 65 of February 17, 2003; reorganized by the order 143 of April of 2003, which reorganized the educational establishments in Bolívar Department leaving the INSTITUCION EDUCATIVA RAFAEL URIBE URIBE, from María la Baja integrated by the following educational centers:

- ✓ **PRINCIPAL HEADQUARTER:** Colegio Rafael Uribe Uribe.
- ✓ **HEADQUARTER 2:** Escuela Urbana Mixta N.º 3
- ✓ **HEADQUARTER 3:** Escuela Rural Mixta de Márquez.
- ✓ **HEADQUARTER 4:** Escuela Urbana Mixta del Recreo.
- ✓ **HEADQUARTER 5:** Escuela Oscar Arnulfo Romero de Paso el Tiempo.
- ✓ **HEADQUARTER 6:** Sede Mampujan.

This institution is located at Carrera 19 # 21- 39 Bellavista neighborhood. It is an official departmental institution that works on the A calendar. This educational institution develops its

process of training children and young people in levels from preschool, basic and middle academic, in a single day, divided into six-hour school days, Am and Pm; between 6:30 in the morning until 12:30 at noon, and 12:40 in the afternoon and 6:40 at night; respectively.

Moreover, in the educational headquarters N° 4 ESCUELA URBANA MIXTA DEL RECREO, develops the training program for youth and adults, based on the ordinance 3011, 2000, in semi-face nighttime, imposed by the departmental government, with an hourly intensity of ten weekly hours of pedagogical orientation by educational cycle; in which the teaching service is canceled as overtime.



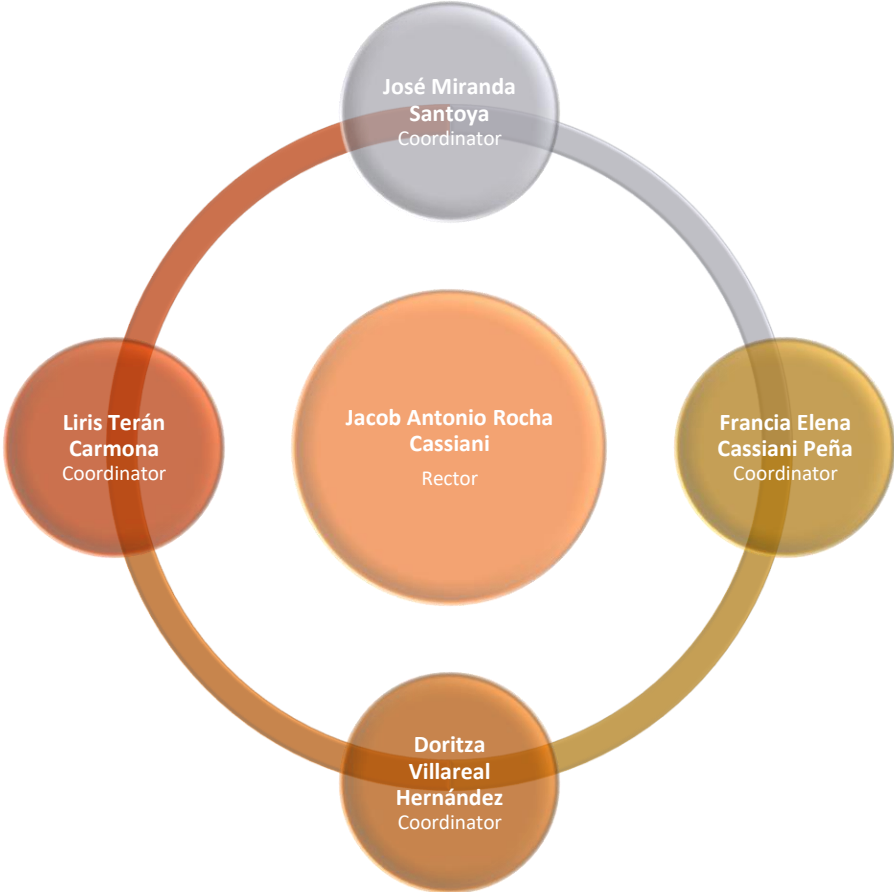


Education authorities:

Coordination and leadership lines definition

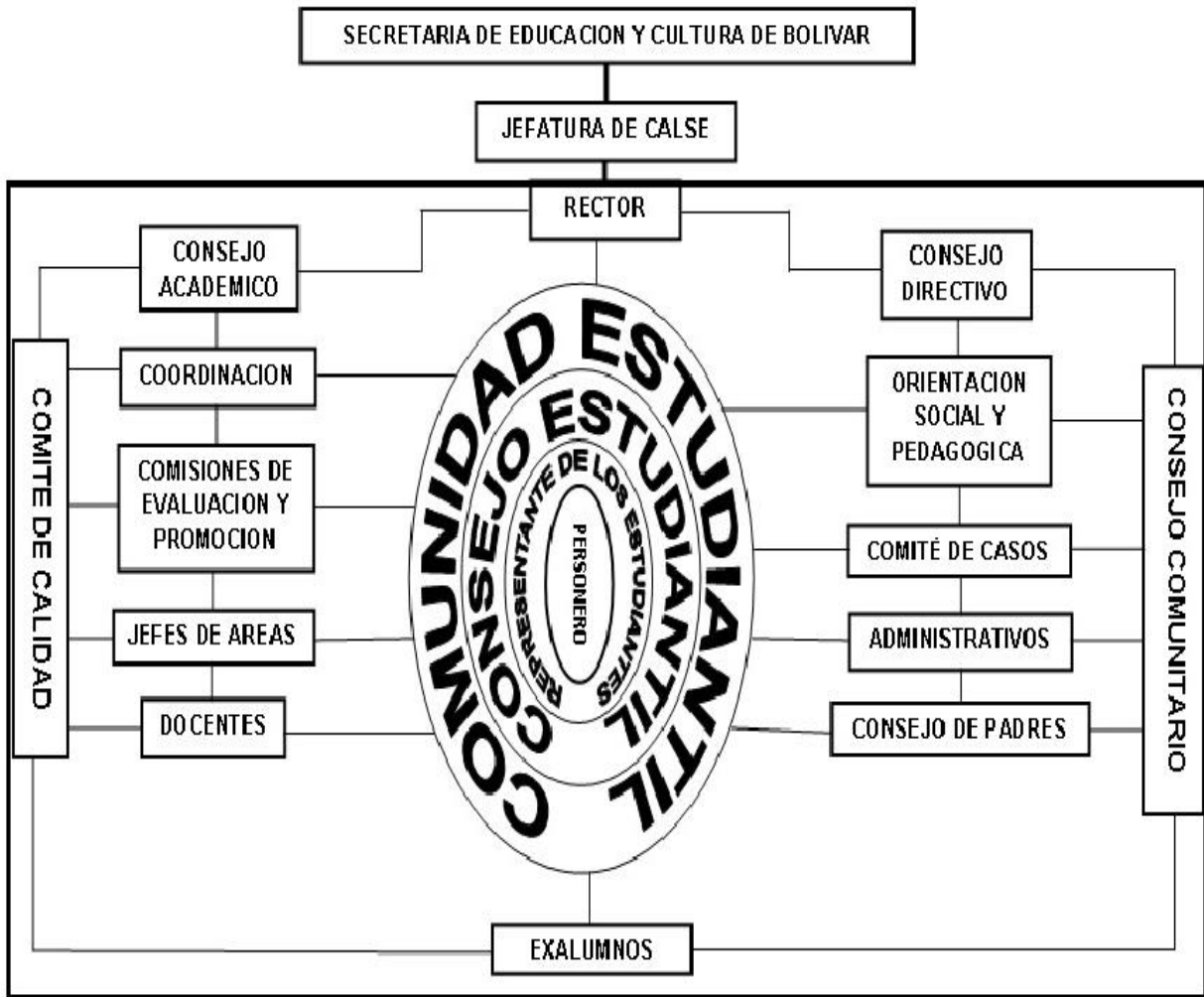
- ✓ **Rector:** Representative of the school to the educational authorities and executor of the school government's decisions.
- ✓ **Directing Council:** Governing body for the participation of the educational community and for the academic and administrative guidance of the establishment.
- ✓ **Academic Council:** participation instance in the pedagogical orientation of the institution.
- ✓ **Coordinators:** Rector representatives in academic management, training and quality.
- ✓ **Teachers:** Responsible for organizing and energizing groups of students

Figure 1: Educational authorities



Organization chart:

Figure 2: Organization chart



Main Aspects of the P.E.I

Since all educational institutions anywhere in question have a specific map course on which guided to prosecute and develop their educational purposes well the INSTITUCION EDUCATIVA Rafael Uribe Uribe is credited with this Educational Institution Project (P.E.I) based on the existing legal rules that depart mainly from the Colombian Constitution of 1991, the General Education Low (Act 115) of 1994, Act 715 of 2001 and the ordinance 1075 of May 26, 2015.

The educational project of the Institución Educativa Rafael Uribe Uribe seeks to place the institution at the forefront of the Educational Institutions in the country, supported by a strict accomplishment with the rules of the MEN and certification requirements of the NTC-ISO 9001: 2008, for the benefit of the educational service in preschool, basic and middle school (daytime) and education for young people and adults (nighttime).

Constant compliance with these standards and requirements is accompanied by an education in the training of people with human values that lead them to become generators of the changes that our society urgently needs. In the same way, it is tried that the academic formation is in harmony with the cultural and technological development of the current society, in such a way that its incorporation to the institutions of higher education and then to the labor market is carried out successfully for the good of each one of our students and the María La Baja society.

Mission

This is a formal educational institution of Inclusive nature, aimed at educating and training academically men and women of all ethnic and social communities for admission to vocational-technical education and technology; developing skills and competences in technology and communications, which allow their link in socio-productive activities, by the requirements of the region, the department, the country, and global challenges, with humanistic and research training that facilitate permanent updating of the knowledge for the well-being and development of our communities.

Vision

The INSTITUCIÓN EDUCATIVA Rafael Uribe from Maria La Baja has as its vision, train, and educate human beings for life, learning to know, to do, to live with their surroundings and learning to be. Fundamentally promoting the development of significant learning, through

the appropriation, appreciation, and strengthening of their cultural identity and interaction with the natural environment; learnings achieved with the application of methods such as formulation and problem-solving and research; thus forming capable people of giving harmonic, coherent and effective solutions to the environmental problems or needs.

P.E.I Objectives

General objective:

Promote quality and inclusive education that allows students to exercise leadership within communities, generating development and preserving the environment and their cultural identity.

Specific objectives:

- ✓ Provide programs and / or flexible methodologies to include and / or accept socially children and young people with special educational needs, overage, displacement, dispersed rural population, minors in protection, and victims of violence.
- ✓ Stimulate and promulgate the values that allow peaceful coexistence between people who make up the educational community and of these towards society.
- ✓ Develop in the students their labor skills and abilities, which allow them to be linked to the production field through technical emphasis.
- ✓ Train research students, critical and participatory students as established in the educational model of the institution.

Institutional development goal:

Adapt and provide pedagogical spaces to different educational institution needs.

Execute pedagogical and productive projects that allow the institution to integrate with the community.

Main aspects of the community handbook

The Political Constitution of Colombia, the Code of Childhood and Adolescence, and the General Law of Education of 1994 outline the need for the creation of a coexistence manual that allows guiding the educational institution under the concepts of order, participation, and peaceful coexistence in an environment democratic. Thus, the general objective is to consolidate an organization of commitments and principles to guide the process of training, interaction and behavior of the educational community in its action scope, which allows them to belong and identify with the Uribista educational community according to the legal norms and those agreed by it, within of a democratic and participatory social order.

Infrastructure

The INSTITUCION EDUCATIVA RAFAEL URIBE URIBE It is divided into six educational centers whose physical infrastructures consist entirely of:

- ✓ 46 classrooms
- ✓ 2 ancestral classrooms
- ✓ 4 computer rooms
- ✓ 8 sanitary units
- ✓ 1 sport coliseum
- ✓ 1 multiple room
- ✓ 1 virtual classroom
- ✓ 1 artistic hall
- ✓ 1 library room

- ✓ projection room
- ✓ 1 cafeteria
- ✓ 1 student welfare
- ✓ 1 biology and chemistry laboratory
- ✓ 1 physical and mathematical laboratory
- ✓ 6 school restaurants
- ✓ 1 teacher's lounge

- ✓ 3 spaces for coordination
- ✓ 1 administrative unit
- ✓ 1 space for attention to the parent,
- ✓ 3 bathrooms for teachers, administrative staff and rectory
- ✓ 1 rectory room
- ✓ 4 recreational and sports spaces

Institutional calendar

Table 1: Institutional calendar

SCHOOL WEEKS			
FROM	TO	LENGTH	
January 13, 2020 ----- ----- April 13, 2020 -----	April 05, 2020 ----- June 14, 2020 -----	12 Weeks -----9 Weeks -----	First Academic Semester Period
July 6, 2020	October 4, 2020	13 Weeks	
October 12, 2020	November 21, 2020	6 Weeks	Second Academic Semester Period
INSTITUTIONAL DEVELOPMENT ACTIVITIES			
FROM	TO	LENGTH	
January, 7 2020 ----- April 6, 2020	January, 12 2020 ----- April 12, 2020	1 Week ----- 1 Week	
June 15, 2020	June 21, 2020	1 Week	
October 05, 2020	October 11, 2020	1 Week	
November 23, 2020	November 27, 2020	1 Week	
STUDENT RECESS			
FROM	TO	LENGTH	
January 06, 2020	January 12, 2020	1 Week	
April 6, 2020	April 12, 2020	1 Week	
June 15, 2020 -----	July 5, 2020 -----	3Weeks -----	
October 5, 2020	October 11, 2020	1 Week	
November 22, 2020	January 03, 2021	6 Week	
TEACHER AND DIRECTIVE TEACHERS' HOLIDAYS	TEACHER HOLIDAYS AND TEACHERS' DIRECTIVE		
June 22, 2020	July 5, 2020	2 Weeks	7 weeks
November 30, 2020	January 3, 2021	5 Weeks	

Schedule: 2020

Table 2: Schedule: 2020

Supervisor: Jorge Luis Castro Cermeño

Days →		Monday	Tuesday	Wednesday	Thursday	Friday
Hours ↓						
1	6:30 7:25		English 8°02		English 11°01	English 10°01
2	7:25 8:20		English 8°02		Ingles 11°01	English 10°01
3	8:20		English 8°03		Ingles 10°02	English 8°01
9:15 – 9:45		Break				
4	9:45 10:40	English 11:02	English 8°03		English 10°02	English 8°01
5	10:40 11:35	English 7°01	English 9°02	Ingles 9°01		English 10°03
6	11:35 12:30	English 7°01	English 9°02	Ingles 9°01	English 11°02	English 10°03

Pre-service teacher: Yuris Johana Chiquillo Marimón

Days →		Monday	Tuesday	Wednesday	Thursday	Friday
Hours ↓						
1	6:30 7:25		English 8°02			
2	7:25 8:20		English 8°02	English 5°02		
3	8:20	English 4°01	English 8°03	English 4°02	English 4°02	English 8°01
9:15 – 9:45		Break				
4	9:45 10:40		English 8°03			English 8°01
5	10:40 11:35	English 7°01	English 9°02	English 9°01		
6	11:35 12:30	English 7°01	English 9°02	English 9°01		

Besides, regarding to the pedagogical aspects the teacher starts each class with a discussion about any problem that students want to debate, then he asks the students for the agenda and the class starts. According to what I observed, each week the students received a package of material in which they find all they will work during the week. Likewise, the teacher shows well command of the topics and he explains clearly and he is opens to the students' questions.

CHAPTER I: PEDAGOGICAL COMPONENT

Implementing recycling activities as a strategy to improve speaking skills in 9th grade students at Institución Educativa Rafael Uribe Uribe: action research

By

Yuris Johana Chiquillo Marimón

Introduction

The INSTITUCION EDUCATIVA Rafael Uribe Uribe pedagogical projects are oriented towards 1. Studying, understanding and practice of the Constitution and civic instruction, following article 41 of the Political Constitution; 2. the use of free time, the promotion of diverse cultures, the practice of physical education, recreation, and training sports, for which the Government will promote and stimulate its dissemination and development; 3. teaching the protection of the environment, ecology and the preservation of natural resources, following the provisions of Article 67 of the Constitution; 4. education for justice, peace, democracy, solidarity, fellowship, cooperative and, in general, training in human values; 5. sexual education, taught in each case according to the psychic, physical and emotional needs of the students and taking into account their age.

Regarding this context, it is necessary to look for strategies that help us to integrate both components for the students interactively learning English preserving environmental awareness.

However, this proposal did not take place because of the worldwide situation about the COVID – 19 pandemic which is transforming our lives including economy, health, mental health, social lives, and education. The reason why the regular classes became into virtual classes which made impossible to conduct this proposal because the conditions were no favorable for the development of this study. Thus, the plans and workshops for the development of this study are ready and posted on the blog “Easy English For All” to be implemented in the future.

Finally, this proposal is divided into nine sections which are statement of the problem, objectives, theoretical framework, literary review, pedagogical methodology, research methodology, expected results, conclusions, recommendations.

Statement of the problem

After a week of observations, it was possible to determine the two main components of this study which are the negative impact of the garbage in the institution and the lack of activities aimed at working English-speaking skills in ninth-grade students. Even if the institution has in its pedagogical projects the ecological awareness the schoolyards and common areas of the school showed a potential problem that in the long term could affect the student community.

For that, this proposal was conducted based on the following questions: How the implementation of recycling activities can improve speaking skills in 9th-grade students? How the implementation of innovative strategies can impact the teaching process? How recycling activities can impact educational quality in “Institución Educativa Rafael Uribe Uribe”? How the use of innovative strategies can take advantage of the students speaking skills?

Justification

As it is established by the National Bilingualism Program, a Colombian adolescent must complete high school with a level of B1 performance in English, that is why it is important to help students improve their English skills and abilities by using

innovative techniques and strategies. The INSTITUCION EDUCATIVA Rafael Uribe Uribe has been a pioneer in the community thanks to the fact that over the years it has organized the best ecological festival, demonstrating through it the importance of recycling, making clothing, accessories, elements of daily use that year after year They strengthen the sense of belonging of each of their students.

The implementation of recycling activities seeks to strengthen the teaching of multiple uses of solid waste and in the English language. An alternative in which students can continue to focus according to the reuse of recyclable waste and in turn learn the way they are named in a new language where many can develop hidden skills allowing them to speak or write that language, all this having in mind for your next stages in the academic average.

The English language has gained great strength in our country, although it is true for people who manage to acquire a high level in this language their chances of acquiring employment when they finish their professional degree increase. Here is the importance of this project in its attempt to strengthen oral production to the future generation according to their abilities. Through the organization of the ecological festival held on June 5 of each year you can choose to provide a space in which students relate recyclable materials according to their natural environment, incorporating simple practices and so vital for the care of the environment expressed in English according to the parameters established by the Ministry of National Education.

Objectives

General objective

To implement recycling activities as a strategy to improve speaking skills in 9th-grade students at Institución Educativa Rafael Uribe Uribe.

Specific objectives

- ✓ To take advantage of the students' speaking skills with an innovative strategy.
- ✓ To implement innovative strategies for teaching English from high school children.
- ✓ To drive educational quality from the INSTITUTION EDUCATIVA Rafael Uribe Uribe.
- ✓ To adopt recycling activities as an English teaching technique.

Theoretical framework

Several concepts and theories were taken into account to know the key concepts for the development of this project such as recycling, ecology, and speaking importance.

Recycling

According to the United States Environmental Protection Agency (EPA) Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. Recycling can benefit your community and the environment.

Benefits of Recycling

- Reduces the amount of waste sent to landfills and incinerators
- Conserves natural resources such as timber, water and minerals
- Increases economic security by tapping a domestic source of materials

- Prevents pollution by reducing the need to collect new raw materials
- Saves energy
- Supports American manufacturing and conserves valuable resources
- Helps create jobs in the recycling and manufacturing industries in the United States

Steps to Recycling Materials

Recycling includes the three steps below, which create a continuous loop, represented by the familiar recycling symbol.

Step 1: collection and processing

After collection, recyclables are sent to a recovery facility to be sorted, cleaned and processed into materials that can be used in manufacturing. Recyclables are bought and sold just like raw materials would be, and prices go up and down depending on supply and demand in the United States and the world.

Step 2: manufacturing

More and more of today's products are being manufactured with recycled content. Common household items that contain recycled materials include the following:

- Newspapers and paper towels
- Aluminum, plastic, and glass soft drink containers
- Steel cans
- Plastic laundry detergent bottles

Recycled materials are also used in new ways such as recovered glass in asphalt to pave roads or recovered plastic in carpeting and park benches.

Step 3: purchasing new products made from recycled materials

You help close the recycling loop by buying new products made from recycled materials.

There are thousands of products that contain recycled content. When you go shopping, look for the following:

- Products that can be easily recycled
- Products that contain recycled content

Below are some of the terms used:

- Recycled-content product - The product was manufactured with recycled materials either collected from a recycling program or from waste recovered during the normal manufacturing process. The label will sometimes include how much of the content was from recycled materials.
- Post-consumer content - Very similar to recycled content, but the material comes only from recyclables collected from consumers or businesses through a recycling program.
- Recyclable product - Products that can be collected, processed and manufactured into new products after they have been used. These products do not necessarily contain recycled materials. Remember not all kinds of recyclables may be collected in your community so be sure to check with your local recycling program before you buy.

Ecology

The word ecology is derived from the Greek oikos, meaning "household," and logos, meaning "study." Thus, the study of the environmental house includes all the organisms in it and all the functional processes that make the house habitable. Literally, then, ecology is the study of "life at home" with emphasis on "the totality or pattern of relations

between organisms and their environment," to cite a standard dictionary definition of the word (Merriam- Webster's Collegiate Dictionary, 10th edition, S.v. "ecology").

Speaking importance

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

Literary review

To design this action research previous studies were review as a guide to support the proposal as follows “Factor Affecting Students’ English-Speaking Skills” by Bashir, M., Azeem, M., and Dogar, A. H., (2011). “Improving Eleventh Graders’ Oral Production in English Class through Cooperative Learning Strategies” by Prieto C. at the National University of Colombia (2007). “Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Roleplaying)” by Oradee, T. (2012). And “An Analysis of Factors Influencing Learners’ English-Speaking Skill” by Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, (2017).

Thus, the first study entitled “Factor Affecting Students’ English-Speaking Skills by Bashir, M., Azeem, M., and Dogar, A. H., (2011)” conclude that More than half of the teachers use English as a medium of instruction. Students also reported the same. Both teachers and students are using an interactive technique for the teaching/learning process. Teachers, as well as students, have the view that English is a better medium of instruction than Urdu. Teachers are also using mother language during instruction. Teachers and students are promoting questioning and answering in English. Teachers are using helping material for their effective teaching

Additionally, the second one called “Improving Eleventh Graders’ Oral Production in English Class through Cooperative Learning Strategies” by Claudia Yanive Prieto Castillo shows that All the students at the end of the implementation showed a different attitude towards group work and the skill of speaking. At the beginning of the process, students did not like to work in groups and felt uncomfortable speaking English. After the experience of sharing and learning with others, they found real and concrete reasons to work with their partners. They could – learn through teaching. Many values were learned during the process, such as solidarity, responsibility, team spirit, etc. The first time they used the cooperative learning strategies was not easy, as they wanted to work only with their friends and, in some cases, did not follow the rules.

Moreover, the third one entitled “Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and RolePlaying)” by Thanyalak Oradee produced several important results as the posttest mean score of the students’ English speaking abilities was significantly higher than the pretest one after the employing the three communicative activities, discussion, problem-solving, and role-

playing. Characteristics of the activities may have encouraged interaction among the students in the language classroom. This could afford an opportunity for language practice. Teaching English speaking skills using the three communicative activities is a learning method focusing on the learner-centeredness. The students' attitude towards teaching English speaking skills using the three communicative activities was rated as good. This may result from having been provided adequate language functions in situations that occur in real communication leading to their confidence in speaking the language. They felt satisfied with their speaking English when using these three communicative activities.

Finally, the last one "An Analysis of Factors Influencing Learners' English-Speaking Skill" by Lai-Mei Leong & Seyedeh Masoumeh Ahmadi. This paper reviewed the factors that affect students' English-speaking performance. The findings of this paper indicated that learners with low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skills despite having acceptable linguistic skills. The study showed that students who have higher motivation and lower anxiety can speak easily and effectively. Thus, students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance.

Research methodology

First of all, it is necessary to clarify that this proposal did not carry out due to the COVID – 19 pandemic which is transforming our daily routines. This global problem became the regular classes into virtual ones that did not create the conditions and the adequate environment for the development of this study.

This proposal has an action research design defined by Creswell (2002) as a systematic procedure used by individuals in an educational setting to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students. In this particular case you will find a qualitative approach in which we see different major characteristics at each stage of the research process:

- ◆ Exploring a problem and developing a detailed understanding of a central phenomenon
- ◆ Having the literature review play a minor role but justify the problem
- ◆ Stating the purpose and research questions in a general and broad way so as to the participants' experiences
- ◆ Collecting data based on words from a small number of individuals so that the participants' views are obtained
- ◆ Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings
- ◆ Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore.

Population

The population of this study was 100 students of 9TH grade from the INSTITUCION EDUCATIVA Rafael Uribe Uribe who had an average age between 15 and 17 years with an A1 English level.

Sample

The sample of this study will be composed of five students from 9^o grade who will participate voluntarily.

Data collection

To answer the main objectives of this project it is essential to implement the adequate instruments for the data collection which are photos, participant observation and semi-structured interviews.

Photo

The word 'photo' comes from the Greek word for light, and when talking about photography it is used to describe a single image. When you take a picture using a camera you are capturing a photo. A photo may also be referred to as a 'photograph', this is a combination of the Greek words for light and drawing; A photograph is a drawing made of light. Someone who takes photos using a camera is a 'photographer' or someone who draws with light. The art of taking photos is referred to as 'photography' or drawing with light. Moreover, when doing research, photos become an important tool to capture moments and evidence to save all tasks made by students. For this reason, photos will be important to save all environmental tasks and project proposed by the teacher and made by students.

Participant observation

Observation, particularly participant observation, has been used in a variety of disciplines as a tool for collecting data about people, processes, and cultures in qualitative research. MARSHALL and ROSSMAN (1989) define observation as "the systematic

description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study (ERLANDSON, HARRIS, SKIPPER, & ALLEN, 1993). DeMUNCK and SOBO (1998) describe participant observation as the primary method used by anthropologists doing fieldwork.

BERNARD (1994) adds to this understanding, indicating that participant observation requires a certain amount of deception and impression management. Most anthropologists, he notes, need to maintain a sense of objectivity through distance. He defines participant observation as the process of establishing rapport within a community and learning to act in such a way as to blend into the community so that its members will act naturally, then removing oneself from the setting or community to immerse oneself in the data to understand what is going on and be able to write about it. He includes more than just observation in the process of being a participant observer; he includes observation, natural conversations, interviews of various sorts, checklists, questionnaires, and unobtrusive methods. Participant observation is characterized by such actions as having an open, nonjudgmental attitude, being interested in learning more about others, being aware of the propensity for feeling culture shock and for making mistakes, the majority of which can be overcome, being a careful observer and a good listener, and being open to the unexpected in what is learned (DeWALT & DeWALT, 1998). [3]

Semi-structured interviews

Semi-structured interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover. The open-ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and

interviewee to discuss some topics in more detail. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further. In a semi-structured interview, the interviewer also has the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee.

Data analysis

This study was conceived as an action research design in which the main objective is to implement recycling activities as a strategy to improve speaking skills in ninth-grade students at Institución Educativa Rafael Uribe Uribe.

To analyze the data collected, it will be implemented the typological analysis which best accomplishes the requirements for obtaining the results of this project. LeCompte and Preissle, J. (1993), defines typological analysis as “dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study” which aims at “capturing the perspectives of a group of individuals around particular topics” (Hatch, 2002) so it was followed nine steps as follows: “identify typologies to be analyzed”, “read the data, marking entries related to your typologies”, “read entries by typology, recording the main ideas in each entry on a summary sheet”, “look for patterns, relationships themes within typologies”, “read data, coding entries according to patterns identified and keeping a record of what entries go with what elements of your patterns”, “decide if patterns are supported by the data, and search data for nonexamples of your patterns”, “look for relationships among the patterns identified”, “write your patterns as one-sentence generalizations” and “select data excerpts that support your generalizations”

Timetable of activities

Table 3: Timetable of activities

Month Activity	February				March				April				May				June			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Institutional observation			X																	
Formulation of the project			X	X																
Institutional observation socialization				X																
Project delivery				X																
Participants organization and permission					X															
Diagnostic test						X														
Workshops implementation							X		X		X		X		X					
Progress report														X						
Data collection							X		X		X		X		X					
Data analysis																X	X			
Final report																		X		

Ethical implications

This study will be conducted with seven ninth-grade students who will participate voluntarily by clarifying that all results obtained will be used only for this action research and the participation won't be taken into account as a note for the English area. Moreover, before starting with the workshops, participants have to sign a consent letter for a better understanding of these ethical implications.



María La baja, 23 de marzo 2020

Apreciado Estudiante

9° grado

Institución Educativa Rafael Uribe Uribe

Tengo el agrado de dirigirme a usted para agradecerle su respuesta positiva de participar en la investigación acción: «Implementing recycling activities as a strategy to improve speaking skills in 9th grade students at Institución Educativa Rafael Uribe Uribe: action research».

En términos generales, este proyecto busca enlazar el espíritu y la conciencia ambiental a través del reciclaje con el mejoramiento en las habilidades de habla de lengua inglesa de los estudiantes de noveno grado de esta institución.

Por esta razón, su participación es muy importante ya que a través del estudio de su desempeño será posible la evaluación de las actividades y tareas propuestas en este proyecto y así analizar su eficiencia. Así, a través de la firma de la presente autoriza su participación libre y voluntaria en talleres, entrevistas, fotos y videos que servirán para recolectar la información pertinente para el estudio en mención.

Cabe aclarar que su participación en este estudio no será tomada en cuenta como notas para el área de Inglés.

Sin otro particular,

Yuris Chiquillo (Investigadora)

Participante

Pedagogical methodology

Taking into account the current situation about the COVID – 19 previously mentioned pre-service teachers had to organize the proposal and plans for being implemented in the future in regular classes by English teachers. Even if workshops

planning were established, in this particular case none could be implemented in the two weeks of regular classes. For that, plans, workshops, and all created material were consolidated in a blog called “Easy English For All” is divided into some sections such as “Primary school, High school, Primary school videos, Environmental awareness, among others”

For the development of this study, different tasks must implement such as workshops, oral productions, and explanations to improve English speaking skills, these tasks aim at teaching environmental care to ninth-grade students. Thus, for the development of this study, it is necessary to work through all possible educational and pedagogical resources, to teach students the importance of recycling to have environmental awareness, through the use of English as a foreign language.

Thus, this study adopts a TBL (Task Based Learning) approach by Ellis (2003), who presented a model that focuses on meaning and real-world activities that demand learners to process language for real

situations:

Table 1. A framework for designing task-based lessons (Ellis, 2003)

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

Moreover, TBL (Task-based learning), or TBLT (Task-based language teaching) is an approach in which learning revolves around the completion of meaningful tasks. In

the TBL approach, the main focus is the authentic use of language for genuine communication.

Defining tasks

According to Willis (2007), tasks can be real-life situations or have a pedagogical purpose. In both cases, a task should:

- ✓ provide opportunities for students to exchange information with a focus on meaning, not a specific form or pattern/structure;
- ✓ have a clear purpose: learners should know the outcome they are expected to produce when they finish performing the task. The outcome may vary. It might be making a YouTube video tutorial, finding a solution for a problem or writing an email requesting information;
- ✓ result in an outcome that can be shared with more people;
- ✓ relate to real world activities.

Phases of a TBL lesson

The framework of a TBL lesson may vary. It is usually composed of the following phases:

- ✓ Pre-task
- ✓ Task (which can be sub-divided in different stages)
- ✓ Post-task

Pre-task:

The pre-task phase of a TBL lesson is the moment when the teacher sets the task, contextualizes the topic of the lesson, raises students' interest and prepares learners to perform the task. When preparing students to perform a task, teachers might need to help students with

both content and language. This can be done by activating students' general knowledge on a certain topic and by helping students anticipate the type of language they will need to perform the task proposed. It is extremely important that students understand the objectives of the task during this phase.

Task:

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

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

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

Post-task:

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

Expected results

As the study did not take place, when teachers will implement this study in the future regular classes by following the TBL approach, the expected results are:

- ✓ To improve speaking skills in 9th-grade students at Institución Educativa Rafael Uribe Uribe.
- ✓ To take advantage of the students speaking skills with an innovative strategy.
- ✓ To implement innovative strategies for teaching English from high school children.
- ✓ To drive educational quality from the INSTITUTION EDUCATIVA Rafael Uribe Uribe.
- ✓ To adopt recycling activities as an English teaching technique.

Conclusion

Nowadays, technology 2.0 is reinventing our lives, this situation is caused by the current COVID 19 pandemic which is influencing the social, economic, and healthy aspects of each person of humanity.

Taking into account this problematic educational setting is being extremely influenced. Based on that, our practicum stage has changed radically where regular classes have been canceled giving way to virtual classes, which has also been affected by levels of social strata because we live in a country where corruption is rife, besides, not all students have access to the necessary tools for the development of virtual classes.

Thus, as new teachers, we have the labor to adapt our methodologies to all situations and the INSTITUCION EDUCATIVA Rafael Uribe Uribe allowed me to continue with my practicum stage after some week of evaluations of the new methods we need to implement, concluding that teachers will prepare some weekly workshops for

students to develop. Moreover, teachers and students will have meetings by WhatsApp in their respective schedules for answering all doubts about the workshops implemented.

At this moment, I have designed workshops about the uses of can / can't and plural nouns for seventh-grade students; also, about verb to be and number for eighth-grade students, workshops about simple past to ninth-grade students. Finally, I designed some workshops for the pedagogical project. The following table shows the work done so far

Table 4: Activities report

Type of material	Description	Topic	Grade	Supervisor approval	Was it delivered and developed by the students?
Workshop	The workshop is divided into sections. Each one carries its respective explanation (Affirmative, negative, and interrogative) and after each explanation there are activities related to the explanations.	Verb to Be (Appendix 1)	8°01 8°02 8°03	Yes	Yes
Workshop	This workshop is designed in a very dynamic way where students can find brief explanations, examples and exercises to develop.	Modals CAN – CAN'T (Appendix 2)	7°01	Yes	No
Workshop	This workshop includes an overview of the vocabulary of sports which consists of a series of short activities where the first part of the workshop is based on audio sent by the teacher in charge.	Sports (Appendix 3)	8°01 8°02 8°03	Yes	No
Workshop	This workshop begins with a brief but clear explanation of the rules for plural nouns. Likewise, we find activities to complete spaces by modifying singular to plural nouns, additionally, we find a crossword puzzle and a reading that will be developed by students.	Plural nouns (Appendix 4)	7°1	Yes	Yes

Workshop	This workshop includes vocabulary, reading, and grammar activities where students will work on past events from their place of origin and will also work with some adjectives in English.	Simple past (Appendix 5)	9°01 9°02 9°03	Yes	Yes
Project workshop	The main objective of this workshop is to follow the line of the pedagogical project entitled "implementing recycling activities as a strategy to improve speaking skills in 9th-grade students at Institución Educativa Rafael Uribe Uribe: action research" where the main purpose is to increase English speaking skills through recycling and preservation of environmental awareness. For the development of this task, students will find some important aspects of recycling in English and Spanish, also, the explanation of the project "How to plant a seed?" finally, the students will implement this project in their houses, for this step the students need to record a video while doing this project.	How plant a seed? (Appendix 6) (Appendix 7)	9°01 9°02 9°03	No	No

Type of material	Description	Topic	Grade	Students 'delivery way	Correction delivery and feedback	Virtual tools
First project workshop	In this workshop you will find activities about recycling awareness whose purpose will be for students to plant plants in pots made with recyclable materials.	Recycling awareness	9°	All the workshops, evaluations and other material that the students will work on will be	Parents should take photos of the activities developed by the students and send these photos to	

Evaluation workshop	This evaluation will have review exercises of the topics worked on in the previous workshops. The main idea is to keep the students active with the topics that have been seen and it will be in the most dynamic way possible.	Past Simple, Verb 'To Be', Present Simple	7° - 8° - 9°	available in several photocopiers selected by the institution where the parents will have to go to collect the material.	the teachers' WhatsApp. On the other hand, students who do not have this tool must take the notebooks to the teachers' home.	WhatsApp
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In general, the use of task-based learning by following the steps proposed by Willis (2007) which are pre-task, task, and post-task will help students to improve their English-speaking skills and to have better environmental consciousness for they to recycling as much as possible while learning English. By following this model, students will have enough time to prepare and present a task, even if the teacher could establish the time, it has to be adequate for the amount of work students need to realize.

Recommendations

Taking into account the expected results, it is necessary to emphasize some other aspects that could be important to research, such as more subjects about environmental care ,solid and liquid waste management, also about English speaking skills, and listening skills due to in this institution are the factors less appreciated in the students.

Moreover, I want to recommend that prioritizes the students who want to complete the integral practicum stage in their hometowns because in these places we find

many needs among those the lack of English teachers which is evidenced in ICFES test results. Based on that, the possibility of those towns to have an extra English teacher may help the institutions to drive their quality.

Practicum stage development

Integral practicum (face-to-face)

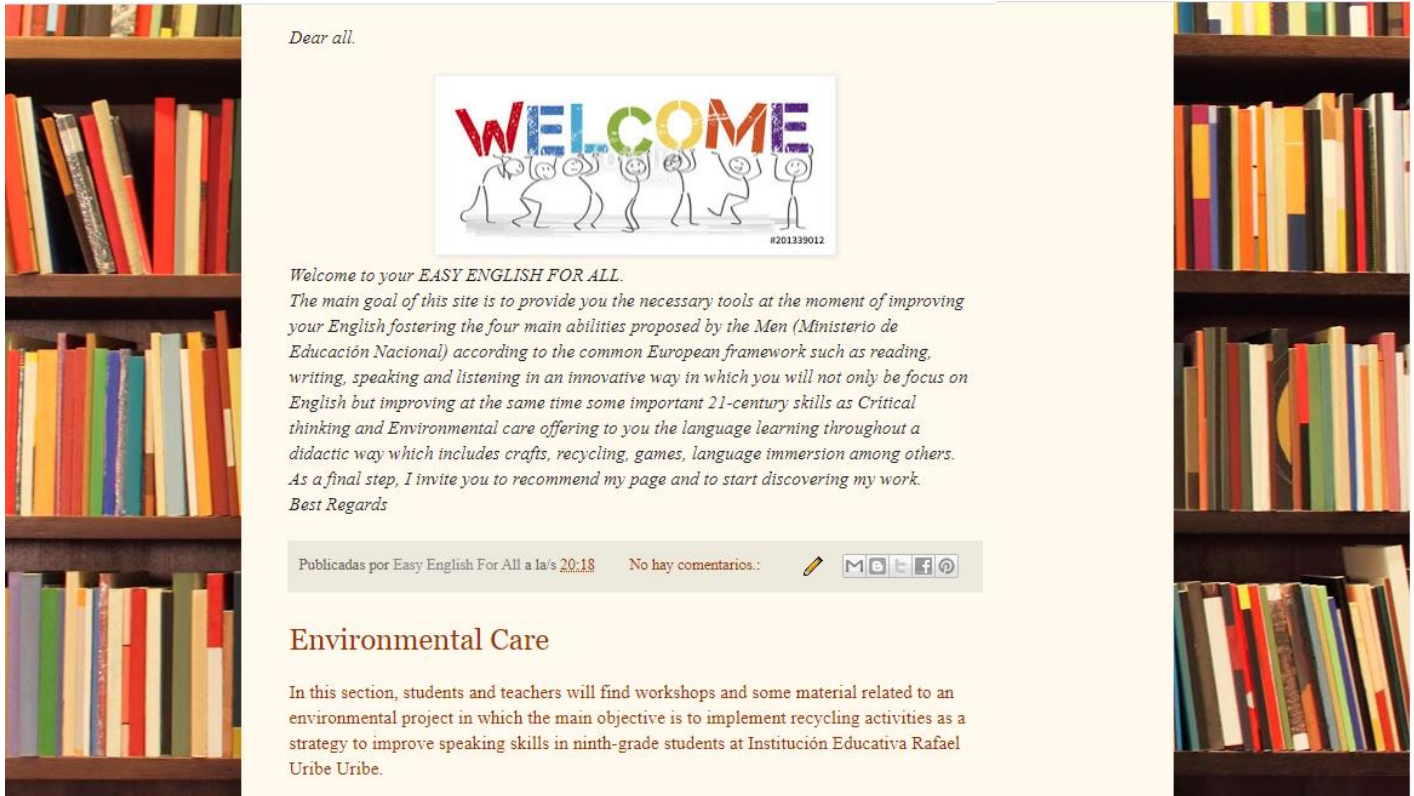
During this stage, the opportunity to interact with high school students was given and the atmosphere conditions were created to work some subjects such as animals, present simple, and past simple, but, it was frustrating the students' situation when the pre-service teacher started the class by the opening which could be a game to pass from that stage to the warm up most of the time was exhausting because the students did not remember anything from the previous classes, thus the two hours of classes were employed to work again and topics previously seen and so on which did not allow progress with the topics.

Integral practicum (virtual)


For continuing with this process, practicum committee proposed some activities to take into account for not stopping working, these activities involve workshops, planning, videos, tutorials, school grade, the implementation of a platform, among others.

Based on those directions and the supervisor ones, I decided to create a blog in which I included all material I created as follows, workshops for primary and high school, flash cards from primary and high school teachers, workshops of the pedagogical project and videos related to some topics of the workshops including a video tutorial






explaining the correct use of a platform Screen Cast o Matic which is use for record videos in an interactive ways for giving explanations to the students, and so on.



Dear all.



*Welcome to your **EASY ENGLISH FOR ALL**.*
The main goal of this site is to provide you the necessary tools at the moment of improving your English fostering the four main abilities proposed by the Men (Ministerio de Educación Nacional) according to the common European framework such as reading, writing, speaking and listening in an innovative way in which you will not only be focus on English but improving at the same time some important 21-century skills as Critical thinking and Environmental care offering to you the language learning throughout a didactic way which includes crafts, recycling, games, language immersion among others. As a final step, I invite you to recommend my page and to start discovering my work.
Best Regards

Publicadas por Easy English For All a la/s [20:18](#) No hay comentarios.     

Environmental Care

In this section, students and teachers will find workshops and some material related to an environmental project in which the main objective is to implement recycling activities as a strategy to improve speaking skills in ninth-grade students at Institución Educativa Rafael Uribe Uribe.

Chapter II: Research Component

**Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign
Languages degree, training tool to qualify the practicum stage**

By

Laura Marcela Torres Álvarez

Myriam Edilma Gómez Filigrana

Lucy Durán Becerra

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, behaviors, 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 Jhon 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 initiate 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 analyze 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 analyze 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 analyze 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 3: Stages of reflection

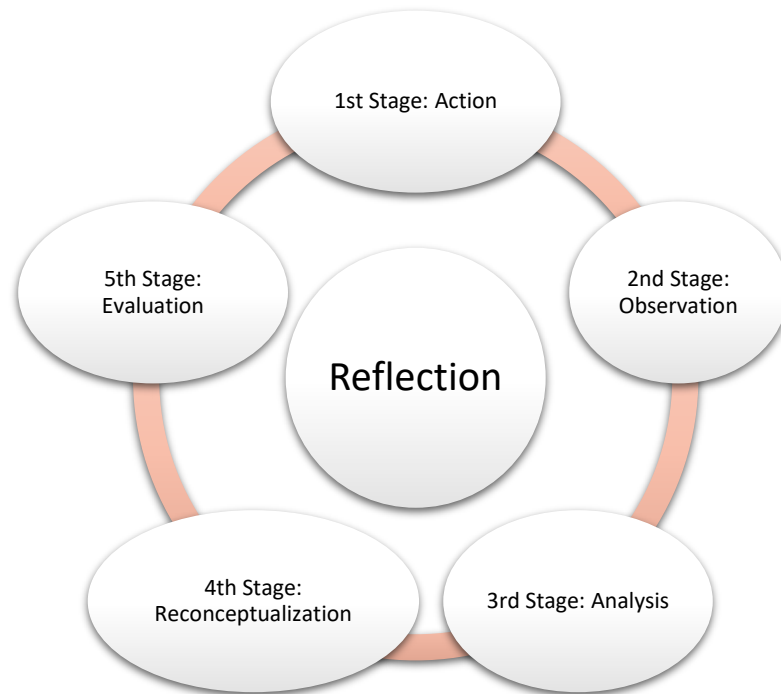


Figure 1. As explained before, this schema shows every single step that must be followed in order to successfully accomplish reflection as a process as proposed by the aforementioned author.

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 analyzed. 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.

These 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 labor 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.

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.

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.

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 behaviors 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 13 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

Setting proposed for the execution of activities, second semester 2016

Education institutions from Pamplona city in which proposals related to the practicum stage are implemented.

Timeline

Table 5: Timeline

		AUGUST				SEPTEMBER				OCTOBER			
ACTIVITIES AND STAGES		1ST MONTH				2ND MONTH				3RD MONTH			
		WEEK				WEEK				WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Proposal												
2	Presentation of the proposal												
3	Execution												
	Implementation of instruments												
		NOVEMBER				DECEMBER							
ACTIVITY		4TH MONTH				5TH MONTH				6TH MONTH			
		WEEK				WEEK				WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Execution												
2	Implementation of instruments												
3	Data analysis												
4	Results and final presentation												

Data collection Schedule

For the development of this project pre-service teachers were participants, the reason why a self-evaluation chart was complete, also five reflections were writing and a

reflection workshop took place as instruments for data collection. But, the video recorder of the classes could not be realized because of the COVID – 19 pandemic in which only “virtual classes” took place.

Table 6: Data collection Schedule

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

Budget

Table 7: Outlay estimation related to the project:

ITEMS	CONTRIBUTION TO THE PROJECT	CONTRIBUTIONS Participants INSTITUTIONS	TOTAL
Materials	Photocopies.	University of Pamplona.	\$100.000 Colombian pesos.
Printed materials	Photocopies. Diplomas.	University of Pamplona.	\$30.000 Colombian pesos.
Equipment and institutions	Bachelor of Arts in Foreign Languages degree.		
Meetings	2 meetings per semester.	\$20.000 Colombian pesos per pre-service teacher. \$20.000 per teacher. \$20.000 per tutors.	\$520.000 Colombian pesos.
Logistics	Classrooms.	University of Pamplona.	

TOTAL			
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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.

Annexes

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

Table 8

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

6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.				
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.				

Observaciones y propuestas de mejora

Table 9

II. REALIZACIÓN

Motivación inicial de los estudiantes

		1	2	3	4
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				
2	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.				
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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				

Clima del aula

		1	2	3	4
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

Table 10

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

TALLERES DE REFLEXIÓN

TALLER No 1

ELEMENTOS PARA REFLEXIONAR

No creemos en la lectura o en la escucha pasiva, sino en la reflexión y construcción realizada al hilo de la propia tarea, en el propio proceso, poniendo en diálogo la teoría de la que partimos con la práctica que llevamos a cabo. Por ello, antes de comenzar a leer la primera parte, conviene contestar a las siguientes preguntas.

I. Reflexión individual

1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? Cuáles y qué consecuencias.
2. Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican.
3. Explicitar al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.
4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que pone?
5. ¿Qué cosas le preocupan además de que sus estudiantes acaben sabiendo contenidos académicos y cómo lo trabaja?

II. Poner en común, con el equipo, las respuestas a estas cuestiones

Organizar un contraste de opiniones con el equipo de trabajo y deducir en qué aspectos se está más de acuerdo y en dónde se ponen las diferencias.

Una vez contestadas estas preguntas, se puede comenzar a poner en diálogo la propia experiencia profesional con lo que, a continuación, se plantea.

Estar de acuerdo o en desacuerdo no es lo importante, sino que esta actitud de diálogo es lo que nos hace reflexionar y seguir buscando. Éste es un libro abierto que puede seguir siendo escrito por cada uno.

TALLER DE REFLEXIÓN NO 2

PARA REFLEXIONAR

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el profesor a partir del currículo oficial y que concreta en Unidades Didácticas.

Objetivo: Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de trabajo.

Tarea: Reflexionar y tomar decisiones de forma individual y en equipo.

I. Trabajo individual

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes?
2. ¿Qué experiencias educativas de las que tiene programadas cree que les enseñan a vivir?
3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su asignatura/área y no están incluidos?

II. Puesta en común con el equipo docente con el grupo de práctica

1. Análisis de las cuestiones anteriores.
2. Toma de decisiones respecto a aquellas decisiones que ayuden a una mayor coherencia del equipo en su acción educativa.

Conclusion

Implementing reflection as a tool for transforming teaching method

The constant implementation of the reflections allows us to have control of our teaching method and thus, evaluate the positive and negative aspects and to improve in this process. In this way we see how reflection helps us transform our teaching methodology taking into account the needs of the students, their levels of learning, the different climates of the classroom, and the difficulties that we may encounter in our practical stage to reach more integrity. to the labor field.

Likewise, these reflections indicate to us which is the best time to make evaluations to the students since in each one of them we tell the process that we are taking with the students showing their progress, strengths, and weaknesses. This forces us to pause to analyze if the strategies we are using with the students are having effects, although sometimes we find cases where the teacher uses the best communication strategies but some students simply do not like to work, they do not like the language. foreign or are guided by the stereotype that learning foreign languages is very complicated, and this is where the teacher must draw their best techniques and strategies to make these students fall in love with the foreign language and are motivated to work alongside others.

On the other hand, taking into account the current situation regarding the global pandemic of COVID 19, educational institutions have had to reinvent themselves to continue with the training of students. In this way, many institutions have opted for the implementation of virtual classes, which is impossible in the institution where I am doing

my internships since, in our town, students do not have the necessary tools and internet access for their development, so the INSTITUTION EDUCATIVA Rafael Uribe Uribe after several weeks of evaluation concluded that the best way to continue with the training of the students is to carry out workshops carried out by the teachers of each subject which are left in different photocopiers of the municipality where they should approach Parents or others responsible for students to receive workshop packages per course.

For this, teachers have had to radically evolve and give a U-turn at their lives since communication with parents and students is done through WhatsApp where most teachers did not share their contact numbers since in recent years teachers in “Los Montes de María” have been suffering from extortion.

Finally, the only tool with which it is working is WhatsApp due to the precarious conditions of accessibility that the municipality has. Therefore, teachers and students must be available and have access to this social network during normal class hours to give instructions, resolve doubts, and feedback on the topics discussed in the workshops that are being implemented.

Chapter III: Outreach Component

Project to raise linguistic awareness of the English language in primary schools

Laura Marcela Torres Álvarez

Viviana Katherine Rueda Carrillo

Myriam Edilma Gómez Filigrana

Lucy Durán Becerra

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.

Even, if we are traversing a COVID – 19 pandemic this project was carried out only two weeks in regular classes and the rest of the process took place virtually.

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 higher 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 an 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, higher 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 11

Tabla 1. 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 analyze the theoretical basis that explain the process of learning or acquiring a second language. (L2) o LE 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 mindsets 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 LE 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.

Schedule

Table 12: Schedule

		AUGUST				SEPTEMBER				OCTOBER			
		MONTH 1				MONTH 2				MONTH 3			
ACTIVITY		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	INSTITUTIONAL OBSERVATION												
2	FORMULATION OF SUBPROJECTS												
3	IMPLEMENTATION OF SUBPROJECTS IN EACH INSTITUTION												
		NOVEMBER				DICEMBER							
ACTIVITY		MONTH 4				MONTH 5				MONTH 6			

		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	IMPLEMENTATION OF SUBPROJECTS IN EACH INSTITUTION												
2	CONSOLIDATION OF THE REPORT												
3	EVALUATION OF RESULTS AND THE IMPACT OF THE PROPOSAL												
4	SOCIALIZATION. INTERACTION WITH THE BENEFITED COMMUNITY												

Project Budget

Table 13: Project Budget

TYPE OF ITEM (project development expenses)	CONTRIBUTION TO PROJECT MANAGEMENT	Other contributions CONTRIBUTIONS STUDENTS INSTITUTIONS	TOTAL
Materials			
Printed			
Remuneration for professional services			
Equipment or facilities rental			
Communication, transportation (tickets)			
Incentives and recognition Awards, courses, trips			
Logistical support			
TOTALS			

Benefited population

The direct beneficiary population:

It is composed of the student academic community of the primary schools of Maria La Baja 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

Methodology

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their

speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992).

Population

The population of this study is composed of fourth and fifth grade students from the Institución Educativa Rafael Uribe Uribe.

During this process, I took more experience working with children from the primary school in a kind of a real context, I was manager of fourth and fifth-grade students, I not only went an English teacher, but also the discipline responsible, the students' guide, the students' model to follow. This part of the practicum stage was fruitful, even if it was only two weeks, primary school teacher taught a lot of things which I pretty sure that I will implement it in the future such as techniques for discipline control, methods to catch students' attention, among others.

When virtual classes took place, the labor was extremely different, I lost contact with primary school teachers, but I decided to continue creating some workshops and material for being used by them, they will find all material in my blog "Easy English For All" and I will add some videos flashcards, to not stopping with this activities.

Thus, the flashcards were created for being printed with regular classes come back, but the workshops may be implemented by teachers when they want to. These activities are created in a dynamic way in order to attract students, so, they including images, and exercises for filling in the gaps, also for matching and linking as follows.

INSTITUCION EDUCATIVA RAFAEL URIBE URIBE
ACTIVIDADES PARA PRIMARIA
PROFESOR: YURIS JOHANA CHIQUILLO MARIMON
SUPERVISOR: JORGE LUIS CASTRO CERMEÑO



What color is it? ¿Que color es?

1. Write the word under the pictures. / Escriba la palabra debajo de la imagen

red	yellow	blue	green	pink
purple	orange	brown	black	white
				
	red			
				

2. Draw a line from the words to the pictures. / Traza una línea desde la palabra hasta la imagen

red				green	
yellow					orange



Giraffe



Elephant



Tiger



Lion

Additionally, in the following plan You will find a series of activities implemented in one regular class from fifth-grade students.

Table 14: Class # 2: Planning

GROUP: Fifth	LEVEL: A.1.1	CLASS N: 2
TEACHERS Yuris Johana Chiquillo Marimón	SUPERVISOR María Valdés	DATE/DAY March 25 th , 2020

LINGUISTIC OBJECTIVE - To learn animals vocabulary. -To learn how to use Can and Can't. -To learn how to ask using Can.		COMMUNICATIVE OBJECTIVE - To talk about abilities and talents.		SOCIO-CULTURAL OBJECTIVE - To know the most common animals in the United States.	
GENERAL COMPETENCES -Communicative competence -Linguistic competence -Sociocultural competence -Lexical competence		PREVIOUS SEQUENCE -Greetings and farewells -Self-introduction -Verb TO BE		TOPIC-TASK -Days of the week -Talents and abilities	
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL	
Opening	The teacher will greet the students and ask them how are they, then she will ask the homework related to seasons, months and weather. In the first section of the worksheet, the teacher will ask some students the answers, then she will pick up the homework to correct the first and second section of the worksheet.	5 min	Vocabulary	Worksheet	
Warm up	The teacher will write on the board a question "What animal is it?" so as to the students answer at the end of the activity. Then, the students will listen to some animals sounds twice and will watch the video once. In the first listening, the students will be able to familiarize with those sounds and answer to the question " <i>How many animals are there in the listening?</i> ". The second listening will be to the students brainstorm writing on the board the name of those animals. Additionally, the teacher will show the video and will stop in each animal sound for the students answering the previous question.	10 min	Listening	Board, markers, speaker, computer, flashcards.	

	<p>Finally, the teacher will show to the students some flashcards (Appendix 1) containing the image and the name of these animals to tell the students that these are the most typical animals from the United States.</p>			
<p>Explanation of the topic</p>	<p>The teacher will divide the board into four sections and will write four verbs (run fast, fly, swim, jump, crawl) on those sections. Then the teacher will present to the students some flashcards (Appendix 2) containing the image and the name of some animals so as to they will learn the correct pronunciation of those animals. Additionally, the teacher will give each flashcard to the co-teacher so as to she will paste it on the board depending on the animal's ability.</p> <p>For example:</p> <p>The frog can jump.</p> <p>The butterfly can fly.</p> <p>Then, the teacher will write a question on the board “What is your favorite animal” to the students answer it taking into account the animals they just learned. Before the students answer the question. The teacher will ask to the co-teacher:</p> <p><i>What is your favorite animal?</i></p> <p><i>My favorite animal is a giraffe.</i></p> <p>For the students following the same structure while they are answering.</p>	<p>5 minutes</p>	<p>Vocabulary, Pronunciation</p>	<p>Flashcards, board, tape, markers,</p>
<p>Memorization</p>	<p>The teacher will bring four posters (Appendix 3) containing three different ecosystems: one aerial, two terrestrial and one aquatic. These posters will be pasted on different places of the classroom. The teacher will ask the students for making four</p>	<p>10 minutes</p>	<p>Vocabulary</p>	<p>Posters, tape, flashcards.</p>

	<p>groups and pick up some images from the board to organize them in one of the four ecosystems presented. Finally, each group has to present the ecosystem by following this structure: “each student has to say one animal name and invent the ability this animal can do”.</p> <p>For example:</p> <p><i>In the aquatic ecosystem, there is a frog that can jump, a dolphin that can swim and a shark that can swim.</i></p>			
<p>Reading</p>	<p>The teacher will give the student a reading about The Simpsons Family describing their talents and abilities (Appendix 4), regarding the modal verb “can” and “can’t”.</p> <p>Pre-reading: the teacher will make different questions, so as to contextualize the students on the text: “How many people are there in the picture?”, “What is the family name?”, “Where are they from?”, “How many kids are there?”.</p> <p>While reading: the teacher will read the text aloud, then she will ask different students to read it sentence by sentence. Before that, the teacher will ask the students to read the text individually and quietly. Additionally, the teacher will ask the students to identify the modal “can” and “can’t” by making a circle around the whole sentence.</p> <p>Post-reading: Then, the teacher will give the students a sheet in which they need to write their family talents description. For doing that, the teacher will write on the board an example of her family's talents description.</p>	<p>10 minutes</p>	<p>Reading</p>	<p>Worksheet, Sheet</p>

<p>Collective reflection</p>	<p>Once the students finish the reading activity, the teacher will explain the use of can and can't with a tick for expressing ability (can) and an X for the inability for doing something (can't). After doing this, the teacher will draw a chart on the board, which will be divided into two parts, one part for can and the other one for can't. Then, some students will choose one of the sentences of the text containing <i>can</i> or <i>can't</i> and write them on the site they consider is the correct one. For that, the teacher is going to write one sentence on each site to the students better understand the topic.</p> <p>Finally, the teacher will correct the classification if it is necessary and she will read each sentence aloud so as to the students repeat it.</p>	<p>5 minutes</p>	<p>Grammar</p>	<p>Board, Markers</p>
<p>Memorization activity</p>	<p>The teacher will give the students two worksheets.</p> <p>In the first worksheet (Appendix 5) she will explain the exercise number one, where the students will fill in the gaps with can and can't and match the images to the sentences. Then, the teacher will correct each sentence, in exercise number two the students will fill in the gaps with their own abilities, for example, I can't read long books. After that, the teacher will ask some students to read aloud their answers.</p> <p>In the second worksheet (Appendix 6) the teacher will explain the exercise number one of matching the images to the sentences, give an example when the students finish, she will say the correct answers. After that, the teacher will ask students to work with the person next to them in the exercise number two, so as to interview their partner. Moreover, the teacher will give an example</p>	<p>8 minutes</p>	<p>Grammar</p>	<p>Worksheets</p>

	<p>with her co-teacher for the students to better understand the exercise</p> <p>For example</p> <p>-<i>Can you sing Vallenato?</i></p> <p>-<i>Teacher, No, I can't</i></p> <p>+<i>Co-teacher, Yes, I can</i></p> <p>When the students finish the exercise, the teacher will ask some students to read the answers aloud.</p>			
Production activity	<p>The teacher will give the students a sheet in which they have to write their talents and abilities description. For that, the teacher will write on the board her personal description example (<i>My name is Yuris, I am 23 years old. I can dance Caribbean folkloric music, but I can't dance Boyaca's traditional music: Carranga. I can cook delicious food, and I can ride a motorcycle. But, I can't play the piano</i>) and she will read it aloud to the students guide in their writing. The teacher will give the students five minutes to do that. When the students finish, the teacher will ask some of them to read their description aloud and the co-teacher will pick all the sheets up to revise them and give the students back.</p>	7 minutes	Writing	Sheet Board Markers Eraser
Explanation of the topic	<p>The teacher will show four images of Colombian athletes (Appendix 7) with those images the teacher will explain how to ask questions with can and give short answers</p> <p>For example</p> <ul style="list-style-type: none"> - Can Caterine jump long distances? ● Yes, she can. - Can Rigoberto jump long distances? 	8 minutes	Vocabulary	Projector Images Word cards

	<ul style="list-style-type: none"> ● No, he can't. - Can Mariana Pajon play soccer? ● No, she can't. - Can Falcao run for a long time? ● Yes, he can. 			
Mechanization	The teacher will give the students a worksheet (Appendix 8) with one exercise, then she will explain the exercise, in which the students have to answer the questions with can, and she will give one example to the students. When the students finish the exercise, the teacher will ask some students the answers.	6 minutes	Grammar	Worksheet.
Practice	<p>The teacher will say I am Yuris. I can sign, then she will ask the first student in front of her Can you sing? and the student will answer. When the student will answer the teacher will ask him/her say his/her name what he/she can do and ask the person next to the student if he/she can do it too.</p> <p>The teacher will write on the board the structure</p> <p>I am ____ . I can ____ and Can you ____ ?</p>	16 minutes	Grammar	Board. Markers.
Evaluation	<p>The teacher will explain the activity saying that “Today we will have a talent show” (Appendix 9), in which the students will say their ability or talent, then show a part of this talent.</p> <p>For example</p> <p>-My name is Yuris and I can dance. (the teacher will show their talent)</p>	25 minutes	Speaking	Sheets. Image. Projector.

	After explaining the activity, the teacher will give the students a sheet, in which the students will write their name and their talent to prepare they have five minutes, then the students will go in front of the classroom and try to show it in one minute.			
Closure/ Homework Assessment	<p>The teacher will give the students a worksheet (Appendix 10) divided into two sections, in the first section there are images of four animal, the teacher will explain the exercise number one saying that the students have to write below the image the name of the animals and she will give an example.</p> <p>Then, the teacher will explain the second section, in which the students have to write can or can't and the verb from the picture to complete the sentences, the teacher will explain the exercise number two and she will give an example.</p>	5 minutes	Vocabulary	Worksheet.

Conclusion

The outreach component allows us to interact with children from primary school or with adolescents with tutorials, in my case the INSTITUCION EDUCATIVA Rafael Uribe Uribe allowed me to work with students from primary school which become an extraordinary experience because is different of our practicum stage from eight-semester due to we are the unique teacher in the classroom and we need to be friendly but authoritative to not lose the students respect. Besides, it is essential to implement a

dynamic methodology in which all students can participate not only as mandatory but also, as voluntary participation privileging students' interaction and promoting students' love for the English language. For this reason, I like to use several activities in which students may enjoy the English learning process

On the other hand, taking into account the current situation of the COVID 19 pandemic primary school teacher and I lost all contact, for this reason I created a blog entitle “Easy English For All (<https://englishfora-ll.blogspot.com/>)” in which teachers and students will find all kind of activities related to primary school, high school and some activities related to my pedagogical project which is about environmental awareness through recycling.

CHAPTER IV: Administrative Component

Introduction

In this component the reader will find a space dedicated to all extracurricular activities such as meetings, celebrations, flag-raising, among other in which pre-service teachers will know the teachers' role outside of classrooms. Thus, the practitioner-students have the obligation to participate in all extracurricular activities organized by the institution while they are doing their practicum stage.

Objectives

General objective

To participate actively in extracurricular activities of the INSTITUCION EDUCATIVA Rafael Uribe Uribe.

Specific objectives

- To organize extracurricular activities in the I.E Rafael Uribe Uribe.
- To know, analyze, understand and internalize the teachers' role knowing that the teacher never escapes of his role.

Methodology

As an active member of INSTITUCIONN EDUCATIVA Rafael Uribe Uribe it is so important to be part of all situations and events around, not only with the role as an English teacher, but also being part of all cultural, religious, administrative, or pedagogical activities so as to accomplish the goals of this component.

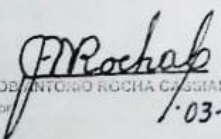
Unfortunately, I did not have the opportunity to participate in any extracurricular event because I only was in two weeks of regular classes, and in those days any event

took place. Moreover, as I previously mentioned, the history is changing from regular classes to virtual classes and, this context did not have the atmosphere for implementing any kind of extracurricular activities.

Timeline of activities and events of the school

Cronograma de actividades 2

No.	ACTIVIDAD	ENER	FEB	MAR	ABRIL	MAYO	JUNIO	JULIO	AGOS	SEP.	OCT.	NOV.	DIC	RESPONSABLES
5.5	Día del educador					15								Rector
5.6	Día del estudiante y de la familia						8							Consejo estudiantil
5.7	Día de la Independencia Batalla de Boyacá								6					Docentes
5.8	Día del amor y la amistad									18				Secretarías
5.9	Día de la raza										8			Docentes de aula
5.10	Ángeles somos e independ. de Cartagena													
6.	JORNADAS DEPORTIVAS						8-9					7		Docentes de edu. física
7.	JORNADAS DE ASEO Y ORNAMENTACION		28		3				14		9			Docentes cien. Naturales
8.	EVALUACION INTEGRAL DE LOS ESTUDIANTES													Consejo académico
9.	SOCIALIZACION Y EJECUCION DE PROYECTOS		28		1-3	26-29		27-31		21-26				Coordinadores, docentes
10.	CLAUSURA Y GRADUACION DE BACHILLERES											21		Directivos y administrativos


 JACOBO ANTONIO ROCHA CASIANI
 Rector
 03-03

Conclusion

Taking into account that we only had two weeks of regular classes the INSTITUTION EDUCATIVA Rafael Uribe Uribe did not manage to carry out extracurricular activities, so I did not have the opportunity to experience the role of the teacher outside the classroom.

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Annexes

Annexes 1

Appendix 1

<https://drive.google.com/open?id=1r8ikEkod8jNyyPjOqIYd2YG6wgdVkjB>

Appendix 2

<https://drive.google.com/open?id=15BAVBVziEXipU1sIV3oR4WgOIbzxWcJ5>

Appendix 3

<https://drive.google.com/open?id=1w2i6I5H2afD7l2qq9M6DHW-YoHAoNhyI>

Appendix 4

https://drive.google.com/open?id=19h-8BcC8EYCS2QBLET6Pczg4TBA_7BSL

Appendix 5

<https://drive.google.com/open?id=16U7DekBCSOqpcWRQ5IIUNGibFkyEHL54>

Appendix 6

https://drive.google.com/open?id=1LG2iFnxQn6mQLLNhBOX1PY10L6WL_wXz

Appendix 7

<https://www.youtube.com/watch?v=mmnQiyogU0>

Blog

<https://englishfora-ll.blogspot.com/>

REFLECTIONS

Annexes 2

Narrativa # 1

9 de marzo de 2020

El proceso de practica integral se está desarrollando en la sede principal de la Institución Educativa Rafael Uribe Uribe de María La Baja, Bolívar. Esta institución cuenta con la disponibilidad de jornadas diurna y nocturna la cual trabaja con un aproximado de 1.200 estudiantes distribuidos en las 6 sedes teniendo en cuenta las necesidades de los estudiantes. Así mismo, la institución cuenta con una gran zona verde destacando una de sus principales características que es la ecología y la preservación del medio ambiente y su sede principal está en un proceso de mejoras en la infraestructura. Adicionalmente, encontramos dos salones de informática y un aula inteligente dotada con proyector, televisión y parlantes la cual puede ser utilizada como laboratorio de inglés.

Desafortunadamente la institución no cuenta con mayores recursos para trabajar el inglés en los estudiantes, solo encontramos dos tipos de libros en la biblioteca (Lucas's Tales 1, Amazing World Explorers) que no son usados por los docentes ya que cada uno decide que material sacado de internet se puede trabajar con los estudiantes.

Por otro lado, los grados 7°, 8° y 9° con los cuales estoy trabajando tienen salones amplios equipados con un tablero grande, marcadores y con 4 o 5 ventiladores que no son suficientes para calmar las temperaturas actuales de nuestro municipio las cuales sobrepasan los 36°C. Así, los estudiantes de estos grados son procedentes de las zonas rurales y urbanas del municipio oscilando entre los 12 y 16 años de edad y pertenecientes a los estratos 0,1 y 2.

Teniendo en cuenta las necesidades de los estudiantes observadas durante las semanas de observación institucional estructuro mis planeaciones para la primera semana de clases las cuales consistían en el dinamismo y la diversión para despertar el interés de los estudiantes hacia el inglés como lengua extranjera. De este modo, utilice una dinámica llamada “Concentración” con el fin de presentarme y conocer los nombres de los estudiantes. En esta actividad los estudiantes mostraron mucho interés lo cual condujo a la siguiente actividad donde debían aprender los nombres de los animales en inglés.

En esta segunda parte, seleccioné láminas de ecosistemas acuáticos, aéreos y terrestres y clasifiqué a los estudiantes en 4 grupos de 8 estudiantes donde cada grupo debía escoger un representante para venir al frente, mirar una imagen y a través de mímicas debía representar ese animal para que sus compañeros adivinaran el animal. Así pasaron todos los estudiantes, luego cada estudiante se ubicó frente a un ecosistema y así saber la correcta pronunciación de cada nombre de los animales y a que ecosistema pertenecía cada uno.

Estas actividades tan interesantes me mostraron el rumbo que debo seguir para llamar la atención de los estudiantes y lograr que ellos se sintieran a gusto al aprendizaje del inglés. Así mismo, descubrí que en ocasiones debo utilizar otro tono de voz más alto para lograr la atención de los estudiantes y evitar el desorden que se genera continuamente si no están ocupados. De igual forma, tendré que adaptar las demás planeaciones al ritmo de los estudiantes para obtener un aprendizaje significativo en ellos.

Yuris Johana Chiquillo Marimon

Narrativa # 2

16 de marzo de 2020

En esta segunda semana de practica integral la cual se está desarrollando en la sede principal de la Institución Educativa Rafael Uribe Uribe de María La Baja, Bolívar ubicada en el barrio Bella Vista cabe destacar que he logrado conocer un poco más a los estudiantes, cabe recalcar que los salones de clase tienen entre 40 y 50 estudiantes lo que hace necesario una mayor proyección de la voz para que todos los estudiantes puedan escuchar las informaciones e indicaciones dadas.

Por otra parte, es necesario recalcar la parte ecológica y medioambiental presente en la misión, visión y en el PEI de la institución ya que es el foco principal de mi proyecto pedagógico. Mirando estos factores, los estudiantes son denominados guardianes protectores del medio ambiente. Así, cada vez que se el docente entra al salón y dice buenos días los estudiantes se ponen de pie y corean arengas medioambientalistas donde concluyen extendiendo la invitación a cuidar el medio ambiente.

Entrando en contexto de la segunda semana de práctica, cabe recalcar que trabaje con los estudiantes de 8° presente simple y con los de 9° pasado simple. La clase comenzó con un juego llamado el cartero donde los estudiantes seleccionados debían responder algunas preguntas relacionadas con el diario vivir (¿Qué es lo que más te gusta hacer?, ¿Qué es lo que menos te gusta hacer?, ¿Qué haces en tu tiempo libre? ¿Cuál es tu animal favorito?, ¿Si fueras un animal, que animal serías?) y la última pregunta fue ¿Qué hiciste ayer? Esto para conectar con el tema de la clase.

Luego les pregunté a los estudiantes en que tiempo verbal estaba la pregunta y ellos respondieron “Pasado Simple”. De esta manera empecé las explicaciones de para que se usa, como transformar los verbos del presente al pasado (reglas generales), los verbos irregulares, como se pronuncian las terminaciones de “ED” en pasado. Así, le dimos paso a la formación de oraciones afirmativas, negativas e interrogativas recalando siempre su estructura.

Para evaluar si los estudiantes habían entendido, ellos debían hacerse en parejas para hacer una oración interrogativa y darle la respectiva respuesta afirmativa y negativa. Al final los estudiantes debían ponerse de pie y leer lo que habían escrito. Ya conociendo que los estudiantes entendieron el tema la tarea para la próxima clase es crear un dialogo libre utilizando las oraciones interrogativas, afirmativas y negativas del tema visto.

Este ejercicio de tema libre, me ayudo a motivar a los estudiantes a explorar un poco más la lengua inglesa ya que no son diálogos impuestos que ellos deban memorizar y repetir todos. Por otra parte, el final de la clase varios estudiantes se me acercaron a decirme que están entendiendo mucho los temas ya que les gusta mi manera tan dinámica de trabajar y me aclararon que a través de los juegos han aprendido y entendido bastante bien los temas ya que no están bajo la presión de una clase tradicional. De esta manera me siento muy motivada a seguir trabajando con esta metodología siempre y cuando siga uncionando y cuando sea necesario cambiar de camino con mucho gusto estudiare nuevas estrategias de enseñanza y aprendizaje.

Yuris Johana Chiquillo Marimon

Narrativa #3

02 de mayo de 2020

La práctica que se desarrolla actualmente en la Institución Educativa Rafael Uribe Uribe se ha visto afectada por la situación que atraviesa la humanidad con respecto al virus Covid-19. Debido a esto, las clases presenciales han sido canceladas dando paso a las clases virtuales, lo que también se ha visto influenciado por los niveles o estratos sociales ya que como vivimos en un país donde abunda la corrupción, no todos nuestros estudiantes tienen acceso a las herramientas necesarias para el desarrollo de las clases virtuales.

Teniendo en cuenta esta situación, la I.E. Rafael Uribe Uribe optó por la realización de talleres realizados por los profesores de cada asignatura los cuales son dejados en diferentes fotocopiadoras del municipio donde se deben acercar los padres u otras personas responsables de los estudiantes a recibir los paquetes de talleres por curso. Para esto los docentes han tenido que evolucionar de manera radical y dar un giro de 180 grados a sus vidas ya que la comunicación con los padres de familia y estudiantes se realiza a través de WhatsApp donde la mayoría de los docentes no compartían sus números de contacto ya que en los últimos años los docentes de Los Montes de María han venido sufriendo de extorsiones.

Basándonos en el rol docente, ellos han estado trabajando de acuerdo a las necesidades de los estudiantes, pero dejando su integridad un poco al descubierto, esto de acuerdo a la situación presentada anteriormente. Adicionalmente, la única herramienta con la cual se está trabajando es WhatsApp ya que en nuestro municipio los estudiantes

no cuentan con acceso a internet lo que cohibe el uso y la implementación de otras herramientas o plataformas virtuales.

Entonces, los profesores y estudiantes deben estar disponibles y contar con acceso a esta red social en los horarios normales de clases para dar instrucciones, resolver dudas y la retroalimentación de los temas trabajados en los talleres que se estén implementando.

Por otro lado los estudiantes practicantes no tienen ningún contacto con los estudiantes, así su labor es realizar talleres, ya sean de repaso, de avances de temas o cualquier otro tipo de talleres y evaluaciones los cuales son enviados a los profesores supervisores para correcciones y observaciones y una vez listos, son los supervisores los encargados de hacer llegar estos talleres a las directivas de la institución y posteriormente a las fotocopadoras para ser reproducidos para los estudiantes.

Así mismo, en la I.E Rafael Uribe Uribe el trabajo de los docentes y de los practicantes se vio retrasado ya que la institución estaba evaluando cuales serían las estrategias a utilizar para continuar con las clases teniendo en cuenta la pandemia que se está viviendo actualmente. Por esto hasta el momento se han realizado dos paquetes de talleres para los estudiantes y en estos momentos se está preparando un último taller sobre los temas vistos en las clases presenciales y en los dos primeros talleres para su posterior evaluación y así continuar trabajando con temas nuevos para no estancar el avance de los temas y el aprendizaje de los estudiantes.

Teniendo en cuenta todo lo expresado anteriormente, cabe recalcar que me había sentido algo frustrada ya que no había recibido instrucciones para continuar con mi trabajo de parte de mi supervisor ya que la institución no había autorizado el trabajo hasta

que no se determinaran las herramientas a utilizar para sacar adelante el trabajo con los estudiantes. Posterior a esto mi trabajo ha sido poco, pero he intentado realizar los talleres que se me han solicitado de la mejor manera privilegiando el entendimiento de los estudiantes.

Yuris Johana Chiquillo Marimon

Narrativa #4

22 de mayo de 2020

Actualmente, la situación de la que atraviesa la humanidad con la pandemia del COVID 19 ha cambiado nuestras vidas radicalmente, entrando en cada aspecto de nuestras vidas: la salud física y mental, la economía, los aspectos sociales, la educación, entre otros. Este último aspecto que es el que nos concierne ya que como estudiantes de decimo semestre, estamos realizando nuestra última etapa de práctica profesional en las diferentes instituciones educativas a nivel nacional.

Así, la práctica que se desarrolla en la Institución Educativa Rafael Uribe Uribe se ha estado fortaleciendo poco a lo largo del proceso de implementación de las “clases virtuales” las cuales se realizan a través de encuentros vía WhatsApp en los horarios habituales de clases donde estudiantes y docentes se conectan para aclarar dudas y demás sobre los talleres que se están realizando. De esta manera, el rol docente ha sido uno de los papeles más importantes en este proceso ya que han dejado su integridad al descubierto al momento de compartir sus números de contacto con todos los estudiantes y padres de familia, todo esto debido al inexplicable amor que tienen por su labor de enseñar.

Por otra parte estudiantes y padres de familia han sido la otra mitad más importante de este proceso, ya que han tenido que buscar fondos para las conexiones a internet que se necesitan para las clases virtuales, además han sido muy pacientes ya que en muchos momentos tienen dudas y como son muchos los estudiantes en los grupos, estos escriben al tiempo y esas dudas quedan sin resolver o quedan pospuestas para un

próximo encuentro o simplemente se toman la tarea de escribirle a los profesores a sus cuentas privadas.

Teniendo en cuenta la situación presentada anteriormente, el proceso de enseñanza y aprendizaje se ha visto afectado ya que aunque los profesores, padres de familia y estudiantes están dando lo mejor de sí, existen muchas carencias en este proceso, ya que los encuentros virtuales no se están haciendo para la explicación de temas sino para trabajar los talleres que se dejan en las diferentes fotocopiadoras y que son reclamados por los padres de familia o personas responsables de los estudiantes.

Por otra parte, he tenido la oportunidad de diseñar talleres muy interactivos teniendo en cuenta las necesidades de los estudiantes, estos contienen explicaciones de cada tema en inglés y en español, así mismo se encuentran ejemplos y ejercicios de cada uno de los temas y subtemas tratados en el taller. Finalmente, estoy en proceso de la creación de videos usando la plataforma “POWTOON” para dejar en claro los aspectos más relevantes de cada tema.

Finalmente, estoy en proceso de realizar unas evaluaciones tipo taller donde se pretende evaluar el avance que han tenido los estudiantes y así conocer si el trabajo a través de talleres está dando resultados y si no es así. Se debe hacer otra evaluación minuciosa sobre que otra estrategia se debe implementar para continuar con el desarrollo de las clases virtuales.

Yuris Johana Chiquillo Marimón