

**The use of conversational interactive videos to enhance speaking skills in 8th grade  
students at a public school in Colombia**

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**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

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## **Presentation**

The following proposal is composed of four main components: pedagogical, research, outreach and administrative component, those components are part of the integral practicum process carried out at the University of Pamplona in order to guide pre-service teachers in the teaching-practice experience as in their professional life.

Initially, the pedagogical component describes the implementation of a project which aims at encouraging students to improve their speaking skill by means of interactive social network apps in a public school in Colombia. Subsequently, the research component allows pre-service teachers develop critical thinking about their role as future teachers through self-assessment and the reflection.

Afterwards, the outreach component focuses on teaching English in primary schools given the lack of knowledge and teaching English is provided in those learning levels.

Finally, the administrative component explains the activities in which the pre-service teacher is involved in the high school as a member teacher of the institution.

## **Introduction**

According to the UNESCO (1991), there are many factors that make English an essential language for communication terms in the 21st century and it has become one of the priorities in the educational setting around the world. In Colombia, children are initiated and motivated to learn EFL. However, the Inter-American Dialogue analysis center published a study in 2017, it showed that Colombia is in the last place of all the countries that have a low level of English. With regards to the speaking skill, Colombia needs teachers of English that look for the best way to help students to increase their level of language proficiency generating an active participation.

Given the sanitary emergency around the world because of the Covid-19 pandemic, students have adopted different methods to improve or learn a language, a lot of challenges must have been faced with this new modality which most of the learners were not used to be. The face to face classes were replaced by virtual meeting. The increase of other aids had to be adopted by teachers in Colombia in order to continue with the teaching process of English as a second language.

Likewise, in Colombia, the necessity of teaching English as foreign language at schools was recognized in 1994 when it was included as must-seen subject for high school students including it in the area of Humanities, Spanish language and foreign languages allowing students to have a different vision of the world and come into contact with other ways of thinking and expressing themselves. Bearing in mind the idea of improving the quality of English language in schools, high schools and universities, in 2004 the Ministry of National Education (MEN) designed the National Program for Bilingual Education (GNP) in which are established the basic standards of competences in foreign languages, describing the competences and skills that



students must acquire in each grade and level of proficiency required by the common European framework of references.

## **Justification**

The speaking skill is perhaps one of the most complex skills that a student must learn to develop throughout their educational process at school, as this skill is not as implemented and / or developed as others in most public schools in Colombia. It is notable that learners struggle when expressing themselves orally in English because this skill not only implies knowing vocabulary or knowing the grammatical rules of the language, but also prior practice must be had so that the speaker can do it fluently.

In addition, this also implies that the speaker faces the fear of being judged because of his way of pronouncing a word and the fear of being wrong. The oral production is one of the abilities that it is not so developed in public schools in Colombia. Therefore, that is why this skill is one of the most that students find difficult when communicating.

Taking into account the previous manners, this proposal aims at enhancing students to improve their speaking skill by means of interactive conversational videos at eighth grade students from a Colombian public high school in Pamplona, North of Santander.

## **Objectives:**

### *General objective*

To enhance 8th grade students' speaking skills through the use of conversational interactive videos.

### *Specific objectives*

- To serve the needs of the primary school students concerning the learning process of the English language.
- Promoting the self-assessment and reflection in order to ameliorate the pre-service teacher experience.
- To determine the various rolls in which a pre-service teacher is involved.
- To integrate the pre-service teacher English- French Bachelor Degree Program into the real context of a teaching academic experience in a public high school in Colombia.

## **Institutional observation**

### **Topographical location**

The Bethlemitas Brighton Educational Institution is located in North of Santander, Colombia to the south east of the urban perimeter of Pamplona city, Cra 4 N° 6-84 neighborhood and its main building on the Cra 1 No4 5-90, Brighton neighborhood.

The historical review and location of the community

A virtuous priest, lover of the poor and especially of the abandoned childhood created in the heart of Christ his desires to do good to humanity and to practice the Evangelical doctrine "Blessed are the poor of spirit because of them is the Kingdom of Heaven" was The illustrious Canon Episcopal Secretary Dr. Numa Julian Calderon who owes the foundation of the "Holy Family Haven Brighton". The Sacred Heart of Jesus inspired the Doctor Numa the thought of endowing his land with a house of Bethlemitas and took as a starting point to celebrate in those days the priestly Jubilee of the Lord Bishop of Pamplona Doctor Ignacio Antonio Parra and wanted as a gift in his Weddings offer you the foundation of an asylum for poor and abandoned girls led by this community of religious.

On April 13, 1896 arrived in Pamplona the first Bethlemitas and 17 of the same month were installed and took under their care the institution under the name of "ASYLUM OF THE HOLY FAMILY, BRIGHTON." Father Numa on the initiative of Mother General Ignacia González was constituted father and protector of the Bethlemitas of Pamplona until his death May 1, 1911. Years later it changed a bit the modality of the work getting the government the Foundation of the Sacred Family School in the same facilities of the home with the primary basic, later it was growing until reaching the secondary basic, like educational center; At the

moment we have the approval of the secretariat of Education as "educational institution Bethlemitas Brighton" with orientation of the SEINE, in the technical average (10th and 11th). It has a number of 1,059 students, from transition to eleventh grade and an excellent staff of teachers.

### **The institutional educational project (P.E.I)**

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

The Bethlemitas education has as its main purpose the integral formation of students through a dynamic and coherent process, which develops all the potential at a personal, social and transcendent level and interdependence with the environment.

The Bethlemitas education is based on the Christian anthropology that conceives the person as "being unique and unrepeatably". The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlemitas education invigorates from the curricular development so that students achieve the academic excellence.

### **General Objective**

- To establish the route to invigorate the administrative, pedagogical processes of the Quality Management System of integral formation, based on the principles and values of the Gospel, in accordance with the provisions of the MEN, the charisma and the Bethlemitas spirituality and according to the Institutional Horizon to meet and guarantee high levels of educational excellence.

### **Specific Objectives**

- To strengthen the Pastoral of Human Development from the integrality of the person and achieve a harmonious development of each one of its dimensions (corporal, communicative sociopolitical, cognitive, aesthetic, affective, spiritual and ethical).
- To train people committed to their personal development and the renewal and change of society according to the values of the Gospel.
- To strengthen the Quality Management system to guarantee continuous improvement in the educational service, thus fulfilling the expectations of the educational community.
- To invigorate the educational vision of the institution through the pedagogical model which allows students to achieve meaningful learning considering dimensions, processes, performances and competencies.
- To determine the guidelines for making rational use of human, physical and economic for the welfare of the Educational Community.
- To set the criteria for the adoption and implementation of the Holistic Pedagogical Model with the Collaborative, as well as the monitoring and evaluation of the impact of said model.
- To make the Institutional Improvement Plan a tool that allows improving the quality of education according to the educational needs and expectations of the students.
- To strengthen the capacity of the educational institution to advance training processes that promote values and develop individual and group competences to exercise democracy, interact on the basis of respect for their own human rights and of others, handle conflicts appropriately,

and participate in alternatives to solve the problems that affect the environment and the educational community.

- To promote the consolidation of an institutional culture that transforms the relationships between pedagogical aspects, participation in school management and relations with the community, in opportunities to learn to coexist in a constructive and peaceful way.
- To contribute to the construction of an inclusive, equitable, just and peaceful society.
- To form Bachelors Technicians in Informatics, in coordination with the SENA to offer a greater possibility for entry into the world of work.

### **Mission**

We are an Educational Institution that in the light of the Bethlemitas philosophy seeks the Participation, update and the service in evangelization. We contribute in integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory and environmental principles. We have the strength of God and the legacy of the Saint Founders, the policies of the state and the commitment of the educative community.

### **Vision**

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

## **The coexistence handbook**

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

Its principles are:

- Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.
- Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.
- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- Dignity: recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

1. Learn to take care of yourself.
2. Do not attack the other
3. Learn to communicate
4. Learn to interact



5. Learn to work in group

6. Learn to take care of the environment

7. Learn to value social knowledge.

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

Chapter I. Generalities, justification, objectives and legal basis

Chapter II. Philosophy and institutional symbols

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

Chapter IV. Organizations of participation

Chapter V. Rules of personal hygiene and public health

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

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

Chapter VIII. Inclusion process

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

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

### **The institutional calendar**

The academic calendar in the educational institution was based on what was proposed by the Education secretary of the department. It, generally, covers 40 teaching weeks, which were divided into four periods, four weeks of institutional development, 12 weeks of holidays for students, and seven weeks of holidays for teachers and directors.

Furthermore, there were several social and cultural activities such as flag-raising ceremonies, graduated students' meetings, parents' council meetings, festivals, diversity days, environmental care days, etc.

### **The institutional organization chart**

According to the article 60 of Law 115 of 1994, the educational community consists of persons who have direct responsibilities in the organization, development and evaluation of the institutional educational project that runs in a given establishment or educational institution. All members of the educational community are competent to participate in the management of education institutions and they are organized in the following chart:

### **Pedagogical aspects observed**

#### **Planning lesson**

After having carried out the institutional observation English teachers at Brighton Bethlemitas institution take into account the established subjects at the suggested curriculum scheme for the sixth and eighth grades and also the English book, "Welcome to outstanding 6" and "Outstanding 8" the activities are centered on those books because they contain a variety of

grammar, vocabulary, listening and reading comprehension exercises that are distributed in four units with four lessons each one.

### **Assistance list**

It is a format that is used by the teacher with the purpose of monitoring the students' assistance. At the same time, there is another kind of list that is divided into six aspects "Ser", "Saber", "Hacer", "Lecturacrítica", "Prueba de Calidad" and "Definitiva". So, it is used to record the grades in each aspect mentioned before from 1,0 to 5,0. In this way, the first aspect belongs to the behavior and the participation in class, the second one belongs to all the activities (workshops, homework and quizzes), the third one belongs to the reading comprehension exercises implemented from the English book or from the other source and the two last aspects belong to the English quality test where is evaluated all the subjects learnt by term and the final grade obtained for each academic term.

### **Web Colegios platform**

It is a pedagogical tool that is used with many purposes. Each teacher has a username and a password, in this way, they have access to the grades assigned, the different lists and also they can publish the grades from each student by taking into account the list's aspects mentioned before.

## **Chapter I: Pedagogical Component**

### ***The use of conversational interactive videos to enhance speaking skills in 8th grade students at a public high school in Colombia***

#### **Introduction**

Oral interaction is not easy since it requires not only knowing how to say a certain number of sentences or words, but it is also necessary to have prior knowledge and training of topics or situations that can occur in a conversational environment, when we speak of English as second language, we can appreciate that most public schools in Colombia focus on how to write a word or how to conjugate a verb in each of its tenses, but we always notice the lack of oral production in students and the low level they have at the moment of expressing themselves.

Although speaking is fundamental to communicate each other, people find it difficult. That is why, this current project aims at enhancing speaking skills in 8<sup>th</sup> grade students at a public in Pamplona, Colombia. All this, with the only purpose of smoothing the learning process by means of catching learners' attention with the implementation of conversational videos. In the institutional observations, it was identified the lack of the implementation of new strategies for speaking activities, so this study aims also at providing tools that help students to improve easily this skill in order to supply their weaknesses in speaking English.

### **Research questions**

- How do conversational interactive videos help students to improve their speaking skills?
- What other skills can students develop through conversational videos?

### **Statement of the problem and justification**

Taking into account the current situation, the pre-service teacher was as able to make a small observation to the class in a virtual way in which he could make a diagnosis of it in which the researcher could appreciate that students are not very participative when speaking even in their mother tongue (Spanish) then, since the students are working in this virtual way, the idea is to implement a proposal where they take advantage of the resources they are currently using with their online connection to the internet and discover new ways of learning that perhaps they did not know.

Although it is difficult to make a good observation in a virtual way, it is a good idea to encourage and involve students in new spaces that lead them to improve their language in a different way. As they are interactive and innovative spaces, learners will feel very interested in learning in this way and it will motivate them to continue their learning process without becoming monotonous.

Further, in which he will record himself talking about a certain conversation or discussion related to any topics, the role of the students will be to record themselves by following the conversation that will be written in the interactive video.

## **Objectives**

### **General objective**

- To improve students' oral production through interactive conversational videos.

### **Specific objectives**

- To implement conversational videos in order to contribute to students' oral production development.
- To disclose new spaces where students can practice their english in a real and innovative way.

## **Theoretical framework**

Since this study aims at enhancing students to improve their speaking skills, it is essential to take into account some relevant definitions so the reader may comprehend the nature of the study and to go smoothly over the entire pedagogical component.

### **Speaking Skill.**

The speaking skill turns into a fundamental part to communicate. It allows people to interact with others through the expression and understanding of messages. It is linked to transmit a message through gestures and verbal expressions. “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. (Brown, 1994, p. 32).

Consequently, Torkey (2006) affirms that “Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers”. It is vital to determine the speaking skills EFL learners have to acquire in order to speak in a confident and comfortable way. Thus, the trainee teacher expected that students can interact better in real daily situations inside and outside the classroom.

On the other hand, Nunan and Carter (2001:21) argue, one of the measurements in successful English speaking ability is to carry out conversation in English language itself. So that, the main objective to teach speaking is to increase the students’ ability to speak in the target language. Because of that reason, this study emphasizes on teaching technique to improve young learners’ speaking skill. Therefore, teaching media, in this case video learning are selected based on the same criteria such as language factor, video content, and video production.



Consequently, Audio-visual aids or videos are seen as a powerful tools that are used nowadays as a resource for teaching and learning (Beach & O'Brien 2015). Van Els et al (1984) declares that: "The combination of sound and image and the use of rather expensive equipment characterize audiovisual media in the narrow sense of the word, namely films, TV and video."(p. 289). It means that audio- visual aids are combination between image and sound.

In 2014, Awashti confirmed that: 26 Using Audio Visual aids can be useful for making learning easy, effective and permanent. Role of teachers is very important in using technology because on one side if it is used appropriately, it can make the learning interesting (p. 62).

Furthermore, using videos has positive influences on students speaking skill. Demirezen (1992) states that "since video recording is able to present real life or life-like situation in which the individual interact, it promotes developing oral skills". Moreover, in 1983 videos were used in England to develop students' oral proficiency because it provides different materials for discussion in classrooms.

## **Literature review**

To teach and guide students to learn a foreign language, teachers have to try to find pedagogical tools in order to help the students' learning process effectively. In order to have an overall view of this study's background.

### **The importance of communicative competence**

Light (1989) & Savignon (1983) defined communicative competence as a dynamic rather than a static concept which depends on the negotiation of meaning that applies to both written and spoken language as well as to many other systems in a specific context within a variety of situation, where participants are involved. Canale and Swain (1980) aimed at providing a general background to communicative approaches and distinguishing the notion of communicative competence and communicative performance. The study carried out in elementary and secondary schools in Ontario, Canada. The findings understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication.

Furthermore, Baquero and Gamboa (2006), aimed to describe what the effect and implication of the Communicative competence were over oral performance on second grade students. This study was carried out in Bogotá, Colombia. The findings showed that the communicative competence was effective in the oral production as long as the teacher gives communicative situations where students are 'forced' to use oral skills so they can interact

among them, expressing themselves naturally, without giving too much importance to the grammar rules but to the message's intention.

A study entitled The implementation of video learning to improve speaking ability carried out by Moh. Saleng AS1 , Konder Manurung2 , Darmawan in 2014, showed that “The implementation of videos learning in teaching speaking ability can be said effective because there was a progress between the pre-test scores and the post-test scores. Moreover, it can be concluded that the application of appropriate approach, technique and strategy in teaching can achieve the objective of teaching effectively”.

Videos are also categorized as audio-visual materials therefore, in the following study Utilizing Audio Visual Aids to Improve English speaking skill for the eighth grade students of smpnegeri 3 banawa in 2019, after the implementation of this action research, the authors had as results three main aspects: 1.The use of audio-visual aids can attract students' attention and motivation in learning English, especially speaking which can make students build their confidence. 2. Students can get a better understanding of the material given, because audio visual gives them clear examples of the real context in life. Students can interpret meaning only by watching videos. 3. Activities such as playing games and playing dialogue, more opportunities to practice their speaking skills.

Indeed, a Case Study carried out with First Year LMD Students of English at Biskra University in Algeria (2014-15) showed that teachers should increase the use of audio-visual aids in their courses because they help in developing speaking skill as well as they create a relaxed and motivated classroom atmosphere for students also, students should rely more on themselves and try to develop their speaking abilities by using audio-visual aids outside the classroom. And finally, Speaking is an important language skill which requires a lot of practice; therefore,

teachers should design different speaking activities and use different teaching aids to expose students to an authentic foreign language to develop their speaking abilities.

## **Methodology**

In order to carry out this project, the pre-service teacher implemented conversational videos, one video every fifteen days since this was the study method that the school has adopted due to the sanitary emergency; each video will be recorded by the pre-service teacher and was disseminated to students via WhatsApp, since this was the communication bridge that the main teacher of the class had been using.

To the development of the activity, students had to follow the conversation established by the pre-service teacher in the video, this audio-visual activity contained subtitles in English and Spanish so the students can follow and understand the sequence of it. They sent the videos by recording themselves and trying to make a conversational duo with the pre-service teacher.

## **Research Methodology**

### **Research Approach**

Creswell (2007) defined qualitative approach as: “The study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes.” (p. 37).

### **Type of Research: Action Research**

This study has adopted Creswell's (2012) definition "action research designs often utilize both quantitative and qualitative data, but they focus more on procedures useful in addressing practical problems in schools and the classroom p 45".

### **Population.**

The participants of this study were 8th grade students from the Brighton Bethlemitas School in Pamplona, Norte de Santander.

### **Instruments.**

In order to develop this action research and to gather the data needed, researcher obtained all this information by means of the videos which the students recorded biweekly taking into account the school academic calendar. Also, a qualitative questionnaire was implemented at the end of the development of this proposal.

### **Questionnaires**

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

***Implementation of conversational interactive videos to enhance speaking skills in 8th grade students***

Application of instruments					
Weeks	1st	2nd	3rd	4 <sup>th</sup>	5 <sup>th</sup>
<b>Instruments</b>					
Video #1		X			
Video #2			X		
Video #3				X	
Questionnaire					X

The pre service teacher implemented these activities taking into account the school teaching method that was adapted because of the pandemic emergency in the country. Since the synchronic meetings with the students were not long enough to implement their proposal, he decided to carry it out through the biweekly workshops that students were developing.

***Thematic of the conversational videos***

The first video was implemented from September 28<sup>th</sup> to October 15<sup>th</sup>, this video's situation was related to how to place an order at a restaurant where the pre service teacher talked in an interactive way with their students giving them the space and time to follow the conversation.

Following with the second video, it was implemented from October 19<sup>th</sup> to October 30<sup>th</sup> in which the students had to follow a conversation about a situation that was happening in a store when shopping clothes.

Next, the third and last video was implemented from November 3<sup>rd</sup> to November 16<sup>th</sup>, it will be about a situation at the airport that most of travelers must face when they want to fly abroad.

### ***Qualitative questionnaire***

Finally, the pre service teacher implemented a qualitative questionnaire in order to have a better and smooth result of this study, it was implemented to five students and this questionnaire was composed of four open-ended questions. (*Annex 3*)

### ***Workshops***

On the other hand, the pre service teacher was in charge of the design of the workshops that were handled to the students biweekly, this document is delivered via whatsAap, web colegios platform and at the stationary. The workshops were broken down into four main parts: in the first part students can find some tips to take into account for the prevention of the Covid-19 then, they can find the conceptualization which is composed of the explanation of the topic; examples and tables, as third part it is the practice section where students must develop some exercises related to the topic of the workshop and finally, there is a section where some activities of the book “outstanding 8” must be developed by the students. (*Annex 4*)

## **Results**

After having implemented all the instruments needed for collecting the data for this study, it is crucial to divide the results into two main categories: students' speaking skill improvement and increasing students' motivation.

### **Students' speaking skill improvement**

Since the amount of videos implemented were not enough to show a great improvement, it is highly important to say that through the three videos implemented researcher could see a light improvement especially in some of the students that seemed more interested in said activities. It is also essential to mention that if the implementation of the proposal would have been longer, students may have ameliorated their speaking skill level in a better way. However, we can rescue this little improvement they had and it is a show of the effectiveness that these kind of conversational videos can have, during the English learning.

*“¿Cree usted que este método debe ser más utilizado en el proceso de aprendizaje de una segunda lengua?, ¿por qué?*

*Si, pienso que sí, porque de modo personal he aprendido muchas cosas con el método, así q puedo recomendarlo como una buena y efectiva herramienta para hablar inglés de manera correcta y fluida”. Extract of the questionnaire.*

### **Increasing students' motivation**

Given the current situation in which the educational process is passing, we can consider that by means of the use of these interactive videos, students could feel a little motivated since according to their answers in the questionnaire, these kind of interactive videos are innovative for them since it was the first time they used them in order to improve their speaking skill. In



addition, they mentioned that these tools are useful and effective for improving their fluency in English.

“1. ¿Qué piensa usted acerca del uso de videos conversacionales para mejorar el speaking skill?

*Yo pienso que el uso de ese tipo de videos es muy útil ya q nos ayudan al mejoramiento de dicha habilidad (speaking) y esos videos nos ayudan a mejorar la fluidez al hablar”. Extract of the questionnaire.*

## **Conclusions**

The research findings affirmed that the use of conversational interactive videos may include some positive aspects since it is to the field of language learning extremely important for developing students' participation and communication in EFL classes because it creates interactional atmosphere teachers-students or between students, through these videos students are able to exchange ideas, and information in a situation that everybody feel comfortable to speak and participate.

Conversational interactive videos will always play an important part of learning a second or foreign language. These speaking classroom activities give students the opportunity to develop positively their English level since they increase their vocabulary, they also pronounce and intonate in a better way and they answer with fluency and their accuracy when answering is excellent at the end of the implementation of each activity.

## **Considerations**

- It is necessary that the use of conversational interactive videos are used along the English learning process since they showed that they may be effective and useful.
- Teachers must put more effort in helping students to improve their speaking skills, most of the Colombian public schools leave this competence aside.

- The use of innovative tools during the language learning acquisition should be a priority from now on, in every Colombian school.
- English teachers should be qualified and well informed with the new technologies in order to take advantage of all the resources and tools that they provide us.

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

In the context of the formation in the foreign languages program, the pedagogical practicum of the pre-service teacher highlighted as important aspects to study and to research the improvement of the teaching-learning process, for the education quality.

Additionally, it exists an interest to understand and modify the pedagogical practicum, also concerning the local studies, focusing more on learning issues than teaching issues.

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

### **Justification**

The formulation of this project in the practicum context of foreign languages pre- service teachers is framed within a professionalizing conception of practice as a spearhead to improve educational processes in the locations where such practicum will be carried out. It is also considered that giving importance to the reflection role in the teaching process is the first step in comprehend the difficulties linked to the profession, one's own actions and to inquire about the knowledge offered by the models and approaches in order to deal with a problematic situation and establish an analytical look into the incident.

## **Theoretical framework**

It is crucial that the teacher training process promoted a critical and reflective spirit in the pre-service teacher that contributes to the improvement of his pedagogical practices, so that this stage can have an impact and transform their work and their professional performance in the future.

In the case of the Bachelor of Arts degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental exercise, in order to students at their integral practicum stage, to self-evaluate, to establish a critical and constructive look at their work in their teaching role. To start developing this study, these are the questions that guide this research:

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

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

### **General objectives.**

- To implement reflection as a transforming tool of the pedagogical processes inherent to the integral practicum.
- To promote a critical thinking among pre-service teachers that allow them to analyze their pedagogical work.

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum and be inserted into the institution effectively.
- To identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice
- To develop reflective workshops and didactic units as a guide towards pre-service teachers process of reflection.
- To analyze teacher's and student's beliefs about the teaching profession.

### **Theoretical framework**

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

The teaching profession.

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

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

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

Reflection.

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

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

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería

el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”.

### ***Reflection as a theme.***

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience.

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

### ***Reflective practice.***

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

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

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

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

According to Van Manen (1997), there are various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analyzed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom. There is a need to articulate the ever-changing social reality to our pedagogical work as it is evidenced by the existence of numberless attempts to explain school phenomena and the search for different ways to address these phenomena so as to make school work effective.



### ***Pedagogical practicum.***

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

### ***Academic practice.***

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

### ***Practice of social efficiency.***

It aims at achieving an effective teaching through the application of any didactic techniques that are gathered from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

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### **From development.**

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

### **Social reconstruction.**

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

### **Generic**

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

### **Reflection triggers.**

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

### **The critical element in reflective thinking**

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

These authors established a set of orderly-arranged categories of knowledge as follows:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, among others.)
4. Teaching knowledge and professional configuration
5. Students' knowledge and their features
6. Knowledge of educational contexts
7. Knowledge-based on the philosophical, historical, axiological basis

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

## **Methodology**

The methodological strategy proposed has, as its central axis, a process of continuous reflection that, in addition, contemplates the organization of meetings intended to strengthen the group of student-practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning, and self-observation.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

This study follows a qualitative research approach, from the perspective of reflection as a professionalizing space that will greatly contribute to the description, identification, and analysis of the pedagogical practice itself.

For collecting the data of this research, the following instruments are proposed:

### **Reflective workshops.**

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practicum.

## **Objectives**

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

## **Self-observation checklist.**

The main objective of the self-observation checklist proposed is to guide the pre-service teacher towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

## **Narrative.**

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

## **Population.**

The total population of this study is composed of 54 pre-service teachers from the Foreign Languages program English - French of the University of Pamplona.

Direct benefited population.

The direct benefited population of this proposal will be students from last semester in the foreign languages program at the University of Pamplona.

- Last semester students
- Foreign languages students-practitioners.
- Indirect benefited population.
- Foreign languages community program.
- Institutional dependencies articulated to the project.
- Foreign Languages English – French program
- Languages and communication department
- Faculty of Education

## ***Narratives***

Narratives were written biweekly during approximately 8 weeks, they were composed of the description of the activities that were done along the weeks, it also contains the date.

*(Annex 1)*

***Reflective workshops***

During this process three reflective workshops were implemented.

**(Annex 2)**

**Conclusion**

This process may be a little bit stressful since it requires a lot of effort, dedication and responsibilities however, as pre service teacher we experience a lot of things which we must take into account when we are going to work as the main teacher of a classroom, the reflective journals and workshops provide the future a teacher a better and smooth understanding of the real role of a teacher. They also work as personal feedbacks for fixing some problems or inconvenient situations which must be fixed on time and with the due process.

The experience gained is an essential tool that the teacher will have as a tool for the upcoming jobs. As it was the first time that the pre service teacher was full time enrolled with the students, he could provide and implement a lot of resources which were quite effective during his teaching process, being a pre service teacher is beyond giving a class, it also is being able of transmitting and receiving knowledge by the students.

## **Chapter III: Outreach component**

### **Learning English vocabulary Through Flash Cards and Videos**

#### **Introduction**

Participating in the academic, cultural and economic fields at a global scale motivated the Colombian National Government to promote foreign languages learning in the different educational sectors of the country, so that all citizens have the opportunity to participate in cultural exchanges that allow them to get access to more equitable conditions regarding the personal and social development of the country

To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is “to have citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness”(p.6). To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is the creation and consolidation of the English language quality standards for basic, secondary and higher education, the definition of a solid and consistent evaluation system and the description and development of training programs.

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



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

The University of Pamplona, in its status as a public institution, trainer of trainers and more specifically the master's degree in Foreign Languages English- French, has been closed with the reality that is facing the primary school of the city of Pamplona with regard to the National Bilingualism Policy; many of the educational institutions of this city does not have an English teacher to meet the primary school teaching needs.

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

Even though, the government policies identify the problematic, the institutions' emphasis is not supplied with the normativity, there is a need effective support, for the concrete case, trainers in the foreign language field, the exams results, tests, and students' results agree with most educated Colombian proposals.

## **Justification**

Learning and acquiring a foreign language allow us keep up with the requirements of today's world current needs. Thus, it is imperative to implement and work towards this process since the beginning of foreign languages students' path so that at the end of their professional training, they have the foundations that will allow them to become integral future teachers as well as to assess themselves their own writing,

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 necessary and essential at these levels. For this reason, it is carried out as part of the extension component to the community of the integral practice developed by students of last semester of the Degree in Foreign Languages of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education sector.

The realization of this project favors 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 training 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.

The purpose of this project is to promote the learning of the English language in transitional children in a fun and attractive way for them, in this project it is intended to use music and images to introduce children to English vocabulary, given that at these ages children

find songs as a form of entertainment and learning, likewise the use of images helps to contextualize more the children in the meanings of the words in Spanish.

For this reason, in the next months of this year, the pre-serviced Teacher off the faculty of foreign languages must accomplish 4 hours per week, in which help will be offered to the teachers in the brilliant school in their classes with teaching cards, recently to students a new teaching methodology.

### **General Objectives of the Proposal:**

The implementation of this social extension project by the Bachelor's Degree Program in English-French Foreign Languages of the University of Pamplona is aimed at the following

#### **objectives:**

- To meet the needs of primary school children in the city of Pamplona.
- Integrate the foreign language training of students of the English-French Foreign Languages Degree Program into the educational reality of teaching English at the primary school in the city of Pamplona.

#### **Specific objectives**

- For a better understanding of the previous aspects, this proposal will aim at: Familiarizing children from primary schools in Pamplona with the basic knowledge of English.
- Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.
- Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

### **General purpose**

- Encourage the learning of the English language in transition children in a fun and engaging way

#### Specific objectives

- Analyze how this use of pedagogical tools helps the child's linguistic development.
- Start teaching the English language from an early age

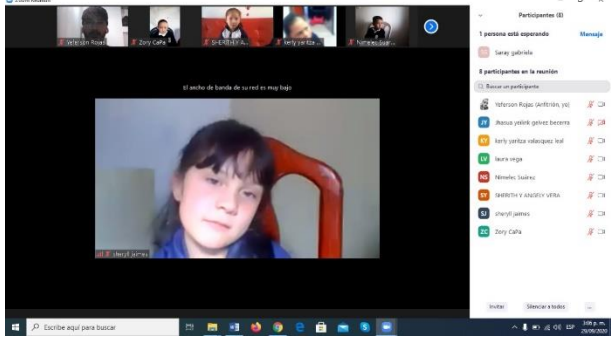
### **Literature Review**

Torres (2015) (p,5) Affirms the use of visual aids developed during pedagogical practice in learning English vocabulary in the phonological, semantic and orthographic aspects. This shows that the images help to develop students' language skills, while keeping them lively and entertained in the classroom.

Then, Harmer (2006) states that deploying video in English language learning provides special points to the students; seeing language in use, cross- cultural awareness, the power of creation, and motivation. It means that video employs important roles in the classrooms because the students do not only listen how the language used by native speakers, but they also can see about the language used in real context of communication. It also allows the students to know about English native speakers' culture based on the setting of the story in the video. Then, it can develop the students' creativity and communicative competence because they can create their own video while using or practicing the language. Moreover, the students can get more interest in learning because they have opportunity to see the language in use as well

as learn it from audio recorder. In this case, the use of video provides advantages for the students.

Wang (2015) added that inefficiency of using video materials in EFL classrooms can still be found, such as monotonous classroom activities and teaching methods. This condition shows the students' activities and teachers' ways in teaching by deploying video also influential factor that can affect the effectiveness of employing the video in the classrooms. In many realms of English language teaching, the teachers just present it in very common activities that can influence the students' interests and achievements. Then, it cannot facilitate the students effectively during the teaching and learning activities in the classrooms.

<b>Chronogram of classes</b>	
September 29 <sup>th</sup>	<p>First class with first grade students</p> <p>Evidence:</p> <p>Material used:</p> <p><a href="https://www.youtube.com/watch?v=syut1tqUPWQ">https://www.youtube.com/watch?v=syut1tqUPWQ</a></p> <p><a href="https://youtu.be/R9intHqlzhc">https://youtu.be/R9intHqlzhc</a></p> 
October 5 <sup>th</sup>	<p>Second class via zoom</p> <p>Explanation of the first workshop for the fourth</p>

	term. Talent show talking – vocabulary videos
October 12 <sup>th</sup> – 15 <sup>th</sup>	Students holidays
October 19 <sup>th</sup>	Explanation of the second workshop for the fourth term. English class – parts of the house
October 26 <sup>th</sup>	English class – objects of the house Material used : <a href="https://www.gamestolearnenglish.com/fast-vocab/">https://www.gamestolearnenglish.com/fast-vocab/</a> <a href="https://www.youtube.com/watch?v=xrg-lz_gbSk&amp;feature=youtu.be">https://www.youtube.com/watch?v=xrg-lz_gbSk&amp;feature=youtu.be</a>

### ***Workshops***

Workshops are handled to the students biweekly following the teacher’s criteria and topics, normally this is composed of one sheet of vocabulary and few exercises according to the topic of the weeks also, it contains an extra activity that the pre service teacher suggests, it may be a video, a voice memo of the students in which they are talking and pronouncing some words and showing their activities done. (*Annex 5*)

## **Conclusions**

- Videos are effective when giving classes especially for young children since they seem very interested in the topic.
- Flashcards encourage students to participate during their classes, they try to pronounce the words showed in each one of them.
- Flashcards also work as visual resource where students relate images with their previous knowledge of the pronunciation that they already have.

## **Chapter IV: Administrative component Introduction**

Being pre-serviced teacher means being part of a community, in which it is essential to participate actively in all activities that the institution proposes, which means that pre-service teacher not only be involved with the academic aspects of English language but also she is going to participate in all activities that involved the name of the school.

### **Objectives**

#### *General objective*

- To participate in the academics and extra-curricular activities carried out at the ‘Brighton Bethemitas’ high school.

#### *Specific Objectives*

- To take part in the organization of activities at the institution
- To help teacher and student when it is demanded

### **Methodology**

Aims at accomplishing the main objective of this project, pre-service teacher must be humble and be prepared to participate and all the actives proposed by the school members.



**Chronogram of activities in which I have made part so far as a pre service teacher of the school**

September 28<sup>th</sup>

Love and friendship and students day

Via zoom – first grade students

Evidence:



September 28<sup>th</sup>

Song rehearsal with a student who made part of the talent show 2020.

Evidence:



October 3th

Design of the talent show poster

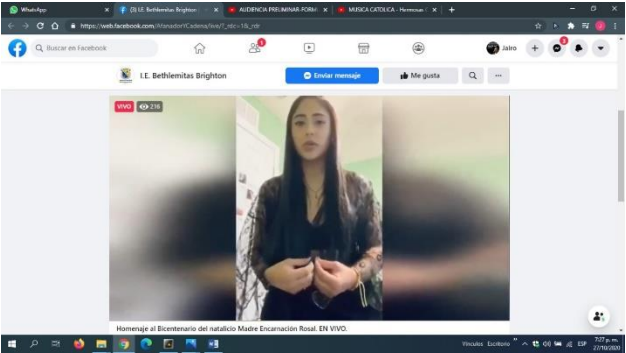
Evidence:



October 27<sup>th</sup>

“Ser con valores” festival

Evidence:



October 28<sup>th</sup>

Talent show 2020 – song performances

Evidence:

November 16<sup>th</sup> – November 26<sup>th</sup>

Christmas novena

Evidence:

**NOVENA NAVIDEÑA  
EN FAMILIA  
BETALEMITA**

**icentenario  
DE SU NACIMIENTO**  
Beata Madre María Encarnación Rosal  
1826 - 2020

**FECHA: 16 AL 26 DE NOVIEMBRE**  
**HORA MAÑANA: 7:30 A.M**  
**HORA NOCHE: 7:00 P.M** **YouTube**



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## Annexes

Annex 1.

<b>FICHA DE REFLEXIÓN SEMANA 3 – BRIGHTON SCHOOL</b>	
<b>12 AL 16 DE OCTUBRE</b>	<p>Esta semana fue un poco caótica ya que tuve algunos inconvenientes en mi ambiente de práctica debido a la falta de empatía de algunos de los docentes de la institución, de verdad el ambiente se pone denso y a veces no entiendo cómo aún existen personas profesionales tratando de desmeritar el trabajo que hacemos nosotros como pre-service teacher. Sin embargo, con este pequeño altercado aprendí que siempre hay una manera de solucionar las cosas por medio del dialogo y tratando de ser más empático con el otro, entra un poco de desilusión pero el trabajo continua y debemos afrontar todas esas cosas con madurez y optimismo, enfrentando todas estas situaciones podemos reflexionar de cómo ser con nuestros compañeros de trabajo en un futuro cercano, la manera en qué decimos las cosas y tratamos a los</p>

	demás deja mucho para decir de nosotros mismo como profesionales y como seres humanos que cometemos errores.
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REFLEXIÓN SEMANA 2: Brighton School	
28 DE SEPTIEMBRE AL 2 DE OCTUBRE	<p>En esta semana sentí por primera vez el cargo como tal de ser un docente, ya que tuve la oportunidad de dar las clase de manera virtual con mis estudiantes de los tres grupos de octavo de los cuales estoy a cargo, muy feliz de haber dado el primer paso en este proceso de enseñanza y aprendizaje en una época no tan fácil para nadie, lleno de mucha ilusión y con muchas expectativas para lo que sigue.</p> <p>También, inicié con la implementación de mi propuesta pedagógica siempre confiando en que todo salga bien y ver los frutos que esta pueda aportar, aunque los estudiantes no tuvieron mucha participación, estuve al pendiente de que la explicación de cada cosa estuviera muy clara y precisa. Por otra parte, tuve también la primera intervención con mi proyecto de extensión a la comunidad que será llevado a cabo con los estudiantes del</p>

	<p>grado primero, traté de ser lo mejor organizado posible para que todo saliera muy bien y aunque hubo algunos percances e inconvenientes con las profesoras de la institución sigo con el ánimo en alto y con ganas de darlo todo, en estos momentos los estudiantes están en una semana de receso escolar pero yo aún sigo trabajando con algunos de ellos ya que en el colegio estamos organizando un Talent show, así que estoy encargado de algunos puntos de talento de parte de mis estudiantes, para concluir podría decir que falta más comunicación entre nuestras supervisoras y por consiguiente entre ellas y nosotros como docentes en formación, a veces nos sentimos vulnerable o juzgados con cosas que se nos salen de las mano y que no es nuestra culpa. Pero en general todo marcha bien y me siento, capaz, fuerte y decidido.</p>
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**21 AL 25 DE SEPTIEMBRE, 2020**

No tuve la oportunidad de dar un clase como tal ya que los estudiantes estaban en sus pruebas de eficacia que se realizan cada periodo sin embargo, fui presentado a ellos y tuve la oportunidad de hablarles por unos minutos, desde un inicio he sentido la integración de nosotros como practicantes a el núcleo de la institución, se nos fueron asignados varios compromisos con el área y los estudiantes en general, se siente muy bien el ambiente como profesor y el apoyo de mi supervisor, por otra parte, tuve la oportunidad de planear la primera guía que será entregada a los estudiantes para las próximas semanas, y desde ya comienzo la planeación de las siguientes, ya se siente el cargo como profesor en un contexto real a pesar de ser en esta modalidad virtual, creo que es la etapa que todo licenciado espera y así poder dar y llevar a cabo todo lo que ha aprendido a lo largo de su carrera universitaria, sigo con mucho entusiasmo y esperando a por lo que

	viene con la mejor actitud y dedicación.
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REFLEXION SEMANA 4 – BETHLEMITAS BRIGHTON SCHOOL

19 AL 23 DE OCTUBRE	<p>Considero que todo ha ido fluyendo muy bien aunque ya se siente un poco el cansancio mental y físico que implican las clases online, la calificación de guías y demás responsabilidades que debemos cumplir sin embargo, me siento satisfecho y feliz de estar llevando a cabo mi propuesta y estar viviendo esta bonita y enriquecedora experiencia que seguramente nos va a servir mucho en nuestro futuro cercano como docentes.</p> <p>Solo tengo una cosa un poco negativa que decir y es que es un poco difícil trabajar con demás docentes que tal vez no estén tan abiertas a los cambios de hoy en día en recursos o actividades en línea, es un poco incómodo trabajar así sin poder realmente</p>
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	<p>implementar lo que consideras apropiado para el momento en el la educación está pasando.</p>
<p><b>SEMANA 5</b> <b>26 al 30 de octubre</b></p>	<p>Fue una semana gratificando y llena de muchos eventos educativos a pesar de esta virtualidad, vimos el fruto de trabajo en equipo con respecto al talent show organizado por nosotros como pre service teachers, fue una buena experiencia haber estado a cargo de esta parte de actividades ya que en nuestra universidad debido a la pandemia no pudimos en realidad hacer estos evento que se debían de hacer semestralmente, pero aquí nos correspondió hacerlo y salió muy bien. El cuerpo docente y demás agradecieron nuestro trabajo y se siente muy bien recibir esas palabras, ya a poco tiempo de finalizar he aprendido y experimentado muchas cosas que de verdad hubiese querido vivir presencialmente pero aun así es satisfactorio y enriquecedor.</p>
<p><b>REFLEXION SEMANA 6 Y 7</b></p>	

DEL 2 AL 6 DE NOVIEMBRE	<p>Fue una semana un poco estresante y llena de muchas tareas, la verdad no me gusta mucho la idea de tener que lidiar tanto con los padres de familia y que tu privacidad se vea un poco afectada en cuanto a tu número de teléfono ya que se ven en el derecho de escribir y llamar a la hora que quieran, esa parte no es nada cómoda, se convierte en un medio de público pero pues esto será temporal y rescato la eficacia que tienen los medios virtuales. Por otra parte, estar al pie de cada estudiante para que envíe sus asignaciones es un poco desesperante, creo que en los colegios e instituciones públicas en Colombia falta mucho énfasis en ese sentido de ser responsable con nuestros deberes, son muy pocos los que cumplen con las normas, debemos incentivar más esta parte.</p>
DEL 9 AL 13 DE NOVIEMBRE	<p>Una semana decisiva tanto para nosotros como docentes y alumnos, última semana de clase como tal y entrega de guías por parte de los estudiantes, sigue la misma dinámica de la semana anterior respecto a la responsabilidad de los estudiantes, el caos entre correos y</p>

	<p>mensajes en tu teléfono hacen de la experiencia no tan agradable pero ahí estamos con toda la actitud dando todo de sí. Tuve la última clase sincrónica con los estudiantes la cual fue muy bonito ver que llegas al final de un proceso en el que tal vez uno veía muy lejano y ya ahora mismo está tocándonos, se siente muy satisfactorio y agradable. Ya queda muy poco y quiero sellarlo con broche de oro agradeciendo siempre por la oportunidad y la experiencia que tuve.</p>
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**REFLEXION SEMANA 6 Y 7**

<p>DEL 2 AL 6 DE NOVIEMBRE</p>	<p>Fue una semana un poco estresante y llena de muchos tareas, la verdad no me gusta mucho la idea de tener que lidiar tanto con los padres de familia y que tu privacidad se vea un poco afecta en cuanto a tu número de teléfono ya que se ven en el derecho de escribir y llamar a la hora que quieran, esa parte no es nada cómoda, se convierte en un medio de público pero pues esto será temporal y rescato la eficacia que tienen los medios virtuales. Por otra parte, estar al pie de cada estudiante para que envíe sus asignaciones es un poco</p>
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	<p>desesperante, creo que en los colegios e instituciones públicas en Colombia falta mucho énfasis en ese sentido de ser responsable con nuestros deberes, son muy pocos los que cumplen con las normas, debemos incentivar más esta parte.</p>
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Annex 2: [https://drive.google.com/drive/folders/1yvZAvbtaY3QZgKG-U\\_Txova8LH-AsmUZ?usp=sharing](https://drive.google.com/drive/folders/1yvZAvbtaY3QZgKG-U_Txova8LH-AsmUZ?usp=sharing)

Annex 3 :

[https://drive.google.com/drive/folders/1rTSDqM6T\\_p3vPF6IU9OLkvy4wszyv6xP?usp=sharing](https://drive.google.com/drive/folders/1rTSDqM6T_p3vPF6IU9OLkvy4wszyv6xP?usp=sharing)

Annex 4 : <https://drive.google.com/drive/folders/1HSIm1J8LolPerYdz-Sk3z1PkDO-c3ScY?usp=sharing>

Annex 5 :

[https://drive.google.com/drive/folders/1TVQq\\_ZVEmCML0o6IQwS73OSnyAezzK8r?usp=sharing](https://drive.google.com/drive/folders/1TVQq_ZVEmCML0o6IQwS73OSnyAezzK8r?usp=sharing)