The Improvement of 10th graders grammar by Means of English songs at Ernesto Rincón Ducón

High School in Tame, Arauca: An Action Research

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Foreign Language Degree English-French

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APPROVAL NOTE

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The Improvement of 10th graders grammar by Means of English songs at Ernesto Rincón Ducón High School

1.1. Presentation

This proposal attempts to improve 10th graders grammar by means of English songs at Ernesto Rincón Ducón high school. The present proposal is broken down in five chapters.

The first one a *general overview of the project.* This chapter is an introduction to the whole project and a brief description of what is included in each of its sections.

Secondly, the *pedagogical component*. This is a pedagogical proposal that is implemented in one of an educational institution's courses and that is developed by a pre-service teacher with the purpose of carrying out his teaching practice. This proposal is created, taking into account the institutional observation, where it was detected that one of the English competences had weaknesses. For this reason, as a main objective of this study, the improvement of grammar is established.

The third one is *the research component*. In this section, the pre-service teacher is the author of her own authentic reflection that helps her to analyze her teaching process in the educational environment with the purpose of improving and becoming a better teacher. This process is accomplished through biweekly narratives, in where the teaching process is reflected together with some reflections of this work.

The chapter number four is *the community outreach component*, where we address an outreach to primary school students with a twofold objective: 1. to attend the training needs in

English of the children of primary school in Colombia. 2. To integrate the training of the Foreign Languages Students of the Foreign Languages Program English-French to the educational reality of teaching English in Primary Colombian Schools.

The last chapter, *the administrative component* that pretends to integrate the practitioner in all the extra-curricular activities of the institution, creating a participative teacher outside the classroom.

1.2. Introduction

The teaching and learning of foreign languages has been stablished as one of the challenges that the national government of Colombia has for its education. In this context, according to Fandiño-Parra, Bermúdez-Jiménez, & Lugo-Vásquez (2012) the *National Bilingualism Program* (PNB) has been consolidated as a strategic project for the improvement of educational standards, in particular for the improvement of foreign language teaching in Colombia. Since its inception, the Program has attempted to respond to national needs with English, and has focused its efforts on to train teachers and students of basic education, medium and high levels, able to meet international standards in the command of English for life and the academy.

Although the present year 2020 has become a year of challenges due to the covid-19 outbreak, a year of changes especially for the academic community that had to reformulate its teaching methods to transmit knowledge, education did not stop and had its advances. Many educational institutions chose to go into the virtual environment in order not to be behind in their curriculum. In this way, we as pre-service teachers also had to adapt to these new changes with

the purpose of fulfilling the last requirement of the foreign language degree, teaching English to an academic community.

Therefore, an observation had to be made at the institution where the practicum would take place. A direct institutional observation was not carried out, since the institution worked asynchronously and did not have virtual meetings where I could see the shortcomings or needs of the students.

I did not have a direct approach with the students, but with the subject teacher who told me the difficulties and shortcomings of the students in all the English language skills. Therefore, I took into account the observation given by him, and then I questioned a way of teaching students that involved the majority of skills and that they could learn vocabulary and strengthen grammar. Taking the above as a reference, I decided to improve 10th graders grammar through songs.

To affirm the project, Lopera (2011) emphasizes that English songs in a Hispanic country like Colombia have a great success because of the musical appreciation that they have, in addition people who are used to listen songs, use it as a tool in the teaching-learning of a language.

1.3. Justification

Since the establishment of "Colombia Bilingüe" program, the Ministry of Education has wanted to establish the importance of learning a foreign language as a vehicle for communication, interaction, generation of opportunities and development in a country with cultural and linguistic diversity. For this reason, its objective is: *To strengthen the teaching and*

learning of foreign languages in Preschool, Basic and High School Education in order to guarantee the integral formation and development of competences of global citizens and of the 21st century and to promote the generation of cultural, academic, social and professional opportunities according to the needs of regions and Educational Institution. (Ministerio de Educación Nacional, 2015)

In accordance with MEN's objectives for the promotion of "Colombia Bilingüe", Foreign Languages bachelor degree of the University of Pamplona, together with the pre-service teacher, develop an educational project that aims to cover some of the needs in the English area of the educational institution where he or she is doing his or her practicum. This is done because the teacher in training has already been prepared to address a classroom, and also to be a member and actor of an educational process where he or she provides a space for the solution of the educational institution's needs.

Based on the observation made by the subject teacher, the students have academic failures in the English area, due to the absence of a graduate in foreign languages in the area for years. I decided to work with tenth graders, since they are the students who are in their last years of high school and it is possible to work a little bit in English with the objective that they have strengths in this language, especially in grammar and prepare themselves a little bit more for the state exam as well as for their academic future. The number of students in this course is 51 and they are divided into 2 groups, 10-1 and 10-2.

In this case, the project will be carried out virtually, taking the national government's guidelines in light of the world outbreak of coronavirus 19.

1.4.   Objectives

1.4.1. General objective

To improve of 10th graders grammar by means of English songs at Ernesto Rincón Ducón high school

1.4.2. Specific objective

- To implement reflection as a transformative tool of the pedagogical processes proper to the integral practice.
- To promote the critical spirit development in pre-service teachers in order for them to analyse their pedagogical work.
- Integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at Ernesto Rincón primary school.
- To be involved in the extracurricular activities of the educational institution.

1.5. Conclusion

The role of the teacher in the education process, meaning teaching learning has many components or many branches that contribute to the fulfillment of the role of the educator. These teaching practices and this project in conjunction with its components helped me to understand some of the responsibilities of teachers both in an institution and in their commitment to educate good humans for society. The pedagogical project, the research component and the outreach component got me into the world of education. How to face a public, how to teach them, how to solve their doubts and above all how to obtain their confidence so that these students could have a more effective educational process. The administrative component showed me the most

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internal processes of the institution that Perhaps I did not know, for example the promotion and evaluation of students that in the case of this institution is done in conjunction with all teachers.

Each of the components of this project helped me to get into the world of education, and I call it world because it is really a great area to explore. This project and the practice were amazing teachers for my future career, and each of its components taught me that although education is not easy, teaching is pleasant and in many cases is grateful.

CHAPTER II INSTITUTIONAL OBSERVATION

During the institutional observation, I had the opportunity to analyze some aspects of the institution where the engagement to educate a population in values, as human and social beings that conform this country, is reflected. Some of these aspects are topographical school's location, educative authorities, the institutional educational project (PEI), the mission, vision, school symbols, rulebook, and supervisor's schedule.

2.1. Topographical school's location

The public institution "Ernesto Rincon Ducon" is located in the department of Arauca, municipality of Tame, specifically in the rural area. This school was founded in 1987 by teacher Omaira Moya, with 27 students, enrolled in 1st, 2nd and 3rd grades of primary school. This educational institution, in addition to the principal establishment that has grades from pre-school to 11th, has 6 primary headquarter distributed throughout the region. The school works from 7 to 1 in the morning, each class has a duration of 55 minutes.

2.2. Educative authorities

The institution comprises major members such as the principal Erley Calderón Salinas, who is the head of the institution, the academic coordinator Efrain Gonzales. In addition, there are different institutional committees that include the disciplinary coordination, the school counselor, the secretary and other dependencies as teachers, school council, the student council that is shaped by the representative of each school grade and the parents' association.

2.3. General aspects of the Institutional Educational Project (PEI)

The institutional educational project (PEI) aims to integrate the diversity of cultural traditions existing in the institution by means of pedagogical processes that allow to guide, teach and decide with actions that contribute to educate leaders, thoughtful and integral critics with the capacity to be excellent and visionary citizens in the creation of businesses with a projection to the field, adjusting to a changing society through a quality education.

The pedagogical approach adopted by the institution is the humanist approach, in which the teacher is a facilitator and promoter of student learning in an atmosphere of respect and confidence. Likewise, it adopts a social pedagogical model.

2.4. Mission

The Educational Institution Ernesto Rincón Ducón of the municipality of Tame, bases its mission in the holistic education of the being, orienting its pedagogical task to educate competent, innovative, technical, integral, sociable human beings with the ability to develop in the regional and global environment, through the development of the areas of knowledge, with investigative and community processes that achieve the improvement of human dignity.

The profile of the student is based on agriculture with a high sense of belonging; a competent, transformative being with the capacity to project his or her professional training in higher education institutions, or in his or her default, can masterly administer any productive unit or agricultural development enterprise in any place of the country.

2.5. Vision

For 2025, the Ernesto Rincón Ducón Educational Institution in the municipality of Tame, will become a reference in the improvement of the educational quality at a municipal and departmental scale, where the human being is dignified. Its agro-business school graduates will be known for their capacity to integrate their business, technological and social knowledge in the manipulation, experimentation, construction and promotion of agricultural products that improve the quality of life of their social and cultural environment.

2.6. School symbol

Illustration 1 institutional shield

Illustration 2 Institutional motto

2.7. Rulebook

Concerning the rulebook, it was created to promote and maintain school relationships based on mutual respect, harmony and cordiality. The manual opens by describing the importance of the coexistence manual in the educational institutions as a guideline of the national government to have a better cohabitation within the educational establishments. It then describes the responsibilities, rights, and duties that the educational institution, the principal, the teachers, the students, and the parents have. In addition, the academic, moral, and disciplinary procedures of the institution in the face of problems in the academic community. Likewise, there is the clothing regulation that is, the type of uniform that must be dressed for the students, as the physical education, agricultural or the daily uniform, and the personal presentation that the students must have. This is followed by the encouragement students receive for academic success. The rulebook ends with the functions and responsibilities of each institutional committee such as the academic, school, disciplinary, and parent committees.

2.8. Supervisor's schedule

Table 1 Supervisor's schedule

HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES

1	1002	1001	1102	1001	
2	1002	1001	1102		
3	1101		902	1102	802
4		802	1002	902	902
5	901	802		902	1101
6	901			901	1101

Chapter III pedagogical component

3.1. Introduction

Learning a foreign language is becoming a challenge for every citizen. We cannot ignore that in today's time of scientific and technological advances, a language has become involved in most areas of knowledge, which has become a necessity in the human being. In addition, the reason is that a language not only helps you grow in cultural diversity, but can also open doors in the professional and work environment.

Following this context, the Ministry of National Education (2006) stated that learning a Foreign Language is an invaluable opportunity for the social, cultural and cognitive development of students because it decreases ethnocentrism and allows individuals to appreciate and respect the value of their own world, as well as to develop respect for other cultures. Learning a foreign

language promotes respect and appreciation of plurality and differences, both in the immediate and globalized environment.

In this way, Colombia has not been the exception, as evidenced in the projects created by the Ministry of National Education such as the Colombia Bilingüe Program, seeks to incentivize the use and strengthening of the English language in all the country's schools (MEN, 2016)

Based on the MEN's program, as Bachelor's degree and pre-service teachers, we created an individual project to support the English learning process in educational institutions. This is the purpose of the present project, which aims to improve grammar.

Parallel that, Dalil (2013) in his study says that over the last few decades, a great debate has taken place among theorists as to what is the role of grammar. Certain notions and approaches to teaching languages started to emerge that neglect the role of grammar in acquiring a second language. These sorts of notions were based on the grounds that children didn't have to learn grammar to pick up their first language. These notions, however, were proven later on impractical as grammar plays an irreplaceable role in breaking down the language for kids and facilitating it to adults.

3.2. Problem

In order to have a contact with the beneficiary population, a week of observation was provided with the purpose to identify the working methodologies of the English teacher and the shortcomings presented by the students of the institution.

In view of the world-wide outbreak of coronavirus 19, the national government declared a preventive isolation where the Colombian population should be at home. For this reason, the

educational institutions had to consider virtuality as a medium of study or implement new methods of work where there was contact with the student community.

The educational institution Ernesto Rincon chose to work through workshops, considering as a priority to continue with the school year, this decision was taken because most students and parents do not have internet, mobile phone signal or technological equipment to have synchronous virtual meetings.

Given this, a direct observation of the population could not be done, but I took into account the analysis and statements given by the supervisor teacher who described that the students had many shortcomings in English starting with the bases of this language as numbers, basic vocabulary or verbs such as the verb "to be" or "to have".

Therefore, I decided to work on grammar with 10th graders, considering the importance of being prepared in this area for the state exams they will take in 11th grade. To implement this objective, this project will be guided by the following questions:

Driving question

How does the use of songs enhance the grammar in 10th grade students?

Sub-questions

How can songs motivate vocabulary learning in 10th grade students?

How does the use of songs motivate students' participation in class?

3.3. Justification

When learning English in an educational institution we can find expectations for classroom work, expectations that as teachers we want to overcome and as students we want to accomplish.

Moreover, it is there where we find deficiencies to have a good learning process. Hossaim (2018) in his study says that some children face easily with language, others need time to develop their skills, and others face difficulties from the beginning. People who begin to have difficulty learning a foreign language may be children who have a learning disability or children who do not have a disability but still have difficulty learning in the foreign language.

One of these shortcomings could be noticed in the observation given by the area teachers, and is that primary students do not have an English teacher who can guide them and give them a knowledge that would be fundamental in the development of the academic grades. Consequently, high school students without a strong foundation have difficulty in all skills such as writing, speaking, listening, and reading. This makes the students feel insecure or simply creates a barrier making them lose interest in English.

In support to the above, Hossaim (2018), concludes that majority of the students considered English as a tough subject because of their low or lack of confidence, inability of use formal language, lack of adequate language skills, and lack of exposure to English.

For this reason, this project is aimed at improving grammar, with the use of songs, a method that can encourage students' interest in learning English.

3.4.Objectives

3.4.1. General Objective

To improve of 10th graders grammar by means of English songs at Ernesto Rincón Ducón high school

3.4.2. Specific objectives

- To encourage students to learn English with engaging resources.

- To increase students' vocabulary so that they can easily develop their communication skills

- To promote language learning through the use of songs

3.5. Theoretical Framework

3.5.1. Songs

Merriam-Webster (2020) defines the term song as "a short musical composition of words and music". While Collins Dictionary (2020) defines this term as "piece of music, usually employing a verbal text, composed for the voice, especially one intended for performance by a soloist".

The song is present in all human activities and in all civilizations. It has adapted itself to people's diverse needs, we can define it as a form of expression of human feelings, because the simple hearing of a extract has the power to bring out all the emotions linked to personal memories of a party, song or dance is a symbol of a community. (Djamila, 2019)

Songs have been helpful in teaching within a classroom, especially in teaching English. According to Batista (2008, *teachers are responsible for motivating and stimulating our students to learn, and music is a tool that can be used to trigger neural activity in the brain. Actually,*

music is so powerful in the language classroom that it enhances a wide range of social and academic skills, activating memory, facilitating language development.

3.5.2. Grammar

Cambridge Dictionary defines grammar as the study or use of the rules about how words change their form and combine with other words to express meaning.

By comparison, Professor Jack C. Richards (2020), Grammar can therefore be understood as a resource people make use of to create discourse that is grammatically appropriate at both the level of the sentence and the text, having two dimensions to grammatical knowledge (also known as grammatical or linguistic competence) that are central in second language learning and teaching:

Knowing how to use the grammatical system of a language to create sentences.

Knowing how to use the grammatical resources of a language as part of the processes used in creating spoken and written texts.

Usually people never concentrate on learning grammar, especially their mother tongue to use it for speaking, but people have to pay attention in learning Grammar to enrich the beauty of their own mother tongue. When we come to learning a new language like English language, grammar is more important and the importance of grammar cannot be neglected (M.Subasini & B.Kokilavani, 2013)

3.5.3. Vocabulary

Vocabulary is fundamental for learning a second language, essential for open communication with others. This is supported by Alqahtani (2015) in his study when he argues

that Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.

Likewise, Susanto (2017) says vocabulary knowledge should cover dimensions of many aspects such as pronunciation, additional tools, collocation, aspects of meaning, and word formation. From the methods which can be applied to increase learners' vocabulary power, an enthusiastic learner with proper direction by teachers is bound to succeed in language learning process. It is only when teachers dedicate their whole life to English, they can achieve success in language learning, and students should be part of it.

3.6.Literature review

To support this section and the project, the author will divide the literature review into two sections.

3.6.1. *Songs as a pedagogical tool*

The methods for learning a foreign language, in this case English has progressed, having the use of games, audios, videos and songs as tools for learning. With this in mind, Monsalve (2011) verifies that songs are a useful tool for activating prior knowledge and understanding of the meaning and meaning of words in specific cultural situations, in this specific lesson, the new concepts that students learned from the lyrics of the song.

By the same token, a study of sixth grade students conducted by Romero, Bernal, & Olivares (2012) was aimed at motivating students to speak English, they chose to use songs as a means of articulation to different activities in order to give students a fun way to learn English. As a result, students were motivated to speak English and learned new vocabulary.

Kuśnierek, (2016) studied the role of songs in teaching vocabulary. The author chose teaching with the use of songs as her target in the study because listening to music in English is highly motivating for students and songs are easily accessible for all learners. This study concluded that one of the aspects of a foreign language that may benefit from teaching and learning via songs is vocabulary. Teachers play a meaningful role while teaching vocabulary, likewise the author stated songs help their students expand and improve, and build a new stock words to choose from.

Songs allow for interesting changes in the classroom, thus energizes learning activities. Since people find listening to songs as a good technique for learning a foreign language, thus in order to know what a song is about, they read and translate lyrics on their own. This shows us that songs as a pedagogical tool are a good method to stimulate the interest in learning a foreign language.

3.6.2. *Song to improve grammar*

An important aspect to consider in this study is the use of songs to improve grammar. A study conducted by Rahim (2013), studied the context of songs in the teaching of grammar. The study population was divided in two groups, in where one group was taught explicitly through explanations, while the other group was taught implicitly through song fragments. The findings of this study suggested that using songs is an effective method in teaching grammar implicitly and enhancing learners' writing. Generally speaking, when learners are not informed of the grammatical rules, they feel more comfortable, self-confident and motivated in the classroom.

Similarly, a study conducted by Romero & Heredia (2015), aimed to improve the teaching-learning process of English grammar in students of an institution, stated that the people

who benefited from the project enjoyed the process of learning grammar through song. Also recommended that English language will be better through the usage of songs into teaching-learning process and its benefits are widely recognized for the students because they like to learn a foreign language through songs and rhythms. They concluded that songs are an essential tool into the teaching-learning process, that is why teachers should not only work with books but rather they should implement other ways to improve the skills of English.

3.6.3. *Songs as a tool for learning vocabulary*

Another important aspect to emphasize is the use of songs to learn vocabulary. The study by Sari, Yana, & Asahra (2019), aimed at improving the vocabulary mastery of tenth grade students through the use of songs. One aspect of using the songs is that the students could memorize the lyrics and thus learn vocabulary. They concluded that active participation of the students in learning shows their motivation that would be able to build their enthusiasm in learning. Thus, it could be seen from the results that memorizing English songs can be a good technical choice in teaching and learning vocabulary. They stated that memorizing English songs is a very interesting teaching technique to be used because the material of English songs are fun and easy to be followed.

Another study conducted by Limbong(2012), aimed to enrich the English vocabulary of kindergarten students, using pop songs. The quantitative data, collected using tests, and the qualitative data, collected using observation and document study techniques indicated that the use of pop-songs enriched the participants' vocabulary. They also conclude that realizing its high effectiveness, kindergarten EFL teachers are recommended to use songs to boost young learners'

vocabulary development. While implementing the technique, teachers should make sure that students be fully engaged in the activities carried along the preparation, core, and follow-up stages.

3.7. Methodology

This study, is an action research that will be conducted in two months (September 21-November 27) at Ernesto Rincón Ducón educational institution. Therefore, an *Action Research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.* (Carr and Kemmis 1986: 162; cited by Smith 1996)

This project will be developed in 10th grade students, having deductive and inductive grammar learning. Oxford University Press ELT (2015), exposes these two approaches have been applied to grammar teaching and learning and also expresses that deductive approach involves the learners being given a general rule, which is then applied to specific language examples and honed through practice exercises. An inductive approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practice the language.

Similarly, this project is based on a task based learning approach. 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 focus is the authentic use of language for genuine communication. (Zakime, 2018)

In this way Rodríguez-Bonces & Rodríguez-Bonces (2010), remarks that Task-Based Learning offers more advantages than disadvantages. A TBL framework focuses on language acquisition and learning through different tasks that pursue a goal. When carrying out the tasks, learners do not concentrate on language features, but on reaching their goal. Learners are engaged in each one of the tasks since life experiences and previous knowledge support learning. Language is used in everyday life and accounts for students' interests.

In this context, this project will be developed through the work of cards, activities such as questionnaires, matching exercises, etc. and with technological tools for students who have access to the Internet with the aid of songs.

The data for this study will be collected from four activities to be performed; following the institution's working procedures because of the coronavirus outbreak and at the same way will have an interpretative analysis.

3.7.1. *Chronogram of pedagogical activities*

Table 2 pedagogical component chronogram

Nº	Activity	Implementation date	Done
1	Guía nº18 The use of adverbs in affirmative sentences	September 21-25	✓
2	Workshop grading	From September 21 to October 5	✓

3	Academic advise	weekly from Monday to Friday	
4	Guía nº20	October 19-26	✓
5	Workshop grading	From October 19 to October 30	✓
6	Preparación ICFES a. First meeting b. Second meeting	a. October 23rd b. October 27th	✓ ✓
7	Guía nº 22-10th The nouns	November 3-9	
8	Guía nº 22-11 taller final de repaso	November 3-9	
9	Workshop grading	From november 3 to November 13	
10	Guia nº23 -10th taller final de repaso	November 16-23	
11	Workshop grading	November 16-23	

3.7.2. Activities

Taking into account the general schedule of activities created by the institution I was able to establish my calendar of activities where the work done in the tenth and eleventh grades of the educational institution Ernesto Rincón Ducon is reflected. In the following paragraphs, you will find a description of each one of the activities carried out:

3.7.2.1.Workshop nº 18 and 20.

To begin with the teaching practice, the workshop number 18 was created by the area supervisor, therefore my work with them was to review and give advice to the students when they had doubts about the development of the homework or doubts about the use of frequency adverbs. Guide nº 18 the students had to answer a series of questions using the frequency adverbs; this card had no guiding examples, only a table where the frequency adverbs were found with their percentages. (see appendix A. Guía nº 18)

Guide number 20 had the same structure as the previous guide (see appendix B. Guía nº 20); the difference was that in this one they had to pass a sentence given there to any of the forms of the present simple (negative, affirmative, interrogative) making use of the adverbs of frequency. As a support to this guide, I made a video (see appendix C), which explained the subject; this was done with the help of technological resources. It was a video where I included slides where the student could visualize the examples so at the time of developing his work had more facility and could follow the structures presented in it. This video was sent to the corresponding groups of WhatsApp.

3.7.2.2.ICFES training

For the 11 students' state exam presentation, the institution prepared a schedule of virtual meetings through google meet, where the components established in these tests could be worked on. For the English area, two meetings were established; the first for October 23 and the second for October 26. In the first meeting, I gave the students a general approach to the test; that is, I explained the English test and how many parts it was divided into, how many percentages each

had, and what aspects of that component were to be evaluated. While I explained each part, we did an exercise corresponding to each point.

For the second meeting that took place on October 26, the students asked me to explain some of the most frequent grammar topics that could be found in the test. For this, I made an inspection to booklets or previous exams where I could explore the most frequent topics. With this in mind, I explained the prepositions, frequency adverbs, comparatives and superlatives and verb tenses such as past simple and present. For this meeting, take a test on the quizizz.com site with some questions from the previous state tests. Not all students could enter the activity due to the lack of technological devices, but they participated answering the questions since they could see the question and answer screening of the game. (See appendix D Icfes Training)

3.7.2.3. Workshop nº 22.

Guide number 22 was the last workshop for the 11th grade and it was a new workshop for the 10th grade. For this opportunity, I created a cumulative sheet of topics for the 11th grade; this was a request for the closing of the school year given by the academic coordinator. As I had already seen results from previous workshops, I decided to work on the present simple and the frequency adverbs due to the high percentage of mistakes that the students had in this verbal tense. About the workshop for the tenth grade, we worked on a new topic, nouns. (See appendix E Guía Nº22) For this guide I made a video explaining the rules and uses of this topic. The results for these workshops were not what I expected. At first, I thought the instruction and exercises had been clear, but the practice showed me the opposite.

3.7.2.4. Workshop nº23.

For the final workshop for the tenth grade, I also decided to gather the topics previously seen, creating multiple-choice questions and completing the sentences. All this to finish with the topics and the closing of the subject for this last school period. In this workshop, I could conclude that the students are not used to perform their tasks in an inductive way if there is not a solid base of the topics they have seen. I could observe that there is a more consolidated progress if it is explained to them in detail and with examples of what they should do. (See Appendix F Guía N°23)

3.7.2.5. Academic advice.

The academic advisors are available to those students who wish to participate in them. So far the students who ask for advice the most are those who want to improve their grade, that is to say those who gave their workshop and did not do well; they write me via whatsapp so that I can explain the subject better and be able to do the exercises again. This exercise is done through a call or written message. Other students write to me while they are completing the exercises and show me what they are doing or ask me to explain them clearly. Finally, a minimum number of students come to my living place to get direct advice (this has happened a couple of times). With these students we have done online exercises and I have shown them songs where the topics of the guides are used explaining them the topics at that moment. (See Appendix G Academic advice)

3.7.2.6.Workshop grading.

Grading was one of the most demanding processes I had, due to the way the students handed over the workshops. Each submission had to be done by email or by WhatsApp. Most of the

students sent their assignments in a Word document or a photograph to this social network. It took me a long time because some pictures were not well focused or because the students' handwriting was sometimes not very comprehensible. One of the most important things when grading was to give a chance to those students who had grades below 3.0. These students could re-submit their homework to improve their grade with the only condition that they asked for advice on the subject. This strategy succeeded because the students were concerned and autonomously requested a way to improve their grade. I gave them the option to take the advice so they could understand the subject and solve their exercises easily. With this experience scoring and giving grades to students, I realized the frustration that a grade generates in students. That many students have abilities but become conformists and that there is no better encouragement than supporting them in this process.

3.8. Results

In the course of the practicum, I have observed that the students' work with the deductive method through songs has not been adequate for the students because they do not have a solid basis in English, which makes them confused in learning grammar. On the contrary, the work with the inductive method has been effective because the students pay more attention to the detailed explanations or examples given to them, responding with ease to the assignments.

On the other hand, considering the academic advices I gave to some students where I worked a couple of songs, I can affirm that the songs are a strong element to learn vocabulary, and that the lyrics, rhythm and music of the songs help the student to know and introduce to his/her knowledge new words. In the same way, the songs can be useful to learn grammar if the students

have a previous knowledge of the topic, that is to say, it can serve as a medium to practice the knowledge previously acquired.

3.9.Conclusion

In conclusion, the objective proposed in this project was to improve of 10th graders grammar by means of English songs. However, it was not possible to carry out the workshops in their totality, since the virtual methodology worked by the institution was not the most adequate to carry through the activities.

The intension was that the students would improve their grammar with the help of songs, as a complement to the workshops, and although it could not be done by means of guides, some students were benefited or participated through the academic advices that were given to them.

CHAPTER IV RESEARCH COMPONENT

The formation of the reflexive spirit in the practitioners of PLEX, a training tool to qualify the pedagogical practice

4.1. Introduction

In the Bachelor in foreign languages degree context of training, the pedagogical practices of pre-service teachers are outlined as one of the focuses of interest and updating to be studied

and documented for the improvement of teaching-learning processes, for the qualification of education.

While there is a clear interest in the visible need to understand and transform teaching practice, it is also true that much of the local studies are focused especially on the problems of learning rather than teaching.

It has been considered opportune to formulate a project that implements a reflective approach to practice as a way of objectifying knowledge, behavior and attitudes to guide the teaching work. Also as an exercise of internalization, of immersion and conscious exploration of one's own teaching subjectivity, through the formulation of questions and the search of information for the solution of problems and for self-recognition.

4.2. Justification

The proposal of this project in the context of Foreign Language students' practicum is part of the professionalizing conception 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 importance to the role of reflection in the teaching process is the first step to understanding professional issues, own actions, and to be interested in the knowledge of the models and approaches to address a problematic situation and to establish an analytical look at the fact.

In accordance with the statement made by the philosopher of education Jhon Dewey, a pioneer in the field of reflective thought applied to teaching, the need for this project is to provide students analysis and self-observation that allow them to distinguish between routine

action and reflective action. We consider that a reflective approach protects the agents of the traditional context from inertia, and authority that permeates the school.

4.3. Statement of the problem

Schools assume core aspects of the individuals' constitution, of the institutional life without question, they are seen as stamps, 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. Seen in this way, the practicum is assumed from reproductive codes that make teachers perform traditionally, as a cultural reproduction, becoming a barrier to the arising of emerging practices aimed at generating transformations of thought and knowledge, to meet social needs.

Due to this situation, which affects teachers to a greater or lesser extent, it is necessary for the teacher training process 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 impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their integral practicum, to self-evaluate, to establish a critical and constructive look 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?

4.4. Objectives

4.4.1. General objective

- To promote the critical spirit development in pre-service teachers in order for them to analyse their pedagogical work.

4.4.2. 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.

4.5. Theoretical framework

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

4.5.1. 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 trains integrally students as part of his responsibilities. The teaching profession requires a series of competencies, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that all teachers must have competencies in the discipline that allow them 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 or she develops his or her activity.

Similarly, every teacher must possess skills in organizing content, which means that pedagogical practice does not only require organizing its components to be learned by the students, but also providing for teaching conditions in the educational context or outside it. The most immediate function that teachers must develop is to design or foresee the practice of teaching.
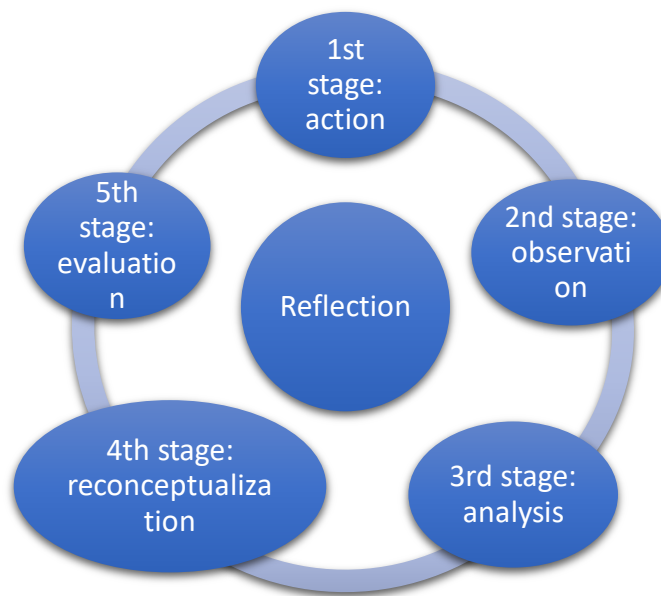
4.5.2. Reflection

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).

4.5.2.1. 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:

Illustration 3 Reflection Schema

4.5.2.2. Reflection as thematic.

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

4.5.3. Reflective practice

To update and qualify the academic proposals in the University and to orient the students towards new ways of relating to the world, it is necessary that the teacher questions himself on his own practice and the impact that it has generated. Likewise, teachers must be able to objectify their behaviors, and to assume the different roles in the pedagogical relationship.

Teachers play a central role in today's educational world; they work in a complex space subject to constant change determined by the interaction of various factors and circumstances. 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 to include the changing social reality in our pedagogical work is evident in the existence of numerous attempts to explain school phenomena and in the search for ways to address these phenomena, to make school work effective.
This study will serve the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention (Sacristán, 1999)

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

On a second level, reflection is found in the implicit budgets of the specific classroom practices. Therefore, the consequences of the adopted strategies, curricula, and practices are analysed. It is then necessary to apply educational criteria to the practice of teaching in order to make pedagogical decisions adapted to institutional reality and to contexts.

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

4.5.4. 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:

4.5.4.1. 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.

4.5.4.2. 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:

4.5.4.2.1. 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.

4.5.4.2.2.   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.

4.5.4.2.3.   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.

4.5.4.2.4.   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.

4.5.4.2.5.   Critical element of reflective thinking.

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

This authors established some classification categories of knowledge:

1. Knowledge of content

2. General pedagogical knowledge

3. Curriculum knowledge (materials, programs, etc.)

4. Teaching knowledge and own professional configuration

5. Knowledge of the 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.

4.6. Methodology

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

To review the impact of the proposal for reflection on this practice process, a process of socialization and systematization will be carried out.

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:

4.6.1. Reflection workshops

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.

4.6.1.1.Objective.

- To consolidate a group of teachers and practitioners with a critical spirit who reflect and present proposals and alternative solutions to the educational problems of their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- To qualify, provide and effectively integrate the educational establishment.

4.6.2. Self-observation sheet

The main objective of the self-observation sheet is to guide the practitioner towards a proper look at his exercise as a teacher and his role in the classroom and in the environment of the educational community where he have been included.

4.6.3. *Narrative journal*

The reflective 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.

4.7. Context

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

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

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

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

A school is an organization that depends on society. A social institution commanded to provide the systematic education, conditioning the "teaching-learning" process and the organization of groups composed by teachers and students (Crespo, 2010).
In such sense the school as an educational institution has the following functions:

4.7.1. Socializing 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.

4.7.2. 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.

4.7.3. 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 because of the active participation in the exchange of desires and behaviors with colleagues and adults (Vizcaino, 2010).

4.8. Population

Participants in this study are 49 pre-service teachers of tenth semester, belonging to the Bachelor Foreign Languages degree at the University of Pamplona.

4.8.1. Direct beneficiary population

- Pre-service teachers.

- Supervisor teachers.

- Student community from the educative institutions for practicum implementation.

4.8.2. Indirect beneficiary population

This population comprises the teacher community of the Bachelor 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.

4.8.3. Institutional departments articulated to the project

- The Bachelor of Arts in Foreign Languages degree.

- Language and communication department.

- Faculty of education sciences.

4.8.4. External institutions linked to the project

- Ernesto Rincón Ducon Educational Institution
- Nuestra Señora De Belén High School,
- Brighton School
- La Presentación School
- José Antonio Galán School
- Cristo Rey Educational Institutional
- Francisco José de Caldas Educational Institution

4.9. Data collection Chronogram

Table 3 Research component timetable

Activities	September			October				November			
	2	3	4	1	2	3	4	1	2	3	4
Workshop #1		X									

Reflection Workshop	Workshop #2			X			
							X
Self-observation sheet	Self-obs. Sheet #1		X				
	Self-obs. sheet #2				X		
Narrative journal	Narrative A week 1-2	X					
	Narrative B week 3-4		X				
	Narrative C week 5-6				X		
	Narrative D week 7-8					X	

4.9.1. Reflection workshop

Throughout the practicum period, I carried out three workshops that helped me to reflect on some aspects that are necessary as a teacher and that thanks to some workshops I was able to look for solutions. Something very important to emphasize is that the group reflection is also a great ally of the growth in teaching. Perhaps the experiences of others also help me as a professional to grow by observing other points of view without leaving aside the self-reflection, which helps me to evaluate myself and correct and overcome personal aspects in the moment of

being in front of a classroom as a methodology or the attitude in front of my students. (See Appendix H Reflection workshop)

4.9.2. Self-observation sheet

The main objective of the self-observation sheet is to guide the practitioner towards a proper look at his exercise as a teacher and his role in the classroom and in the environment of the educational community where he have been included. The self-observation sheets that I have done during the practicum, have helped me to have a more intimate approach with my practice process, that is to say, to evaluate myself in more specific points such as the way in which I have done a guide, the ways in which I have explained a subject, the time that I take to give a class. These self-observations have helped me to correct and improve aspects that perhaps in the practice were not carried out in the correct way.

4.9.3. Narrative journal

The reflective 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.

During the practice, I have written four narratives, in one of them I wrote about the approach I had with the institution where I do my practices. The others have been about my thoughts and points of view regarding the practice. The description and reflection have been fundamental in each of the narratives that are made every two weeks; this is due to the alternation that leads the institution in the development of the workshops. There I have been able

to express my opinions and feelings about the teaching process. (<u>See Appendix I. Narrative journal</u>)

Thanks to the above, the following question could be answer:

How does the reflective practice approach contribute to the transformation of your teaching?

Reflection is an important aspect of life. If people do not reflect, every daily action could not be carried out. It is the same case for teaching or teaching work. Reflection is key to the teaching process. Every day we learn something new and it is through the reflective process that this is achieved; that is, reflection is a great ally to transform teaching to decide what we should change or improve.

4.10. 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.
- Reflective analysis in pre-services teacher develops their abilities to solve problems and improve their teaching skills.
- Analysis of pre-service teachers' realities, surroundings and social representations along with notions and different concepts related to schools.

4.11. Conclusion

By observing the evolution of the practice from its beginning to the final stage, I conclude by declaring that reflection is a fundamental aspect in education. At all times and in all places, teachers are reflecting on what has been good for their classes, on the improvements that could be made, on what their weaknesses have been and, above all, how to overcome them. If teachers did not reflect on their role as teachers, education would not progress.

CHAPTER V OUTREACH COMPONENT

5.1.Presentation

By this proposal, the reader will find a twofold objective: to organize in a project the social impact of the Language Program from the implementation of the outreach component to the community of the Integral practicum, and to raise awareness students in the elementary school to the basic fundamentals of English as a foreign language.

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.

5.2.Introduction

Participating in world policies in the academic, cultural and economic fields encouraged the Colombian National Government to promote the learning of foreign languages in the different educational sectors 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.

5.3.Justification

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

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

The development of this project is highly beneficial to both institutions and the student population of the city of Pamplona, as well as to the Foreign Language Program and the students who develop their integral practicum. This benefit is the opportunity that elementary school children have to be in contact with a foreign language, and at the same time, to the students who are finishing their university degree, so that they can get to know the educational realities and needs of the environment, and in this way can cooperate, intervening in processes that influence the enhancement of their needs.

5.4.Objectives

5.4.1. *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.

5.4.2. *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.

5.5. Typology of the project

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

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

5.6. 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.

5.7. Theoretical framework

5.7.1. Language teaching

5.7.1.1. 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. (Cruz, Loyo, & Méndez, 2011)

UNESCO (2003) considers that languages are not just a mean of communication, but they represent a true sector of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, as well as, support the learning of international languages that provide access to global communication and information exchange. To accomplish this, UNESCO suggests the promotion of multilingualism and intercultural dialogue, together with development of policies for the translation, by all possible means, of written and visual materials in order to promote the circulation of ideas and artworks.

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

5.7.1.2.National Bilingual Program

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

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

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).

Illustration 4 Niveles de Lengua esperados en el PNB

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

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

Thus, the importance of reaching to the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyse the theoretical basis that explain the process of learning or acquiring a second language. (L2) or FL and how this process is related to the mother tongue". Based on what was written above Krashen (1991) quoted by Yesser A. & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE. "Language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language."

"This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)". The authors present their point of view on the subject and differ "that for purposes of this discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes". "It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach of language are relevant to the process of acquisition of LE in children and nourish the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), a child acquires a language in three stages:

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

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

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

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

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

5.7.3. Learn FL in elementary school

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

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

- Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity and audacity that surpasses those of young and adults.

- Children not only tend not to be afraid of committing failures, but often acquire and transmit meaning through gestures and pantomime.

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

In summary, it is clear that the human learning process is a function of experiences with the environment, in which it is influenced by cultures that predominate and identify their idiosyncrasies and autonomy, especially in the young population in the life cycle of childhood, where from a number of theories from the psychological, sociological field, it is argued that learning takes place through observation and listening to the sounds that focus on the senses of each individual. Highlighting that the process of the cognition from the mental processes guide and take to good term a significant learning in boys and girls who are in the beginning of learnings especially of a LE.

5.8.SUBPROJECT
Learning vocabulary by means of songs

5.8.1. School Context

The educational institution Ernesto Rincon Ducon has a primary school section in the main campus, with an English teacher only for the 3rd, 4th and 5th grades. It is important to mention that this teacher is not an English degree, but she was placed there to fill that area. That is why the need to give support to this teacher in teaching English to children exists.

5.8.2. Beneficiary population

Children between the ages of eight from twelve years, students in 3, 4 and 5 grades of primary school at Ernesto Rincon Ducon Institutional education.

5.8.3. Institutional dependencies articulated to the project

* Ernesto Rincon Ducon Institutional education

5.9.Methodology

This project will be carried out from didactic flashcards having as support songs, where it is possible to reflect the vocabulary that wants to be taught.

Following the work standards of the institution, we will be working on this extension project every 15 days, so that students do not feel stressed about their assignments.

5.9.1. Timetable

The following schedule reflects the activities carried out.

Table 4 Outreach component timetable

Type of material	Topic	Grade with whom it was implemented or will be implemented	Implementation date
Workshop #1	Part of the body	3°	28 sep- 2 oct
Workshop #2	Food & numbers	4° & 5°	12-16 oct
Workshop #3	Jobs & occupations	3°	26-30 oct

5.9.2. Activities

During all the practice, I have performed three workshops with primary school, where the learning of vocabulary is fundamental. Songs that help the memorization and work of the students support these activities. The following points detail each of these activities.

5.9.2.1.Workshop 1- part of the body.

For this activity, I made an word search where the students had to find a series of body parts that were named in a song called *'head, shoulder, knees & toes'* that was sent to their WhatsApp groups, in addition to this to reinforce the learning, they had to locate the body parts to an image that was given to them. (See Appendix J. The body)

5.9.2.2.Workshop 2- food and numbers.

As the coordinator demanded that the workshops be designed with multiple-choice questions, this workshop was created following that requirement. In this file, the students had to choose the name of a food presented by means of an image. In the case of the numbers, they had to choose the correct number for the statement presented in letter. (See appendix K. food & numbers)

5.9.2.3. Workshop 3- jobs and occupations.

This activity was supported by the song 'people in my town', a song that names different occupations and a characteristic for each one of them. For this activity a multiple choice questionnaire was created and in addition to this, a crossword puzzle was designed where the occupations should be located according to the audio. (See appendix L. jobs & occupations)

Each of the elementary students developed the activities established for learning vocabulary through songs.

Now, how does the extension project "The formation of the reflexive spirit in PLEX practitioners, a training tool to qualify the pedagogical practice" contribute to the academic community where you develop the practice and projection of the Bachelor's degree in foreign languages?

Personally, the contribution that was made with some classes of primary was a support to the area and the teacher, since these do not have a specialized teacher. The teacher to feel supported in the area feels more security and confidence in what is taught. Which makes the students learn English with more attitude.

CHAPTER VI – ADMINISTRATIVE COMPONENT

6.1. Introduction

Throughout the school year, Ernesto Rincon Ducon Educational Institution carries out a series of extracurricular activities formed by different committees. Teachers, students, and parents work together so that these activities take place without major inconveniences. This component shows the importance of activities outside the classroom and the dedication and compromise of teachers to carry them out.

6.2. Objectives

6.2.1. General objective

To be involved in the extracurricular activities of the educational institution.

6.2.2. Specific objectives

- To encourage students to participate in extracurricular activities.
- To participate in the design and implementation of extracurricular activities

6.3. Methodology

The pre-service must be a part of the extracurricular activities proposed by the educational institution. That is why I participated in different activities (meetings), where different institutional topics were developed.

6.3.1. Timetable

Table 5 Administrative component timetable

Date	Activity	Done
24 September	Meeting (preparación pruebas ICFES)	Yes
5-9 October	Semana institucional -Notas tercer corte -entrega de boletines - encuesta de evaluación para trabajo en casa -socialización de posible cronograma de finalización de año.	Yes
14 October	Meeting (cronograma de cierre de año)	Yes
26 October	Meeting (propuesta de cierre de guías de trabajo)	Yes
16 November	Entrega de símbolos	No

20 November	Encuentro para promoción	Yes
	y evaluación de estudiantes	
	de grado once.	

Most of the participation in extracurricular activities that I have had, have been meetings where academic aspects of the institution have been discussed, for example the organization of academic schedules, implementation of workshops for students, and factors such as possible academic work for the next school year. (See appendix L. meeting)

6.4. Conclusion

Although many times the meetings were boring for me, it was enriching to be present in each one of them, because I learned and understood that the educational process is not only about being in front of a classroom, about preparing classes and about teaching the students some topics; it is about being involved in their general formative process. It is about being a team with the other teachers where we can solve problems, generate ideas and develop them; it is about becoming aware that we are all here to encourage the students, the teachers themselves and the educational institution.

Appendix

Appendix A Guía Nº18
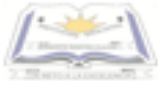
INSTITUCIÓN EDUCATIVA ERNESTO RINCON DUCÓN
GUIA 18 – Cuarto Periodo
Asignatura: Ingles – Grados 10° y 11°
Semana del 21 de Septiembre al 03 de octubre
PROFESOR: Yhoel Antonio Castillo
Teléfono: 3108700913 – Email: yhoelcastillo00@gmail.com

ADVERBIOS DE FRECUENCIA CON SUS PORCENTAJES Y SIGNIFICADOS

100%	Always	Siempre
90%	Usually	Usualmente
80%	Normally	Normalmente
70%	Often	A menudo
50%	Sometimes	Algunas veces
30%	Occasionally	Ocasionalmente
10%	Seldom	Pocas veces
5%	Hardy ever	Casi nunca
0%	Never	Nunca

Responda las siguientes preguntas agregando un adverbio de frecuencia:

1. How often does he smoke cigarettes?
_____

2. How often do we water the flowers at the garden?
_____

3. How often does she wash the car?
_____

4. How often do the musicians play the saxophone?
_____

5. How often do you eat hamburgers?
_____

6. How often does the tiger pass over here?
_____

7. How often do they clean the floor?
_____

8. How often do you see horror movies?

Appendix B Guía Nº20

ADVERBIOS DE FRECUENCIA CON SUS PORCENTAJES Y SIGNIFICADOS

100%	Always	Siempre
90%	Usually	Usualmente
80%	Normally	Normalmente
70%	Often	A menudo
50%	Sometimes	Algunas veces
30%	Occasionally	Ocasionalmente
10%	Seldom	Pocas veces
5%	Hardy ever	Casi nunca
0%	Never	Nunca

Pase las oraciones como indica el paréntesis agregando un adverbio de frecuencia:

1. He is at the church.   (int)
   _____

2. Do they read scary books?   (aff)
   _____

3. The painters drink apple juice.   (neg)
   _____

4. Are the mayors at the courthouse?   (aff)
   _____

5. She studies French in Paris.   (neg)
   _____

6. The sheep doesn't eat too much grass.   (int)
   _____

7. Do we clean our department on weekend?   (aff)
   _____

8. I am courageous.   (int)
   _____

9. Does the doctor play basketball?   (neg)
   _____

10. You don't open the doors.   (aff)

Appendix D Icfes Training

Appendix E Guía Nº22

Guía 22 once

INSTITUCIÓN EDUCATIVA ERNESTO RINCON DUCÓN
GUIA 22 – Cuarto Periodo
Asignatura: Ingles – Grados 11°
Semana del 3 al 9 de noviembre-Taller final
PROFESOR: Yhoel Antonio Castillo
DOCENTE PRACTICANTE: Yury Liseth Villamizar
Teléfono: 3108700913 – Email: yhoelcastillo00@gmail.com

1. **Ordena las siguientes Oraciones**

| My | I | bike. | ride | always |

_____

| usually | brother | music. | listens | My | to |

_____

| friends | My | sometime | basketball. | play |

_____

| the | internet. | uses | Jose | often |

_____

| reads | always | emails. | his | He |

INSTITUCIÓN EDUCATIVA ERNESTO RINCON DUCÓN
GUIA 22 – Cuarto Periodo
Asignatura: Ingles – Grados 11°
Semana del 3 al 9 de noviembre-Taller final
PROFESOR: Yhoel Antonio Castillo
DOCENTE PRACTICANTE: Yury Liseth Villamizar
Teléfono: 3108700913 – Email: yhoelcastillo00@gmail.com

2. **Completa la conversación, colocando los verbos en el presente simple.**

A: Hello. Nice to see you. _____you_____ (work) here?
B: Yes. I do. I am the headwaiter
A: Oh good. And _____you _____ (like) it?
B: Oh yes, I _____ (love) it here. It is an excellent restaurant. The chef _____ (cook) wonderful food and the waiters all_____ (work) very hard. The only problem is that I_____ (not/go out) in the evenings anymore because I am always busy here.
A: Ah, that's why we_____ (not /see) you now at the club.
B: that is right. I only_____ (have) one evening free and I_____ (usually/stay) at home then.
_____Maria_____ (go) to the club now?
A: Oh yes, she does. She_____ (talk) about you sometimes. _____you (see) her?
B: No, I do not. I'm always busy and she_____ (not/know) about this new job. I _____ (telephone) her sometimes but she_____ (be/always) out.
A: well, she_____ (go out) quite often. But I _____ (know) she_____ (want) to see you again.
B: look at the door! It's Maria. She is coming in here.

Guía Nº 22 Décimo

SINGULAR AND PLURAL NOUNS

Los 'nouns' se usan para referirse a personas, animales, cosas y objetos, eventos, lugares o ideas abstractas.

1. Escriba el plural de los sustantivos en el crucigrama.
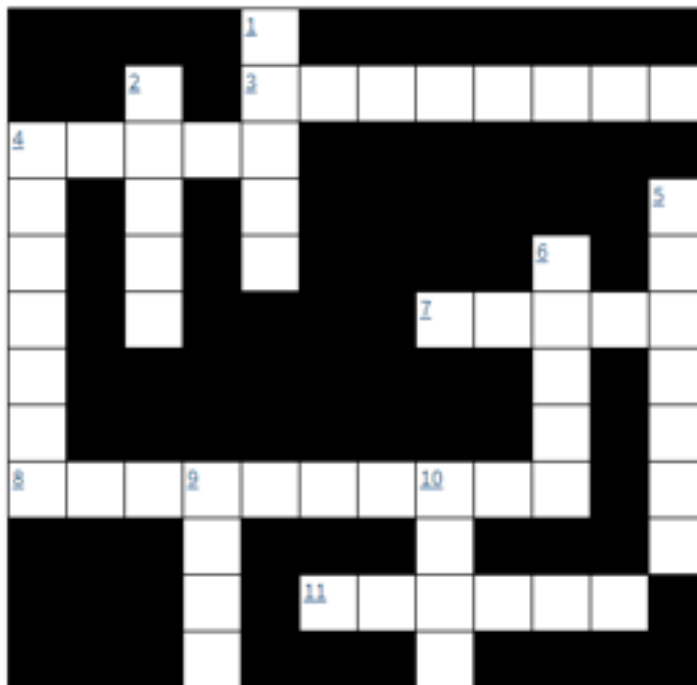
Across

3. aircraft
4. fly
7. kilo
8. sandwich
11. city

Down

1. basis
2. life
4. ferry
5. poster
6. play
9. deer
10. hat

2. Escribe el plural de los siguientes sustantivos.

a. Half
b. Kilo
c. Woman
d. Mouth
e. Foot
f. Sheep
g. Penny
h. Bus

i. Day
j. Fish
k. Party
l. Wife
m. Potato

Appendix F Guía Nº23

1. **Ordena las siguientes Oraciones**

| my | I | bike. | ride. | always. |

_____

| usually | brother. | music. | listens | My | to |

_____

| friends. | My | sometime | basketball. | play. |

_____

| the. | internet. | uses. | Jose | often |

_____

| reads. | always. | emails. | his. | He |

_____

2. **Completa las oraciones, colocando los verbos en el presente simple.**

1. _____we _____ (do/have) Maths on Tuesdays?

2. Carol *(have/not)* _____ any brothers or sisters.

3. _____he_____ (do/go) to the cinema?

INSTITUCIÓN EDUCATIVA ERNESTO RINCON DUCÓN
GUIA 23 – Cuarto Periodo- final
Asignatura: Ingles – Grados 10°
Semana del 10 al 20 de noviembre
PROFESOR: Yhoel Antonio Castillo
DOCENTE PRACTICANTE: Yury Liseth Villamizar
Teléfono: 3108700913 – Email: yhoelcastillo00@gmail.com

4. They _____(cost) 60 cents

5. The children *(be/not)*_____ tired

6. Yes, he does. He _____(sing) very well

7. It_____(mean) barco

8. Anne usually *(go)*_____ to school by bus

9. He _____ (work) in a music shop.

10. I *(be/not)*_____ from England

3. **Elija el plural correcto para cada una de las palabras que siguen**

1. **Choice**
   a. Choice b. Choices c. Choiceies

2. **Box**
   a.Boxs b. Boxies c. Boxes

3. **Thief**
   a.Thiefies a. Thiefs c. Thieves

4. **Army**
   a.Armys b. Armies c. Army

5. **Owl**
   a.Owls b. Owlies c. Owelds

4. **Escribe correctamente el plural del sustantivo dado en paréntesis**

1. The little boy caught five_____ (**fish**) in the pond behind his grandfather's house.

2. The barn_____ (**cat**) enjoyed hunting for the_____ (**mouse**) hiding in the hay.

3. The_____ (**child**) played on the playground for _____ (**hour**).

4. Can you help me move these _____ (**box**) to the front room?

5. There are four_____ (**knife**) on the table, and we will have

thirteen_____ (**people**) here for dinner.

Appendix G Academic advice

+57 310 8019417 ✓✓ Pronombre personal+ ad...	**+57 322 2396112** Ok
+57 322 2342246 ✓✓ Tranquila	**+57 322 4519399** ✓✓ Buena noche😊
+57 323 2899242 ✓✓ **continúa trabajando así...**	**+57 322 8475240** ✓✓ Buen uso de los adverbi...
+57 313 4213858 Ok gracias buen tarde	**+57 313 5064894** ✓✓ Buen uso de los adverbi...
+57 313 8709451 👍	**+57 321 9216726** 💬 Sticker
+57 322 7656829 Si señora	**+57 314 4936841** Ok gracias

Appendix H Reflection Workshop

TALLER DE REFLEXIÓN No 3 21 de Noviembre de 2020

Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría . Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de l@s estudiantes .

El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica .

En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas

Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de investigación.

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

Tomando como referente que los talleres se estaban trabando cada quince días, tomaba los días viernes para crear estos mismos y también para grabar los videos explicativos de los temas plasmados allí. Para comenzar , planeaba o estructuraba los posibles ejercicios a incluir en las guías, siendo cuidadosa de no incluir muca información, ya que como indicación inicial, mi supervisor me informó que no podía realizar un taller extenso, que como máximo una página. Fue una actividad tediosa porque siempre quise que los talleres tuviesen suficientes ejercicios de práctica porque no era suficiente con lo que se trabajaba. Después de seguir con esas indicaciones, procedía a buscar información de apoyo en línea como videos, canciones o ejercicios para mis ideas y mis guías; como penúltimo, diseñaba diapositivas para los videos explicativos de las guías. para finalizar, enviaba la guía a mi supervisor para que la revisara y le diera el visto bueno. si había falencias me la regresaba para corregirla y devolvérsela con el objetivo que él la enviara al coordinador académico quien era la persona que subía los talleres a un blog de la institución para que los estudiantes la desarrollaran.

Appendix I Narrative Journal

Narrativa N°1

Yury Liseth Villamizar

Lugar de practica: Institución educativa Ernesto Rincón Ducon.

Han sido casi cuatro semanas enriquecedoras; y digo enriquecedoras porque cada acontecimiento ocurrido, haya sido bueno o malo aportó un poco para el crecimiento como docente. Al comienzo de este proceso estaba llena de dudas, inseguridades, estrés por diferentes factores que no dejaban que avanzara. En un principio el hecho que la institución en donde realizo la practica integral no me permitía avanzar; y lo expreso así porque el no tener documentos que me hicieran conocedora de la institución educativa me hizo creer que si así sería el comienzo no podría imaginar los inconvenientes más adelante. Además de esto, el consejo académico de la institución (coordinador académico, disciplinario, docentes y padres de familia) no tenían conocimiento de una practicante en el establecimiento, lo que hizo que mi observación institucional fuera inexistente, por ende no hubo una observación directa, simplemente dejé que mi docente supervisor me relatara como estaban trabajando, cuáles eran las falencias de los estudiantes en cuanto al área de inglés y como estaba superando esa barrera.

Teniendo en cuenta esta observación por el docente, comencé a plantear mi proyecto pedagógico que sería implementado en estudiantes de bachillerato de esta institución (un grado específico). Comenté esta propuesta al director de la institución, la cual fue rechazada; sus argumentos, que con la modalidad de trabajo implementada por ellos no sería viable el proyecto. Faltando menos de una semana para la sustentación de este mismo, tuve que cambiar esta propuesta, no lloré pero si me desesperé, tenía que buscar algo nuevo

que pudiera trabajar, que fuera de ayuda para mis estudiantes y además que tuviera conexión con el contenido programático del grado. Por falta de tiempo, no pude plasmar en letra y papel la mayoría de mis ideas para la metodología. Llegó el día de sustentar, sentía miedo y nervios por lo ocurrido, estaba a gusto hablando de mi proyecto y ocurrió lo inevitable, tuve fallas con el internet.

Después de este chasco, tuve una charla motivacional para subir los ánimos y calmar el desaliento que había en mi interior por lo sucedido. Tomé la valentía para preparar mi primer taller tanto para primaria (proyecto de extensión: aprendizaje de vocabulario a través de canciones) como para mi curso de décimo grado. Ahora se encontraba esa incertidumbre de que estrategia utilizar para hacer un trabajo ameno. Después de tener una y otra idea me decidí y cree la primera ficha de trabajo para primaria (vocabulario de las partes del cuerpo), estaba feliz porque sabía que era algo que iba a motivar a mis estudiantes. En cuanto a bachillerato no pude enviar mi taller porque se trabaja cada 15 días y el docente (mi supervisor) ya había subido la guía de trabajo, así que mi trabajo para esta semana fue calificar talleres, en donde pude evidenciar muchas falencias por parte de los estudiantes en el inglés. Esto demuestra que las observaciones dadas por mi supervisor eran verídicas y que se está haciendo lo mejor para remediar estos inconvenientes. Además de lo anterior comencé preparar ideas para el nuevo método de trabajo de los estudiantes, talleres tipo ICFES para la preparación de los estudiantes en el examen de estado. Me preocupa el hecho de no poder implementar el proyecto en su totalidad, pero sé que cuento con las capacidades para diseñar los talleres en donde pueda incluir mi proyecto y trabajar las canciones para la mejora de la gramática.

Narrativa N° 3

Se acercaba la realización de un nuevo taller, tenía muchas ideas en mente para poder implementar, incluyendo la canción que podría ayudar a entender la temática de los estudiantes. Todo estaba marchando a la perfección y me sentía más tranquila, hasta mi supervisor me escribió diciendo que el enviaría la guía al coordinador. Quede muy desanimada sin poder hacer mucho. En ese momento tenía que pensar y buscar una forma más adecuada de tener un poco de acercamiento con mis estudiantes; aunque ya lo había tenido por medio de las asesorías pero no había sido con todos. Así que decidí crear un video en donde pudiese explicar la temática que el docente había implementado en la guía, ya que esta solamente contenía el taller y no tenía una previa explicación, necesitaba hacer algo más que calificar y asesorar. Para mí la parte más tediosa es buscar o reunir la información para darles a los estudiantes. Busque en mis libros de inglés, busque en páginas de internet información que fuese entendible para el nivel de los estudiantes. Grabé el video (algo sencillo), en donde les explicara a los muchachos, como era el uso de tema gramatical que iban a desarrollar.

Algunos de los estudiantes entregaron el taller muy rápido, lo que me demostró que la explicación que les di por medio del video si funcionó. Ahora continuo calificando, esperando la nueva entrega del nuevo taller en donde espero enseñarles la gramática con el uso de una canción o por lo menos darles una idea por medio de esta. Por otro lado, he estado dando capacitaciones de inglés a los estudiantes de once, esto con la finalidad de que ellos se preparen para la presentación de las pruebas de estado el próximo 7 de noviembre. Aunque algunos estudiantes son apáticos con el inglés, otros por el contrario se encuentran interesados, hasta el punto que pidieron una clase extra en donde les explique temas de gramática "frecuentes" de la prueba. En este punto estoy feliz, porque he podido integrarme con ellos o con algunos ya que no todos tienen acceso a internet, ahora mi tarea y mi propósito es observar preguntas anteriores y sacar cuales son los temas de gramática más frecuentes que les pueda ayudar el día de su prueba, esta difícil porque el tiempo ya es corto pero no será imposible. No crean han sido dos semanas de muchos sentimientos y ocupaciones encontrados.

Appendix J Workshop 1 the Body

Appendix K Workshop 2 Food & Number

Semana del 28 de sept. A 16 de Octubre (5-9) receso escolar
Grado: cuarto y Quinto
Docente: Adriana Sánchez
TELEFONO 312 3864219 EMAIL adnimoa.76@gmail.com
Docente Practicante: Yury Villamizar
TELEFONO 3102658882

FOOD

Escoge el nombre del alimento según corresponda

a. Bread
b. Soup
c. Hamburguer
d. Sandwich

a. bread
b. Fish
c. Sandwich
d. Hamburguer

a. apple
b. Strawberry
c. Kiwi
d. Orange

a. Soup
b. Bread
c. Fish
d. Cheese

a. soup
b. Milk
c. Fish
d. Water

a. Hot dog
b. Water
c. Milk
d. Eggs

a. Sandwich
b. Orange
c. Milk
d. Water

a. soda
b. Orange juice
c. Water
d. Coke

a. meat
b. Pizza
c. Fish
d. Milk

a. Cheese
b. Hamburguer
c. Bread
d. Sandwich

INSTITUCIÓN EDUCATIVA ERNESTO RINCON DUCÓN
Guía de trabajo N. 19
Asignatura: Inglés
Semana del 28 de sept. A 16 de Octubre (5-9) receso escolar
Grado: cuarto y Quinto
Docente: Adriana Sánchez
TELEFONO 312 3864210 EMAIL adnimoa.76@gmail.com
Docente Practicante: Yury Villamizar
TELEFONO 3102658882

Relaciona las partes del cuerpo según corresponda

Nose	Oreja
Eyes	manos
Face	brazo
Head	Boca
Ear	Pie
Hands	Pierna
Arm	Nariz
Leg	Ojos
Foot	Cabeza
Mouth	Cara

Numbers

Escoge el número correspondiente según la cantidad dada

1. Seventy eight
   a. 25
   b. 45
   c. 78

2. Five Hundred
   a. 304
   b. 567
   c. 500

3. Twelve
   a. 12
   b. 56
   c. 87

4. eighty five
   a. 85
   b. 45
   c. 35

5. six hundred and twelve
   a. 456
   b. 612
   c. 567

6. Thirty seven
   a. 78
   b. 73
   c. 37

7. Eight hundred and forty five
   a. 845
   b. 74
   c. 98

8. A thousand
   a. 56
   b. 1000
   c. 100

Appendix L Jobs & Occupations

INSTITUCIÓN EDUCATIVA ERNESTO RINCÓN DUCÓN
Guía de trabajo N. 19
Asignatura: Inglés
Semana del 28 de sept. A 16 de Octubre (5-6) receso escolar
Grado: Tercero
Docente: Adriana Sánchez
TELEFONO 312 3864210 EMAIL admimos.76@gmail.com
Docente Practicante: Yury Villamizar
TELEFONO 3102656882

Responde las siguientes preguntas teniendo como base la canción "People in my town", luego completa el crucigrama.

1. Who pilots through the air?
   a. Dancer
   b. Veterinarian
   c. Pilot

2. I see a _____ writing on a page
   a. Librarian
   b. Writer
   c. Chef

3. Who is fighting fire?
   a. Nurse
   b. Firefighter
   c. Doctor

4. _____ cutting people's hair
   a. Scientist
   b. Plumber
   c. Barber

5. Who brings protection in swimming pools or seas?
   a. Lifeguard
   b. Musician
   c. Electrician

6. Who's changing tires?
   a. Car mechanic
   b. Student
   c. Writer

7. _____ and _____ in the courts
   a. Judges and lawyers

b. Shop assistant
c. Receptionist

8. Who is acting on the stage?
   a. Actor
   b. Soldier
   c. Magician
   d.

9. Who's putting folk in jail?
   a. Gardener
   b. Police
   c. Journalist

10. I see the _____ in the local schools
    a. Soldiers
    b. Carpenter
    c. Teachers

11. What is the name of the person who distributes mail?
    a. A postman
    b. Farmer
    c. Painter

12. Who works in hospitals?
    a. Doctors and nurses
    b. Dancers and gardener
    c. Fisherman and hairdresser

13. Who works in a restaurant?
    a. Stewardess
    b. Chef
    c. Singer

INSTITUCIÓN EDUCATIVA ERNESTO RINCÓN DUCÓN
Guía de trabajo N. 19
Asignatura: Inglés
Semana del 28 de sept. A 16 de Octubre (5-9) receso escolar
Grado: Tercero
Docente: Adriana Sánchez
TELEFONO 312 3864210 EMAIL admimoa.76@gmail.com
Docente Practicante: Yury Villamizar
TELEFONO 3102658882

te Amo
profe

Crossword (completed):

- Across 3: Pilot
- 1 (down): Actor
- 2 (down): Lifeguard
- 5: Writer
- 6: Judges and lawyer
- 7 (down): Teachers
- 8: Police
- 9: Car mechanic
- 4 (down): Firefighter
- 10: Barber

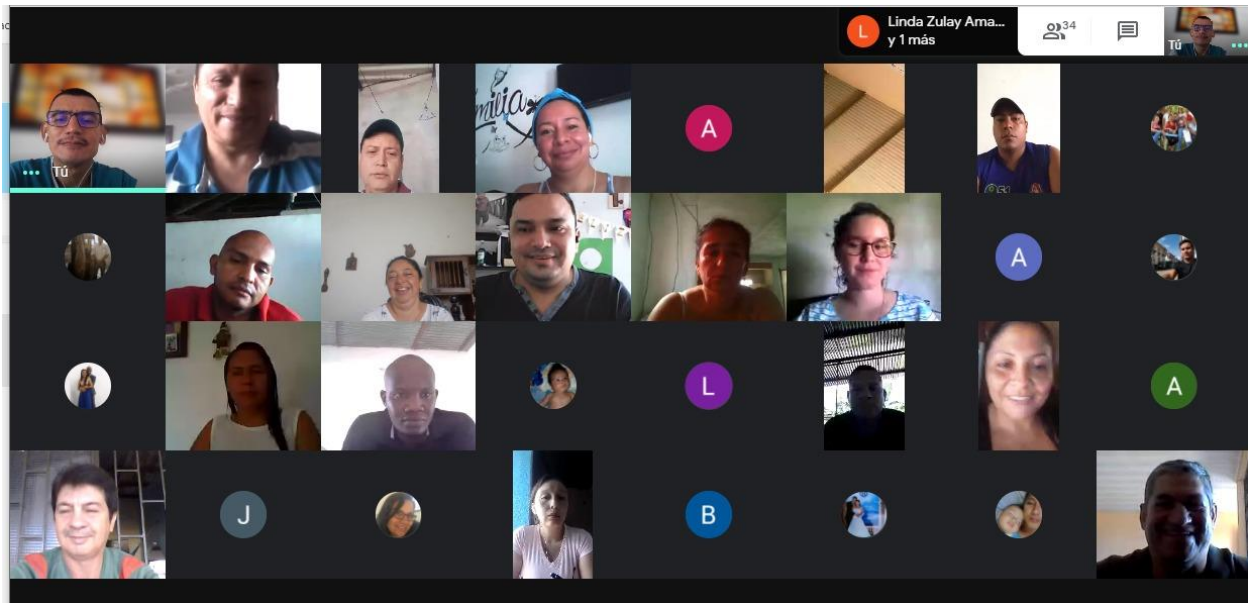Created using the Crossword Maker on TheTeachersCorner.net

Horizontal

3. Who pilots through the air?
5. I see a _Writer_ writing on a page
6. _Judges_ and _Lawyer_ in the courts
8. Who's putting folk in jail?
9. Who's changing tires?
10. _Barber_ cutting people's hair

Vertical

1. Who is acting on the stage?
2. Who brings protection in swimming pools or seas?
4. Who is fighting fire?
7. I see the _Teachers_ in the local schools

Appendix M Meetings

Link to see full appendixes

https://drive.google.com/drive/folders/1PyWopgOQebVWWmBorX5ru5bJXCJj56SZ?usp=sharing

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