

Environmental awareness as a mean for improving speaking skill as a second language in
8th-grade students at “Concentracion de Desarrollo Rural” in Saravena, Colombia: an
action research

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Teaching practicum

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Dedicatory

First of all, I want to thank God for giving me the courage to face adversities, for allowing me to overcome my fears and achieve my dreams, for giving me health and intelligence. I thank God for being my main life's mentor.

I dedicate and thank my family; my mom, my stepfather and my brothers for filling me with love, and supporting me in every step of my personal and professional life, for accompanying me in this process full of happiness and sadness. I also dedicate this to my friends who encouraged me when I wanted to give up and gave me a hand to get up and continue fighting for my goals.

To my teachers of the foreign language program who helped me in my professional training and who are undoubtedly a role model. I want to thank them for their dedication and love of teaching.

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

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General presentation

This project is broken into four components; pedagogical component, the research component, outreach component and, administrative component, in each of the four chapters they are carefully explained from general to specific to better understand what they are aimed to.

First of all, the pedagogical component is aimed at implementing a pedagogical proposal carried out by the pre – services teachers in some English courses in the different public institutions by taking into account a problem or a need that has been discovered during the institutional observation week thanks to a non-participant observation. Following this idea, this project is focused on aware 8th grades students in environmental care by using English as a second language.

Secondly, in the research component, the pre-service teacher practicum must be part of a macro project focused on encouraging reflexive spirit education in foreign language practicums, which look forward to analyzing student’s pedagogical procedures and implementing the reflection as a transformative tool in the pedagogical procedures.

Thirdly, the outreach component is addressed to primary school students. This component is linked to a macro project aimed at helping primary students who present some English difficulties. This proposal is focused on improving primary students’ English vocabulary through songs and videos to improve their English level mainly in third grade, for four hours a week.

Finally, in this last chapter, the administrative component is focused on the participation in extracurricular activities proposed by the institution on the part of students.

The main purpose of this component is that pre-service teachers can have the opportunity to know outdoors teachers' role, in this case in "Concentración de desarrollo rural" school.

Introduction

First of all, it is necessary to say that education is one of the most important aspects of a society, it allows people to be better people, to have better opportunities, to understand how the world works and to know the importance of taking care of it. Secondly, speaking a second language allows people to communicate, to know people around the world, to expand job opportunities, and understand other cultures.

In Colombia, learning a second language is fundamental in the education field, students learn since school in order to have better opportunities in their lives. Colombia has implemented different projects with the purpose of guiding students and teachers in the learning second language process as is English.

On the other hand, another important aspect of human life is environmental awareness. Protecting the environment has become a great responsibility of every human being that inhabits the earth. The governments of each country are highly committed to this task, which is why a large number of environmental projects and campaigns have been implemented around the world with the sole purpose of protecting the place where humans live.

This is why environmental education has been a priority within the classroom, in which students must understand the importance of protecting the environment for human survival.

During the present document, a series of projects is evidenced that are aimed at learning - teaching English as a foreign language as well as the awareness of environmental care.

Due to the health situation presented during this first semester of the year and which is still present to date because of COVID-19, some changes have been made during this project. The face-to-face practice took only two weeks and the rest of the process is carried out through the virtual methodology. Likewise, this present project is not executed but is left in planning, due to the circumstances of the health crisis didn't allow its development.

Justification

Learning English and caring for the environment have become key pieces of the life of every human being in Colombia. Mixing these two great elements in the educational field is key to social, cultural, political, educational, and economic development.

Thanks to the week of observation that could be carried out at “Concentración de desarrollo rural” high school, a series of problems that gave rise to this research proposal could be analyzed. In the first place, it was possible to show that high school students, mainly 7th and 8th, do not have the level of English proposed by the MEN and the CEFR, besides a lack of environmental awareness among students could be observed.

Taking into account that this institution has an agro-industrial approach and that it also has a very characteristic feature that is environmental care, it is sought to create a

project in which students can be sensitized about the importance of caring of planet earth as well as knowing the main polluting sources of the world and how to avoid them.

In this way, we seek to link the environmental component with the improvement of the English language through pedagogical workshops in which students can obtain a large amount of vocabulary that allows them to improve their speech level. These workshops seek to raise awareness among the students and give them the opportunity to express their points of view and ideas. This would greatly improve the level of English of learners.

Objectives

General objectives

- To improve 8th grade speaking English skills through environmental awareness at “concentracion de desarrollo rural”.

Specific objectives

- To teach English vocabulary through songs and videos in primary school in Saravena city.
- To get involved in extracurricular activities proposed by “Concentración de desarrollo rural” high school.
- To promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical.

General conclusion

Without a doubt, it has been a challenge for the educational field to carry out virtual classes. Some projects and ideas were left in planning and not in execution. However, it has been possible to confront it through the use of technological tools. The most common tool found among the educational population was WhatsApp. This tool has been useful to maintain communication between teachers, students, and parents.

It was evident that many students and teachers have problems in carrying out the teaching-learning process since most of them do not have the necessary tools for this process. For their part, the institutions have implemented strategies so that this objective can be carried out through the use of printed material, video tutorials, and virtual workshops.

Finally, it was possible to analyze that although not all have the same material, the students, parents, and teachers have been adapting to the proposed methodology, likewise, the time has been used implementing certain work schedules and orientation between teachers and students

Institutional observation



Figure 1 picture of the institution

This section is going to be focused on those aspects that were analyzed during the institutional observation week to better know the institution. In this way, there is a full description of the following elements: topographical school's location, the institution's authorities, fundamental aspects about the Educational Institution Project (PEI) as the mission, vision, school's symbols rulebook overview, the physical facilities, the institutional organization, the scholar calendar, the supervisors and pre-service teacher's schedule as well as the pedagogical institution aspects.

Topographical school's location

“Institución Educativa Concentración de Desarrollo Rural” began as a program coordinated by the Ministry of Health, Agriculture, Government, and Education to extend schooling and provide services in an integrated way in the rural area in April 1973. It has two modalities, agricultural and agro-industrial modality. It is located in Avenida Incora #22-60

Versalles neighborhood in the urban area of Saravena-Arauca. The municipality of Saravena is located in the Colombian Orinoquia, northwest of the department of Arauca. Its geographical coordinates are North latitude between 6 degrees 46 'and 7 degrees 00' and in the East Longitude between 71 degrees 41 'and 72 degrees 06'.

Institution authorities

According to the Educational Institutional Project (PEI) from this institution, the authorities are composed by a group of professionals, parents, and students from different regions of the country and graduated from the different public and private universities of Colombia, who look after the institutional interests for the improvement of the quality of life of the other members in the socio-cultural, socio-economic and socio-political aspects. Institutional authorities are structured as follows: Rector is the one who summons and presides over the board of directors in ordinary and extraordinary meetings when it is convenient. He will also chair the academic council in ordinary and extraordinary meetings.

Board of directors composed by the rector, two representatives of the teachers, two represents the family's fathers, a representative of the senior students, a representative of the productive sector, a representative of the students. Parent Council, the academic coordinator, the discipline coordinator, teachers, and, the administration team composed of 3 Secretaries, 5 people for general services, 1 Librarian, and 1 administrative technician.

Table 1 *Institution authorities*

| Nombre | Cargo |
|---------------------------|---------------------------|
| Emperatriz Montes Ovalles | Rectora |
| Josué Raúl Rico Leal | Coordinador académico |
| Urbano Barreto | Coordinador de disciplina |

Fundamental aspects of the Educational Institutional Project (PEI)

The Educational Institutional Project (PEI) is a guide created and adopted by the board of directors in Saravena-Arauca. It aims at guiding and providing information about general and specific aspects such as the teacher's role, mission, vision, institutional symbols. In order to achieve the integral education of the student, the PEI proposes some basics, epistemological foundation, social foundation, a cultural and pedagogic component aim at making this Institution of a true center of integral training for students, at organizing and developing a study plan that generates expectations and needs a solution in the educational community, at efficiently integrating each of the members and entities that are part of this institution, to work for the Institutional Educational Project and, at efficiently projecting the agricultural modality in the community, as an alternative solution for production problems.

Besides, this PEI shows the values and principles that represent this community such as the integrality of the person, autonomy, tolerance, respect, responsibility, dialogue and, conservation, and care principles. By the same token, it talks about teachers' rights, as to be treated with respect and dignity by all members of the educational community, and be heard and receive a timely response to your requirements, proposals, and requests. Thus, it tells about teachers' profile, the educator is characterized by being a person trained in ethical and moral values that contributes by example to a high integral formation of the student.

Moreover, another aspect of this PEI is the pedagogical approach. The socioconstructivism-by cycles is the main pedagogical approach. This public school has opted for education in cycles, to privilege, rather than teaching, student learning, by giving a twist to the way is conceive the pedagogical act. Thus, the main goal is to seek to

emphasize what children, young people, and young people really learn, the way they learn it and the time they need to achieve it and contribute to avoid school failures that occur as dropout and repetition, which are the product of less assertive approaches to the community with which the institution works, whose specific needs require reflections and pedagogical transformations continuously.

Mission

The “Concentración de desarrollo rural” of Saravena offers to the community a comprehensive and inclusive training at the levels of Preschool, Primary, Basic Secondary and technical medium Agricultural and Agroindustrial with a life project, based on the application of cooperative productive projects that It will convert graduates into transformers of the productive sector.

Vision

The “Concentración de desarrollo rural” of Saravena Arauca in the year 2024, will be a reference in processes of academic and technical training Agricultural and Agroindustrial, through the practice of a culture of continuous improvement, with inclusion criteria, which is evidenced through leadership Professional and social of its graduates.

School symbols

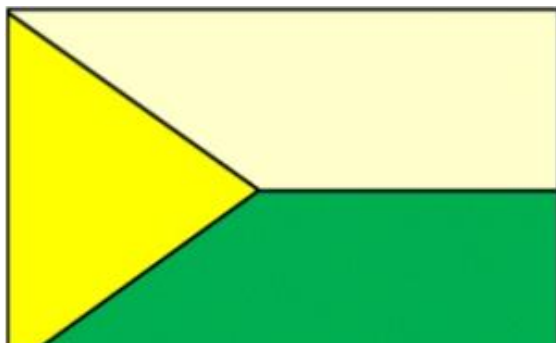


Figure 2 institutional flag.



Figure 3 Institutional shield.

- The color green is: It is the color of the field, the environment and the institutional modality.
- The color yellow is: Spiritual wealth of the Cederista community.
- The color white: It represents loyalty and love, virtues of the Educational Community.
- El Novillo: it identifies the agricultural formation, symbol of cattle raising of the Araucan foothills.
- The flame: it identifies sportsmanship, cleanliness, health and student welfare.
- The book and the pen: Studying, learning, dedication, culture, scientific and business technology.
- Work Science and virtue: Great values of the “CEDERISTA” Community

Rulebook

“Concentración de desarrollo rural”, has adopted the Human Rights approach for the development of the Coexistence Manual, taking into account that it is Institutional purpose, to strengthen the school coexistence through the promotion and defense of human rights among the members of the Educational Community, to achieve attitudes and competencies towards the collective and the public, that allow us to reflect on the importance of these elements in the achievement of peaceful coexistence.

This manual or agreement of school rules leads the Educational Community, and especially students, to train as good citizens: in rights, duties, and values contained in the National Constitution, Childhood and Adolescence Law, Youth Law, Law of Education and Regulatory Decree 1860; for life, for work, and for pacific living.

This manual focuses on the duties and rights of the students, teachers and administrative staff of the institution, as well as taking into account the classification of living situations and its pedagogical measures which are divided into 3 categories, type I: conflicts handled improperly and those sporadic situations that negatively affect the school climate, and that in no case generate damage to the body or health such arriving late to the Institution or classes or absence without presenting an excuse.

Type II: This type corresponds to situations of school aggression, bullying and cyberbullying, which do not have the characteristics of the commission of a crime and that comply with any of the following particularities: when it occurs repeatedly or systematically and when it causes damage to the body or health without generating any disability for anyone involved. Type III: it corresponds to situations of school aggression that are constitutive of alleged crimes against freedom, integrity, and sexual training, or

when they constitute any other crime established in the criminal law Colombian current such as attempt against the right to life or perform vandalism that threatens the public or private property.

Thus, this manual explains the institution protocol for attention calls; in this way, there are three, call for verbal care, follow-up of living, call of written attention, notification to the parent, mother or assistant, and signature of commitment, pedagogical suspension. Besides, there is a promotion, prevention, care, and follow-up of suicidal ideation, bullying, and discriminatory acts.

Physical facilities

It is important to mention in this part, that currently, the distribution of the physical plant is not available given that the institution is in a reconstruction process. The project consists of building an adequate physical plant for the operation of teaching and learning, its main objective is to create new classrooms in which students and teachers feel comfortable and thus contribute to the quality of education that the “cederista” community deserves, for this reason, its distribution of the physical plant is not yet available.

Institutional organization

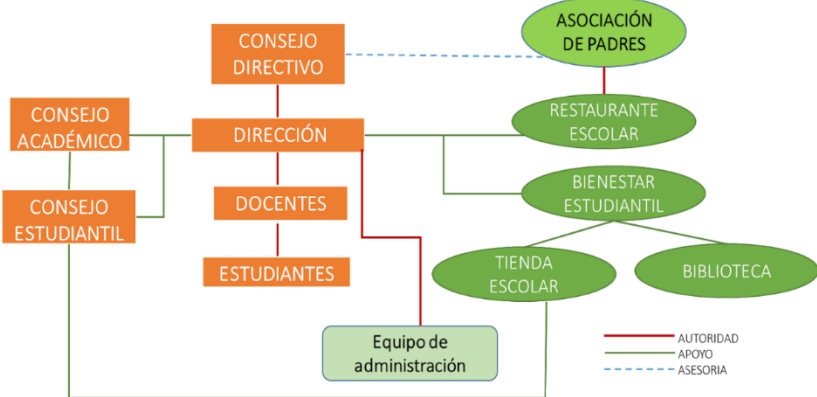


Ilustración 1 Institutional organization

Scholar calendar

Table 2 provisional calendar

| |
|---|
| Día de la familia cederista |
| Festival danza de laboreo y rumba campesina |
| Feria agroindustrial |
| Escuela de padres |
| Juegos supérate con el deporte |
| Semana deportiva |
| Interclases |
| Día del idioma |
| Evento de inglés |

Supervisor's schedule

Table 3 pre-service teacher's schedule

| Hour | Day | Day | Day | Day | Day |
|----------------|------------|------------|------------|------------|------------|
| | 1 | 2 | 3 | 4 | 5 |
| 6:00- | | | | | |
| | 705 | 704 | 801 | 703 | 703 |
| 6:55 am | | | | | |
| 7:00 – | | | | | |
| | 706 | 704 | 704 | | 703 |
| 7:55am | | | | | |

| | | | | |
|----------------|-------|-----|-----|-----|
| 8:00am | | | | |
| – | 702 | 705 | 701 | 701 |
| 8:55am | | | | |
| 9:00 - | | | | |
| 9:55am | 702 | 705 | 802 | 701 |
| | Break | | | |
| 10:15- | | | | |
| 11:15am | 801 | 802 | | 706 |
| 12:00 | 801 | 802 | | 706 |

Pre-service teacher's schedule

Table 4 *pre-service teacher's schedule*

| Hour | Day | Day | Day | Day | Day |
|----------------|------------|------------|------------|------------|------------|
| | 1 | 2 | 3 | 4 | 5 |
| 6:00- | | | | | |
| 6:55 am | 705 | 704 | 801 | 703 | 703 |
| 7:00 – | | | | | |
| 7:55am | 706 | 704 | 704 | | 703 |
| 8:00am | | | | | |
| – | 702 | 705 | 701 | | 701 |
| 8:55am | | | | | |

| | | | | |
|----------------|-------|-----|-----|-----|
| 9:00 - | | | | |
| 9:55am | 702 | 705 | 802 | 701 |
| | Break | | | |
| 10:00- | | | | |
| 11:55am | 801 | 802 | | 706 |
| fagdfgd | 801 | 802 | | 706 |
| Break | | | | |
| 12:30 | | 301 | | |
| 01:30 | | 301 | | |
| 2:30- | | | | |
| 3:30 | | 302 | | |
| Break | | | | |
| 3:30- | | | | |
| 4:30 | | 302 | | |

Pedagogical aspect

“Concentración de desarrollo rural” in its PEI mentions its pedagogical approach which is socialconstructivis by cycles, an approach made by Lev Vygotsky. This approach seeks to benefit the hundreds of students through a different and successful pedagogical approach, not only in teaching but in learning. In response to this commitment, teachers conceive knowledge as the design of “a structure adapted to a purpose”; Thus, with the diverse knowledge derived from the multiple pedagogical and didactic currents that form its immense conceptual arsenal, it is structured the learning activities in such a way that they

fulfill their purpose of generating in the students the cognitive imbalances that lead to the social construction of the knowledge in the nine fundamental areas and in the technical area of agribusiness.

During the observation week, it was possible to analyze that English teachers follow a specific book for teaching. “Way to go” student’s book and “way to go” student’s workbook are the main books used in the learning process, this books are given by the Minister of National Education in Colombia and addressed to 6th, 7th and, 8th grade. To start, “Way to go” workbook is a complete material divided into four modules and each one of them into 3 units where teachers can work with, containing speaking, listening, writing and reading activities, as well as the explanation of each topic through images and exercises where teachers only have to play a guiding role. On the other hand, the “way to go” workbook is a book where students put into practice what they learn in the “way to go!” student’s book, in this there is a variety of exercises to complete and the teacher plays a supervisor role.

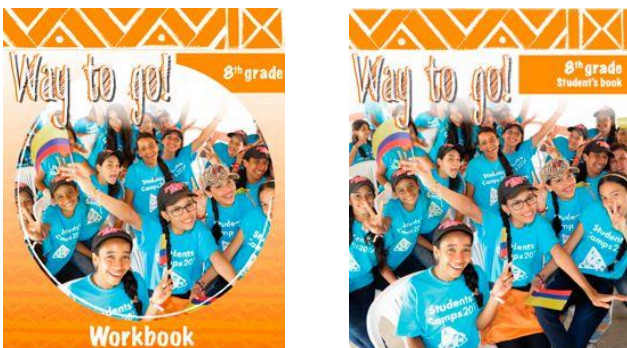


Figure 4 “way to go” books.

Regarding the classroom, it was possible to observe that there is a big television on the wall, a board and some “way to go!” English book for 7th and 8th grades. The institution has Wi-Fi access so the teacher can use it with videos and films. It is important to highlight that the institution does not have an English laboratory, in this case, there is just one classroom for 7th and 8th grade, students have to change the class, not the teacher.

In primary school from 1st to 5th grade, classes begin at 12:30. in 3rd grade there is a big TV on the wall and some books of mathematics, geography, and biology however there is not any English book for the students. When teaching English, the teacher has to look for something on the internet, besides, there is not an English teacher for primary students, so the teacher in charge of this grade has to look for any topic to teach.

CHAPTER I pedagogical component

Environmental awareness as a mean for improving speaking skill as a second language in 8th grade students at Concentracion de desarrollo rural in Saravena, Colombia: an action research

Introduction

Nowadays, the environment has become an important aspect of humans' life, people depend on the environment to survive and over time, it has been facing many troubles as is pollution. Finding a solution is significant not only for enterprises, and factories but for the government who looks tirelessly a solution for this issue since schools. In Colombia, according to the political constitution (1991), education is a right of the person and public service that watches cultural, technological, and environmental improvement.

Moreover, another aspect that touches human life is English as a second language. English is one of the most spoken languages around the world, it occurs in many different fields, such as work, business, health, politic, cultural, education, and, social fields. In Colombia, the Ministry of National Education (MEN) (2015), has established a national bilingual program that aims to promote a bilingual country and strengthen the teaching and learning of foreign languages in Preschool, Basic and Middle Education.

Bearing in mind these two remarkable aspects mentioned before, this project seeks to bridge these two gaps; environmental awareness and learning English as a second language, and in this way to achieve a significant social, cultural and environmental impact that influences personal and professional students' growth.

To achieve these goals, it is expected to create several workshops in which several topics related to the care of the environment can be touch by using English as a second language as follows: bilingual signal to manage disasters, water care, energy-saving, and animal care as well as its importance.

It is important to mention that the health crisis generated by the COVID-19 has generated many changes in the institution that has prevented this project from being carried out. Therefore, it will remain in planning but not in execution.

Problem

During the observation week, two non-participant observations in 8th grade were conducted, in which it was possible to analyze the English level and environmental awareness aspects. First of all, it was possible to identify that students have a lack of English level when listening, speaking, writing, reading. Besides, it was possible to identify that the teacher uses Spanish for most of the time because students let her know they do not understand at all what the teacher explains. Moreover, students use their mother tongue all the time because they do not know how to express their ideas or to ask in English. When writing they have to use the dictionary all the time or ask the teacher for the meaning of a word. Finally, students never read in the classroom at least the teacher asks them to pronounce or to repeat a word or a sentence.

| GRUPOS DE GRADOS | NIVELES MCE | | |
|--------------------------------------|-------------|-------|------------------|
| Décimo a Undécimo Octavo a Noveno | B1 | B 1.2 | Pre intermedio 2 |
| | | B 1.1 | Pre intermedio 1 |
| Sexto a Séptimo Cuarto a Quinto | A2 | A 2.2 | Básico 2 |
| | | A 2.1 | Básico 1 |

Figure 5 English level table.

The National Ministry of Education (2006), established the competition standards in a foreign language, English, taking into account the Common European Framework (CEF) in which there is an English level for each grade as is appreciated in the figure below.

Furthermore, even if “Concentración de desarrollo rural” high school is an agro-industrial institution and that one of the most important characteristics is environmental care, it was possible to observe that there is a lot of trash in the floor especially in the hour break. Besides, when students drink water from the tap there is too much water waste.

Statement of the problem

With the purpose of guiding and follow a process some question has been proposed:

- How environmental awareness in 8th grade students can be touch trough English as a second language?
- What aspects can be touched in English skills through environmental care?
- What is the social, cultural, personal and professional impact the environmental awareness has in students??
- How the use of environmental awareness as a mean can improve speaking skills?

Justification

Firstly, as “concentracion de desarrollo rural” is an agro-industrial high school, is important to highlight that one its goals is to preserve as well as know the importance of

taking care of the environment for human's being life. However, it is necessary to mention that this institution is in a building process, in this way it is not possible to find many garbage cans for students to take out the trash. This high school features a large green and wooded area in which learners can learn more about the environment in a real context.

On the other hand, "concentration de desarrollo rural" high school is committed to strengthening its English practices and results in not only local but regional and national level. As this institution is in a building process, it does not have an English laboratory yet, nevertheless, there is a big Tv and WI-FI access that undoubtedly can be useful in this project.

Aware students in environmental care is fundamental. According to Verma et al. (2017) "Environmental Education is not only education to inspire environmental stewardship and responsible citizenship, but also to protect today "s "de-natured" and increasingly unhealthy society". In this way, educate people about environmental care has been significant for stopping pollution and certainly, one of the best places to start with it is at schools.

According to Cates (1998), states that teaching English in the classroom is successful when learners not only learn about the language but when they are aware of current environmental issues. Following this idea, the current teacher has a significant responsibility in the education field, to teach and to make people more aware of current problems around the world.

Through this project, students can learn not only vocabulary related to this topic but to learn more about the current reality of the environment in the world and have critical

thinking. Uribe (2009) states that teaching environmental care in the classroom opens the possibility of seeking training of critical, reflective, and participant students of the proposed solutions regarding the environmental crisis. In this way, students can have a different perspective facing problems.

Objectives

General objective

- To improve 8th grade speaking skills through environmental awareness at “concentracion de desarrollo rural”.

Specific objectives

- To know the importance of taking care of the environment for human life
- To encourage students to use the different strategies for taking care of the environment.

Theoretical framework

In this current section, some definitions and theories are proposed connected to this study to guide it as follows: environmental awareness, environmental care in the classroom, project-based learning, CLIL, and speaking skill.

Environmental awareness

Lauwrens (2019) conceives environmental awareness as a deep understanding of the environment state, and be aware of the importance of taking care not only of flora but also fauna. This is the main component people need to save the planet by understanding that we are the only one can protect the environment and that people can't survive without it.

Environmental care in the classroom

It is said that for taking care of the environment, first of all, people need to be educated from schools where students learn about how the environment works and the importance of protecting it. Hamed (2012) mentions this component must be part of the schools' curriculum and in this way, it is possible to make people more aware and promote strategies to protect the environment as follows: using 3 R's, recycling, reusing, and reducing. Besides, teachers must be an example to follow for children in this process.

Project based learning

According to Solomon (2003) "In project-based learning, students work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary. Learners decide how to approach a problem and what activities to pursue". In this way, during this project-based Learning is proposed to encourage self-employment and student's skill to collaborate and work in groups.

Speaking skill

Shumin (2014) notes that to work English speaking, other skills that are linked to this communicative ability are required, such as grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. In this way, it is required to include these competencies in order to improve this specific skill.

CLIL

It also seeks to combine the four skills in the classroom, in this way the CLIL seeks to unite competitions not only academic but socio-cultural. According to the “CLIL is the process of being acquainted with the so-called lingua franca and uses it as a communication tool among nations”. In this way, this method will allow us to develop this project and to mix all the knowledge students need to improve their English level.

Literary review

Environmental care and its role in the English learning process

In this present literary review the most remarkable studies are cited and their contributions in the use of English as a second language and aware students in the environmental care in schools. The studies are of national and international scale.

First of all, Veselinovska et al. (2013) carried out a study called “blending the teaching of environmental matters and English as a second or foreign language in Macedonia. *Natura Montenegrina*”, aimed at examining how environmental education could be integrated into teaching English as a second foreign language in Macedonia.

According to the authors, implementing environmental matters and English as a second language had some significant results; it raised students’ concentration during the classes as well as reducing the tension and fear of learning and using English as a second language when talking and interacting with other students. This fear was a limitation for learners to express themselves.

Besides, another important aspect was touched favorably as is the vocabulary acquisition, as they were in constant listen to the definition and concept related to environmental care.

In conclusion, it is possible to say that the use of environmental matter in the English class has a significant impact not only in their academics but in their personal lives.

Secondly, Urrutia et al. (2011) carried out action research entitled “Adolescents' Awareness of Environmental Care: Experiences when Writing Short Descriptive Texts in English”. The main purpose of this study was to sensitize students concerning the care and preservation of the environment through the writing of short descriptive texts in English.

This study was split out into four stages; the first one was motivation, the second one was knowledge of ecological vocabulary, the next one was the production of sentences and paragraphs, finally the construction of short descriptive texts with the help of guidance questions and their publication in the school newspaper.

During this process, it was possible to analyze that the teacher's role is very important in the learning process of English as a second language because it gives them the necessary basic knowledge to produce content in another language. Besides, the writing of short texts in English in the ecology class significantly encouraged student motivation as they were interested in the mixture of being two areas which allowed them to express themselves freely.

Moreover, this process allowed students to become more aware of the care of the environment, and also allowed the teacher to evaluate the contents programmed for that course. It should be noted that another aspect that was played favorably during this study was the acquisition of English vocabulary.

Thirdly, Verma et al. (2017) carried out a study called “environmental education as a subject in schools” aimed at dealing with the status of

Environmental Education as an independent and integrated subjects.

In the study, the authors assured that The environmental education plan depends on different aspects such as economic, political as well as the creation of a new structure within the institutional curriculum, which in turn requires a demanding professional preparation by the teacher in charge of the course.

Melo et al. (2012) conducted research entitled “el aprendizaje del inglés como mediador en el desarrollo de la cultura del cuidado de los recursos naturales y el medio ambiente” aimed at proposing teaching strategies to improve the quality of English learning concerning the environment and thus facilitate not only the conditions in which students perform daily but the interest that should be aroused to get an optimal environment.

To carry out this project and to collect the necessary data for the results, 8 workshops related to the environment and English were implemented as instruments.

It is concluded that the didactic proposal was useful since it allowed the students raise awareness of the current environment as well as the importance of recycling and conservation actions for the environment.

This didactic proposal allowed us to fill gaps and expand the vision of teachers in training and improve their research strategies in a real context of practice. However, it is necessary to say that this project requires time and devotion to obtain the results.

Finally, Uribe (2009), conducted an action research study called “La Educación Ambiental en la Enseñanza del inglés en una Secundaria del D.F” aimed at looking for a proposal that links the environmental education class with the English class in high school students.

The proposal generated interest in participating and contributing. In this way, qualitative, descriptive, and interpretive research was carried out to approach the object of study, with a didactic intervention of several videotaped sessions. During this study, four sessions were proposed in which environmental issues related to English were worked on.

The pieces of evidence of the work and the behavior that they showed to the proposal of activities indicate that it is feasible to achieve the results that environmental education seeks and that the way can be the approach of these subjects in other subjects, but in particular in the English subject in high school.

The students managed to objectify the problems they suffer and worry them systematically, achieving a more global vision that allowed them to connect the parts and their relationship with the whole. This was one of the environmental awareness actions that Education would be expected to achieve to generate social changes.

Methodology

Before continuing with this section, it is necessary to clarify that due to the crisis generated by COVID-19, this methodology could not be developed since the virtual work methodology did not facilitate the implementation of the project. Both students, teachers, and the institution, in general, did not have the technological and economic resources to carry out the activities and projects proposed in a virtual way, so this project will not be executed but rather planned.

Research methodology

This is a set of systematic techniques used in research. This simply means a guide to research and how it is conducted. It describes and analysis methods, throws more light on their limitations and resources, clarifies their presuppositions and consequences, relating their potentialities to the twilight zone at the frontiers of knowledge.

According to Igwenagu (2016), methodology aims at guiding and systematizing the techniques that are necessary to use during the investigation process, this determines each step and phase that take place throughout the development of the investigation

In this way, in order to know the process of this study, the main aspects related to the methodology are mentioned as follows: population, sample, data collection techniques, and instruments.

Design

With the purpose of developing this study, it has been chosen as a qualitative action research approach. Lesha (2014), considers action research as a “spiral process that includes problem investigation, taking action & fact-finding about the result of action”.

Besides, Ferrance (2000), proposed five steps for developing action research: first of all, the researcher must identify the problem, in this part it is important to ask questions for developing the research. The second step is to gather data; in this section, the researcher must choose the necessary instruments to collect the information.

Thirdly, to interpret data, in this part the researcher must analyze the data taking into account the question proposed in the study. The following step is to act on evidence, where the researcher makes changes if necessary considering the information collected and

the process of the study. Finally, to evaluate results, the researcher must analyze how successful the process has been, and make changes if it is possible.

Population

This action research will be developed in a public high school in Colombia, mainly with 8th-grade students from “concentration de desarrollo rural” institution. They are students from 13 and 16 years old. The students from this course are supposed to have a B1 level according to the standards for learning English by the MEN.

On the other hand, the sample is formed by 8 students from the 8th-grade course. They will be chosen through non-participant observation and for convenience.

Data collection techniques and instruments.

In order to gather relevant information to carry out this study, the following instruments will be used: participant observation, a semi-direct interview, pedagogical workshops.

Participant observations

It is a process of collecting first-hand information and gives the opportunity to live a first-hand experience that allows you to better know a situation and moving the observation scale (Balsiger et al. 2014). In this way, participant observations are an essential instrument in the data collection process which will allow us to answer the question proposed in this study.

Semi-direct interview

Mathers, Fox et al. (2000), think that semi-direct interviews are significant “when collecting attitudinal information on a large scale, or when it is not possible to draw up a

list of possible pre-codes because little is known about the subject area. This instrument will be useful given that it will allow knowing the experiences of the students and their point of view in front of the environmental awareness and its importance for the humanity, in addition, it will allow knowing its process in the improvement of the speech in English.

Pedagogical workshops

According to Ripa (2015), says that workshops are a significant instrument when collecting data, it allows us to propose original tasks, it allows to develop reflection and critical thinking as well as working in a real context.

Data analysis

For carrying out the analysis of data collection and finally to gather get the results it is required to use a method that allows organizing the information and codes that are found to obtain key points that allow answering the questions posed in this study. In this way the typological analysis will be used which according to Ayyldz et al. (2017), “is a systematic study which includes actions such as “abstraction, reduction and schematization” to identify and clarify the phenomenon that researcher has in every field; it is the discussion of the special one which is generalized by mind”. This process will allow us to organize the data collection information and answer the questions in this research.

Pedagogical methodology

It is important to mention that the workshops and methodologies mentioned here will only be planned but not executed since the crisis caused by the coronavirus prevented its development.

To guide and implement this action research, it is proposed three workshops. For each workshop there is an environmental topic as well as an oral production whether a debates, presentations and many tasks as using recycling material for the environmental care, the idea is to create a space in which students can express their ideas and share their points of view. For carrying out successfully each workshop it is necessary to plane them as follow:

Table 5 *workshop 1*

Tabla 1 workshop 1

| Genera | Communica | Top | Material | Descripti |
|---------------------|--------------------|-----|----------|-----------------------|
| l objecti ve: | tive objective: | ic: | s: | on of the activity |

| | | | | |
|----------|--------------|------|----------|------------|
| | | | | For this |
| | | | | activity |
| to | | | | the pre- |
| know | | | | service |
| the | | | | teacher |
| differe | | | The | will teach |
| nt | To talk | | board, | the |
| bilingu | about the | | videos, | importan |
| al | importance | Sav | Plastic | ce of the |
| signal | of saving | e | battles, | bees for |
| to | the bees for | the | seeds, | the |
| manag | the | bees | chopstic | environm |
| e in a | environment | | ks, | ent and |
| disaste | . | | markers | students |
| r | | | . | must |
| situatio | | | | plant a |
| n. | | | | some |
| | | | | flowers |
| | | | | feed. |

The following link it is possible to analyze four workshops proposed to develop this project. There are identified as: first workshop, second workshop, third workshop and four workshop.

https://drive.google.com/drive/folders/1psL4SRmbpZZ4UEvRBWGNrmi6mfc_rZ

[GW](#)

Expected results

- With this proposal, different aspects are sought:
- Encourage the use of English as a foreign language, inside and outside the classroom.
- Promote environmental care through healthy habits for the planet such as saving water, energy and recycling.
- Motivate students to reuse recyclable material for environmental care. Reuse materials to create new tools like trash baskets and pots.

Conclusions

García et al., (2010), ensure that each era, each setting and each historical moment generate certain challenges for education, challenges that arise from the confluence of a series of implicit and explicit demands and interests of society. Without a doubt, what is being experienced today because of COVID-19 is a great challenge for education; Students do not have the tools or the necessary knowledge to use technological tools.

Although the tools exist and many of them are free on the internet, it is true the fact that they are difficult to use in educational communities where 80% of the students do not have the financial or technological resources to use them.

Teachers have opted for virtual tools such as blogs, google drive and google classroom to organize the material so that it does not take up personal space on each other's phones.

Although these materials uploaded to virtual platforms have not yet been used, it is indeed a tool that will serve to teach students about the importance of using them in our daily lives and how to use them with the help of supervisors.

Uploading the material on a virtual platform has allowed the work of students and teachers to be more organized and to make better use of time, and as learner's progress, new material is delivered to them.

This situation has allowed institutions and the government in general to assess the importance of investing in education so that it can adapt to different workspaces through technology.

Recommendations

For the development of this project, it is recommended to analyze the space in which the workshops will be held. It is also recommended to ask for the required permits for the land or the green area if a planting space or development of some outdoor activity is required.

On the other hand, those interested in carrying out this project are recommended to have the letters of consent on time as soon as possible in order to start this project on time.

Likewise, it is recommended to analyze in advance the pace of work of the students and also to propose activities that are not very long or, failing that, that are not very short but according to their rate of progress.

Finally, it is recommended to organize the materials and workshops to develop in time to avoid inconveniences. Also, to have a plan B on hand, in case the first cannot be carried out due to some unexpected circumstances.

Teaching practicum development

Next, a detailed report will be made of the work that has been done since the beginning of this practice, the observation week, the two weeks of face-to-face practice, and the virtuous work that has been done so far. Besides, some pieces of evidence will be adding in order to make known the work done during this practice process.

Face to face teaching practicum

This first part of the practice was carried out for two weeks in a person. During these two weeks, we worked with only one planning because the students take a lot of time to develop the activities that are proposed both at home and in classes.

Before implementing the first workshop, letters of consent were sent to the applicants so that they knew the objective of the project and also agreed to be part of it through their signatures. See Annex E. In the first workshop, the first part of this was carried out but it was not completed. In this, the students had to create, in groups, a poster in which they had to draw what they would like to do to save the planet. See Annex F.

Firstly, the pre-service teacher started the workshop by showing a video related to the importance of taking care of the environment for the human being. Secondly, the teacher made a mind map on the board, and students had to share vocabulary related to the environment and the main sources of pollution. Then the pre-service teacher explained the

correct use of “would like to” and when to use it. In order to better understand the topic, the teacher asked the learners to write some examples.

After this, the teacher organized some six groups of five learners, in this, the students had to look a sentence about what they would like to do to save the planet by using “would like to”. Then, they had to make a poster with a drawing and a sentence. The idea was to make an oral presentation with the poster showing their posters, then they had to stick in a wall of the institution.

The students worked hard on these activities for about two weeks. In annex E, it is possible to analyze their results and the process, it just missed the oral presentation. It is important to mention that the students missed some classes due to some meetings organized by the institution, for that reason they took too much time to develop the workshop.

Virtual teaching practicum

Taking into account the unfortunate current world situation with the COVID-19, it has been decided to prepare material to carry out this project in the future taking into account that the classes have been developed merely in a virtual way.

Three workshops have been proposed for the implementation of this project as you will see below:

Workshop 1: For this first workshop, students were asked to record a video from their homes planting a tree and explaining the steps. In order for this to be possible, the teacher prepared the following material: she recorded a video as an example explaining the steps to plant a tree with subtitles in Spanish, a script was proposed for the students to

practice what they had to say, the audio was recorded with the correct pronunciation of the script and that it could be prepared from home.



INSTITUCIÓN EDUCATIVA CONCENTRACIÓN DE DESARROLLO RURAL
DECRETO No. 768 DEL 28 DE ABRIL DE 1973
APROBACION DE ESTUDIO 3807 DEL 22 DE NOVIEMBRE DE 2010
CODIGO DANE No.181736001491 NIT. 890504393-2

Third workshop
Tema: How to plant a tree
Grado: Octavos
Profesora: Alexandra Conzález Santos
Pre-service teacher: Zuyi Marlay Arévalo

Here there are seven reasons why we have to plant trees.

1. Trees fight climate change
2. Trees clean the air and help you breathe
3. Trees prevent soil erosion and rainwater runoff
4. You'll save money
5. You'll attract birds (and critters)
6. Trees are good for your mental and physical health
7. You'll be giving your descendants a gift

Activity 1

In this project, we all are going to plant a tree and save the planet. To do it you just have to follow the next steps. For this, you have to record the video as you can appreciate in the example.



- First step, we have to choose a tree
- Second step, we have to prepare the proper planting hole.
- Third step, we have to dig a shallow hole
- Fourth step, we have to place the tree in the hole.
- Fifth step, we have to fill the hole gently.
- Sixth step, water the tree properly.

Link to watch the video:

<https://www.youtube.com/watch?v=Ino-DuEaoZO>

This workshop was sent to the students during the time that the students have been in their homes so that they could prepare the workshop in the company of their parents. To date, 6 students have submitted their videos.

It is important to mention that, in order to provide support and guidance during the pandemic, the short videos were received via WhatsApp (one for each step) and it was the



teacher who, from home, edited the videos so that they were organized and with information from the educational institution, full name, and grade.

The work that was carried out was free, it was the students who decided whether they wanted to do it or not since it was not a requirement of the institution to leave jobs or grades.

On the other hand, it should be noted that a blog called “CDR learns” is being carried out, in which the videos are published with the consent of the parents, as well as material related to project workshops and workshops related exclusively to the subject.

A first one related to English exercises was sent, however, these do not have a delivery deadline so the works are received according to their disposition. 10 resolved workshops have been received from this activity, these will also be published on the blog.

To date they have been published the following activities you can appreciate in the illustration below:

Tabla 2 virtual material

| Material | Activity description | Topic | Group which it was developed or is going to be | Was it review by the mentor or the cooperative teacher? | Was it given to the students? |
|-----------------|-----------------------------|--------------|---|--|--------------------------------------|
| | | | | | |

| | | | | | |
|------------|---|--|-----------|------------------------|-----|
| Planning 1 | Plan de clase presencial- second term | Would like/wouldn't like | 8th grade | Cooperative teacher | Yes |
| Planning 2 | Plan presencial- second term | Can/cannot | 8th grade | Cooperative teacher | No |
| Planning 3 | Plan presencial- second term | how often/ adverbs of frequency. | 8th grade | Cooperative teacher | No |
| Planning 4 | plan presencial- second term | Giving opinions | 8th grade | Cooperative teacher | No |
| Activity 1 | Workshop virtual- second term | Desastres naturales | 8th grade | Cooperative teacher | No |
| Activity 2 | Workshop virtual- second term | Endangered animals | 8th grade | Cooperative teacher | No |
| Activity 3 | Workshop virtual- second term | Trash cans | 8th grade | Cooperative teacher | No |

| | | | | | |
|------------|-------------------------------------|--|-----------|------------------------|-----|
| Activity 4 | Workshop virtual- second term | Water cycle | 8th grade | Cooperative teacher | No |
| Activity 5 | Workshop virtual- second term | Planting a tree | 8th grade | Cooperative teacher | No |
| Activity 1 | Workshop virtual- second term | Hobbies /going to | 7th grade | Cooperative teacher | No |
| Activity 2 | Workshop virtual- second term | Vocabulario rutina diaria | 7th grade | Cooperative teacher | No |
| Evaluation | Presencial | Sports, days of the week, going to | 7th grade | Cooperative teacher | No |
| Planning 1 | Presencial | Going to | 7th grade | Cooperative teacher | Yes |
| Planning 2 | Presencial | Like and dislike | 7th grade | Cooperative teacher | No |
| Planning 3 | Presencial | Vocabulary sports | 7th grade | Cooperative teacher | No |
| Planning 4 | presencial | Present continuous | 7th grade | Cooperative teacher | No |

| | | | | | |
|------------|-------------------------------------|----------------------------------|-----------|------------------------|----|
| Workshop 1 | Project Workshop - presencial | To save the bees | 8th grade | Cooperative teacher | No |
| Workshop 2 | Project Workshop - presencial | Water cycle | 8th grade | Cooperative teacher | No |
| Video 1 | Video tutorial- virtual work | Steps to plant a tree | 8th grade | Cooperative teacher | No |
| Script | Script virtual work | Steps to plant a tree | 8th grade | Cooperative teacher | No |
| Activity 6 | Giving opinions | How to share opinions | 8th grade | Cooperative teacher | No |
| Activity 7 | Eating disorder | Healthy and unhealthy food | 8th grade | Cooperative teacher | No |
| Activity 8 | Personal qualities | How to be a good citizen | 8th grade | Cooperative teacher | No |
| Activity 9 | Going to | Hobbies | 8th grade | Cooperative teacher | No |
| Video 2 | Giving opinions | Vocabulario to give opinions | 8th grade | Cooperative teacher | No |

| | | | | | |
|------------|------------------------------------|---------------------------------------|-----------|--------------------------|-----|
| Video 3 | Trash cans | Different trash cans to recycle trash | 8th grade | Cooperative teacher | No |
| Video 4 | How do you feel today | Feelings and emotions | 8th grade | Cooperative teacher | No |
| Video 2 | The colors | The colors in english | 3rd grade | Cooperative teacher | No |
| Video 1 | Can | Modal verb CAN | 7th grade | Cooperative teacher | No |
| Video 2 | Will | Future simple | 7th grade | Cooperative teacher | No |
| Video 3 | Tutorial video about going to | Going to | 7th grade | Cooperative teacher | No |
| Video 4 | Tutorial video about would like to | Would like to | 7th grade | Cooperative teacher | No |
| Video 1 | Tutorial video | Greetings and farewells | 3rd grade | Cooperative teacher | Yes |
| Video 2 | Tutorial video | The colors | 3rd grade | Cooperative teacher | Yes |
| Workshop 1 | Virtual activity | Colores | 3rd grade | Docente de grado tercero | Yes |

| | | | | | |
|------------|------------------|---------------------|-----------|--------------------------|-----|
| Workshop 2 | Virtual activity | Animales | 3rd grade | Docente de grado tercero | Yes |
| Workshop 3 | Virtual activity | Jobs | 3rd grade | Docente grado tercero | No |
| Workshop 4 | Virtual activity | Partes de la ciudad | 3rd grade | Docente grado tercero | No |

In the following link is the material made during this period:

https://drive.google.com/drive/folders/1UHUeqYY_CCRi5YNRuNN1Qxbq2qA-EdMT

In addition, other activities outside the planning and workshops were carried out as you can see in the following table:

| Activity | Activity description | Topic | Grade | Was it reviewed by the supervisor or tutor? | Was it given and developed for the students? |
|----------------------------------|-----------------------------|---------------------|---------------------------|--|---|
| To upload grades on the platform | Grades first period | — | Seventh and eighth grades | Cooperative teacher | No |
| Apoyo en grupo de whatsapp | Guide role | Aclaración de dudas | Octavos | Cooperative teacher | Yes |

| | | | | | |
|----------------------|--------------------------------|---|-------------------|---------------------|-----|
| Revisión de talleres | Revision of the first activity | — | Natural disasters | Cooperative teacher | Yes |
|----------------------|--------------------------------|---|-------------------|---------------------|-----|

Chapter II research component

The formation of the reflective spirit on PLEX' pre-service teachers, a training tool to qualify the pedagogical practice

Introduction

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as a focus of interest and update to study and document for improving the teaching-learning for qualification education.

While there is a clear interest in the obvious need to understand and transform teaching practice, it is also true that most of the local studies especially focus on the problem of learning rather than teaching.

It was considered appropriate to formulate a project to set up in place a reflective approach to practice as a way of objectifying knowledge, behaviors, and attitudes that guide the work teachers; also as an exercise of internalization, dipping and conscious exploration of subjectivity own teaching practice, by asking questions and finding information for troubleshooting and even self-recognition.

Justification

The formulation of this project in the context of the Comprehensive Practice language students, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs. It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's actions and to inquire about the

knowledge of the models and approaches to address a problematic situation and establish a glance analytical about the fact.

Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teach, justify the need for this project to provide students with analytical tools and self - observation that distinguish them from the routine action and reflective action. We believe that a thoughtful approach protects the agents in the traditional context of inertia, and authority that permeates the school.

Problem

At school, some key aspects of the constitution of subjects are assumed, for institutional life without question, they are seen as imprints, stable and unchanging traits that are part of the identity and school culture. When events unfold without major disruption, the teacher, he risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction created a barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the needs social.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, future teacher, a critical and reflective spirit that contributes to improving their practices teaching, so that you, in turn, are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice, they evaluate themselves, from installing a critical and constructive look at his work in the teacher role. To start the following questions guiding this study are made:

How to implement reflection contributes in transforming own pedagogical processes of the development of integral practice?

How does the exercise of reflection on the development of critical thinking of pre-service teachers in the analysis of their pedagogical?

Objectives

General objectives

- To implement reflection as a transforming tool's pedagogical processes of integral practice.
- To promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical.

Specific objectives

- To consolidate a group of pre-service teachers reflecting critically spirit and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to take their teaching practice and inserted effectively in the institution.
- To identify and analyze the strategies that students used in their pedagogical practice.

- To implement workshops for reflection and development of teaching units to guide reflection of pre-service teachers.
- To analyze the beliefs that have on the work teacher and student questions.

Theoretical framework

The theory of the teaching profession, reflection, reflective practice, and teaching practice, they constitute the conceptual framework of this study. To have greater clarity on the concepts covered in close connection with this research project, we present an approach to each of them.

Teaching Profession

One of the key members of any educational institution is the teacher who has the role of framed impart knowledge in a particular science or art, but who also has among its responsibilities the integral formation of students.

The teaching profession requires a set of skills, which are currently conceptualization and mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus we find that all teachers must meet a competence in the discipline that will allow you to have mastery of a set of knowledge and skills in the specific area, as the first intellectual requirement of a professional is the level at which it operates. Similarly, every teacher must have some skills in the organization of content, ie teaching practice requires not only

ordering components to be learned by students but provide conditions of education in the educational context or outside it.

Reflection

To talk about reflection, involves addressing different conceptions of that notion. For this reason, to deepen their definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection is performed from a series of steps cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the means experience "a kind of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would extract a new structuring situation".

The steps of the reflection process as the process appears at the following scheme:

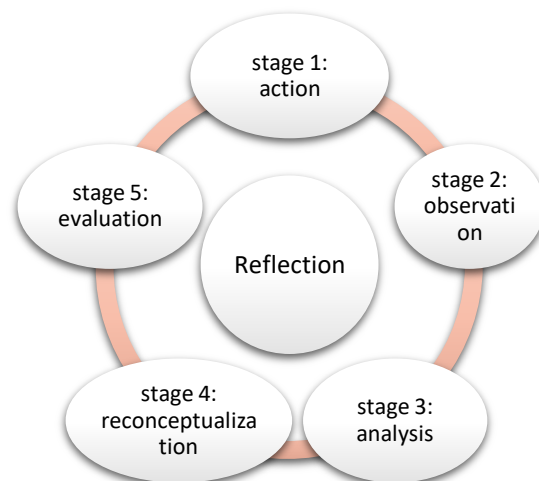


Figure 6 steps of reflection.

As a thematic reflection

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al(2010) reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction of the experience. As for the first two perspectives, external aspects, the source of knowledge that allows for reflection; and contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators said process is carried out; in the first instance is the action, context, colleagues and the person who reflects.

Reflective practice

Update and qualify the University academic proposals and guide learners towards new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; who is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; It acts in a complex space being determined by changing the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT 1986). In this context the problematic practice of classroom space require special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school

and finding ways to address these phenomena, to effectively do schoolwork.

This study will provide participating teachers to reflect on their methodological processes in light reflection as the only rational and ethical way of intervention. (Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom effective application of skills and expertise is given .; reflection is applied to the appropriate selection and use of teaching strategies that teachers will use.

On a second level, porta reflection on implicit assumptions in the specific practices of the classroom. the consequences of the strategies adopted, curricula, practices then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to institutional realities and contexts are then analyzed ..

Van Manen in a third establishes an exercise of critical reflection; this makes the most elaborate level reflection, a questioning of ethical criteria, normative and moral directly or indirectly related to the classroom is presented.

Pedagogical practice

For analysis and reflection on practice it is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose, the proposal Zeichner who has established various forms of practice and is assumed:

Academic practice

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

Practice of social efficiency.

This is to achieve effective teaching by applying teaching techniques that follow

from general principles to which educational research has come. In this case, reflection is a strategic decision "to choose between the range of the available techniques, the one considered as the most efficient".

This is how the rational technique proceeds.

Development

Teaching is based on students' interests and development while considering the proper development of the teacher, as a teacher himself and as a person.

Social reconstruction

Reflexion objective aims at the social, economic and politic context; in a way that democratic, egalitarian and fair relationships are actually encouraged in the classroom.

Generic

Programs refer to a generic reflexion, without specifying neither their ambitions nor their contents of what must be reflected about or the strategies for promoting reflective learning.

Activators of reflexion

According to Schulman (1987), activators are cognitive principles of teachers about life in the classroom; they are important since they constitute the element of the reflective thinking which contributes to the decision-making knowledge of the teacher.

Critic element on reflective thinking

This element of the reflective thinking makes reference to "all moral and ethical aspects of the compassion and social justice" such as Sparks-Langer and Colton 1991:39 suggest. The interest regards social justice and ethic in education.

These authors established some classification categories of knowledge 1. Content knowledge

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, axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present study as an instrument. This is related to the teacher's narratives, to encourage the stories of their experiences in the classroom they persevere under many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component are the educational journals in which the writing triggers the elaboration of the reflective thought of the teacher, on his experiences of practice, objective and subjective and intersubjective.

Methodology

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the realization of meetings for the strengthening of the practice group as an initial space for addressing the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the proposed reflection on this practice process, a process of socialization and systematization of it will take place.

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

For the collection of data in this project, the application of the following instruments is proposed:

Reflection workshops

The reflection workshops have the fundamental purpose of guiding the reflection process of the student-practitioners, but at the same time of socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.

Goals

- Consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- Qualify, facilitate and effectively insert the educational center.

Self-observation tab

The goal of self-observation has as its main objective to guide the student-practitioner towards an own look of his practice as a teacher and his role in the classroom and in the environment of the educational community of which he is a part.

Narrative

The reflection exercise will allow the student to express themselves about their work from the narrative of their experience as a way to make sense of the daily life of the teacher's life.

Class records

Having evidence of the actions of the student-practitioners in the classroom will allow us to reflect on different aspects as regards the teaching / learning process of foreign languages that may or may not have been taken into account by the teacher in training in their exercise of reflexion. These records will allow an external and constructive look at their pedagogical practices.

Context

Saravena is a Colombian municipality, the third most important in the department of Arauca. It was born thanks to the colonization of the mid-twentieth century, based on its population groups from virtually the entire country; in little more than a decade it went from being an agricultural cooperative, part of the municipality of Tame to becoming a municipality in 1976. It is located 196 km from Arauca.

It is an important commercial center of the Piedmont Piedmont Piedmont. The school is understood as a specific educational community that as an organ is responsible for institutionalized education, that is, the school is the place where education is

carried out, where education is fulfilled and where education is ordered.

At present, the school is considered as the way of life of the community, that is, the school transmits those learnings and values that are considered necessary in the community and that lead students to use and improve their abilities for the benefit of both Society as its own.

In the school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization.

The school is a body dependent on society, a social institution destined, within the specific area of education, to administer systematic education and which determines the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution accomplish specific functions within which the following stand out:

Socializing Function

It is about young people's learning, about values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function covers all socialization processes, in which school members participate.

Instructional Function

The instructional function uses two functions, the improvement of spontaneous socialization processes, to guarantee the formation of human capital, which requires the functioning of the labor market. It means that at a higher level of culture, knowledge, values etc., there is a greater possibility of adaptation.

Educational role

The educational function requires a community of life, democratic participation, intellectual search for dialogue and learning. An educational community that breaks the ratification barriers between school and society, a space of culture where the concepts, technical tools and codes of the culture of humanity are learned. As a consequence of the active participation in the exchange of meanings, desires and behaviors with partners and adults (Vizcaino, 2010).

Population

The total population of the present study is made up of thirteen semester students, practitioners of the French English Foreign Languages Program of the University of Pamplona.

Direct beneficiary population:

Teachers in formation

Supervisor teachers

Students community from the implementation center of the integral practicum

Indirect beneficiary population:

It is composed of the teaching staff of the foreign languages program and the feedback results of the agents' vision about the practicum program.

Institutional agencies joint to the project

Foreign languages program

Language and communication department

Education faculty

External institutions linked to the project

Colegio José Antonio Galán

Colegio Brighton

Colegio La Presentación

Normal Superior de Pamplona

Colegio José Rafael Faría

Institución Educativa Cristo Rey

Concentración de desarrollo rural

Despite the world crisis, the fact that during this practice process three instruments proposed for this project were carried out; a self-observation, five narratives and a reflection workshop as you can see in annex A, B, C and I.

General Schedule of the Project

Table 6 *general schedule of the project*

| Activities | February | | | | March | | | | April | | | |
|------------|----------|----|-----|----|-------|----|-----|----|-------|----|-----|----|
| Week | I | II | III | IV | I | II | III | IV | I | II | III | IV |

| | | |
|-----------------------------------|-----|------|
| Proposal of the Project | X | |
| Socialization implementation | X | |
| Aplicación of the instruments | X | |
| Activity | May | June |
| Implementation | X | |
| Implementation of the instruments | X | |
| Analysis data | | |
| Results socialization | | |

Three instruments were carried out between them; a self-evaluation, five narratives and a reflection workshop. It should be noted that the last instrument proposed was the recording of the class, however this could not be carried out due to the crisis caused by COVID-19 that prevented the classes.

Table 7 *budget of the project*

| TIPO DE RUBRO | APORTES AI PROYECTOS | APORTES Participantes INSTITUCION | TOTAL |
|--------------------------------|-----------------------------|--|---------------|
| Materiales | Fotocopias | UniPamplona | 100.000 |
| Impresos | Fotocopias Diplomas | UniPamplona | 30.000 |
| Equipos o instalaciones | Del PLEX | NA | NA |
| Reuniones socialización | 2 reuniones al semestre | 20.000 pesos por practicante 20.000 por docente 20.000 por tutoras | 520.000 pesos |
| Logística | Salones | UniPamplona | N A |
| TOTALES | | | |

Analysis data

Results

socialization

Reflection

The practice is a process in which it is possible to see closely what life is like in a public institution, how the pedagogical and administrative component works. When starting this process, I had doubts, fears, concerns, insecurities, but above all, I really wanted to live this experience.

Without a doubt, this experience has been a great contribution to my personal and professional life. Being in this educational space, I was able to analyze that teaching is not just standing in front of the board, explaining a subject, and qualifying workshops, but also fulfilling administrative commitments, knowing the different situations that are lived every day and having the courage to face them responsibly, such as the dislikes between students, fights and even illnesses. I was able to know that for each situation there is a protocol to follow. I learned invaluable things that are only acquired in the practice space.

It is important to mention that the biggest challenge has been controlling discipline. He did not know to what degree he could demand good behavior from students, nor how. I didn't know how to earn their respect without sounding pushy or very passive, but I learned that getting to know the students and creating a creative, fun, and teamwork environment and

good interaction with the students is a good way to give instructions, explain and teach amicably.

Although I did not know how to face my own fears and insecurities, I have had the support of a great supervisor who has contributed significantly to my practice process. She has very kindly and patiently taught me, has molded me, has been a source of ideas to teach, and an admirable guide that has taught me tips to better control the discipline.

During the weeks of face-to-face practice, I was able to analyze many aspects; Among them is the rhythm of the students to work in class, as suggested by the supervisor, the work was done in class and not at home, however, developing activities in class was very time consuming, and students progressed very slowly. When they were two hours of work, they had to explain and clarify doubts that were taken by the whole class since there were many students in a single course.

The classroom climate was pleasant, the students progressed slowly, but they enjoyed the proposed activities, participated in class, and shared their ideas, and were also very collaborative. The tool that was used the most in the classroom was the television, so it was a way to motivate students and make the class more interesting through videos and songs. The book was also part of its teaching process, there were all the topics to be developed during each period

Despite having only been in person for two weeks, this opportunity to be in front of the students has given me confidence in speaking, confidence in teaching, taking initiative, proposing projects, and new ideas for teaching a second language.

Virtual work has been a challenge that I have been able to face with great courage, thanks to the accompaniment of my supervisor. In this space, I have been able to monitor more closely the process of the students individually. I have offered tools, necessary material to guide and support them in their activities to develop, it has been highly motivated and participated by the students so it makes me think that invaluable work has been done.

Students, teachers, and parents have immersed themselves in the world of technology, they have known useful tools that facilitate the learning-teaching process such as blogs, Zoom, YouTube, Google classroom, in my case the most used platform is WhatsApp, for This means workshops are left, doubts are clarified and the activities carried out by the students are collected. This has been a time of reflection on the use of technologies and the great advantages it has for education when supervised by parents and teachers.

Time at home during quarantine has been a space for parents to get to know their children better and their children to their parents, it has also been a space for teachers to get to know their students and teachers better and thus create an understandable environment for learning and teaching.

As a teacher in training, this has been a great challenge especially in the planning of virtual material since I did not know how to prepare it, however, thanks to the support and guidance of my supervisor, several workshops were held so that the students could develop them. It should be noted that the material and topics are not evaluated since they were guidelines given by the institution's president.

To end this reflection, I must mention that my professional life is about to begin so far, but that thanks to this good practice exercise I was able to identify my shortcomings,

which I am willing to overcome, and skills that I know will be useful to me as a future professional.

Chapter III– outreach component

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

Introduction

The participation in the global policies in terms of culture and economics has motivate the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. This is how the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal.

A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language

institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this.

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

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regard to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

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

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of Colombia the most educated.

It is important to note that this project was carried out in person only two weeks and the rest was virtual due to the health emergency that prevented classes from being conducted in person.

Justification

Learning and acquisition of a foreign language allow facing the real needs that today's world demand. That is why the above mentioned process is necessary to implement it and work it from the first steps in the educational life of children so that, by the end of this cycle, they have the essential foundations which allow them to continue this process in the secondary, intermediate and higher education, and in this way, to get more trained people on this area.

The current project has as purpose to raise awareness towards teaching English in primary schools of Pamplona city, contributing to the essential formation in foreign language which is necessary and central in these levels. For this reason, this process is implemented as the outreach component of the pre-service teaching process which is carried out by the tenth semester students of the foreign language degree English and French of the University of Pamplona, as a way to contribute to the reinforcement of the teaching English in the primary school sector.

The implementation of this project helps highly and mutually, not only the institutions and the educational population in Pamplona city, but also the foreign language program and its students who develop their pre-service teaching process. This is an opportunity for children in primary schools in which they can be in touch with a foreign language and in the same way, it will help tenth semester students to conclude their scholar process in the university by facing the educational realities and needs around them, they

will thereby contribute by being part of the process that impacts the improvement of these needs.

General objectives of the proposal

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

- To attend the needs of the children of the primary school in the city of Saravena.
- 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 Saravena.

Specific Objectives

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

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

Typology of the project

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

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX to the Pamplona's community. The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and outreach to the community of the University and the program.

Contribution lines

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

Theoretical framework

Language teaching

International Linguistic Policies

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

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

According to Lima M, (2006). The learning process of foreign languages is now an real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long as it allows it to have a

proper development in different contexts; The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Bilingual Program

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

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

Tabla 1. Niveles de lengua esperados en el PNB

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

Fuente: Adaptado de Altablero (2005).

Figure 7 Language level

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

Bilingualism

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

Teaching English in primary school

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

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

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

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

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

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

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

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

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

Why learn LE in elementary school?

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

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

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

Pamplona’s context

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

- **Escuela Normal Superior**, which has as headquarters “Escuela Rural Cariongo, Instituto Aurora”.

- **Colegio Provincial San José**, which has as headquarters “Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez”.
- **Colegio Águeda Gallardo de Villamizar**, which has the “Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional”.
- **Institución Educativa San Francisco de Asís**: which is in charge of “Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII”.

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

- **Colegio Técnico la Presentación**
- **Institución Educativa Brighton Betlemitas.**

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

Places and scenarios proposed for the realization of project activities II semester

21016

Table 9 *Places and scenarios*

| INSTITUTION | PRIMARY COURSE | Number of students |
|-------------------------------|-------------------|--------------------|
| Colegio José Antonio Galán | | |

| | | |
|---|--|--|
| Escuela Normal Superior Pamplona | | |
| Colegio Técnico La Presentación | | |
| Colegio José Rafael Faría Bermúdez | | |
| Institución Educativa Cristo Rey | | |
| Institución Educativa Brighton Bethlemitas | | |

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

Subprojects

This space aims at establishing a line of action for the Languages Program regarding social projection. In this regard, in the implementation of the extension component to the community, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which the integral practice is carried out.

in each
institution
Consolidation
of the report
Evaluation of
results and the
impact of the
proposal
Socialization.
interaction with
the benefited
community

X

Project Budget

Table 11 *project budget*

| TYPE OF ITEM (project development expenses) | CONTRIBUTIO N TO PROJECT MANAGEMEN T | Other contributions CONTRIBUTIO NS STUDENTS | TOTA L |
|--|---|--|--------------------|
|--|---|--|--------------------|

| | | INSTITUTIONS | |
|---|--|---------------------|--|
| Materials | | | |
| Printed | | | |
| Remuneratio n for professional services | | | |
| Equipment or facilities rental | | | |
| Communicatio n, transportation (tickets) | | | |
| Incentives and recognition Awards, courses, trips | | | |

| | | | |
|-------------------------------|--|--|--|
| Logistical support | | | |
| TOTALS | | | |

Benefited population

The direct beneficiary population:

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

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

The indirect population benefited:

- Foreign Languages Program Community
- Pamplona educational community

Institutional dependencies articulated to the Project

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

- Social Interaction Department

External institutions linked to the Project

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

The use of songs as a tool to teach English vocabulary in primary school from “Concentracion de desarrollo rural” in Saravena, Arauca

Introduction

During this project section, it is proposed an outreach component in which students from primary school, mainly from 3rd grade could learn English as a second language. Songs are used as a strategy to teach this language, in this way students can improve their pronunciation as well as their English level.

Justification

Concentración de desarrollo rural high school is a very important institution in Saravena, Arauca, its main characteristic is that is agro-industrial, in the mornings, classes are addressed to secondary school, in the afternoon the classes are addressed to primary school. During the observation week, it was possible to analyse that students do not have an English teacher. Besides, the teacher from each course do not know English, they do not have books or a specific topic to teach. When students are in 6th grade, experiment the first real contact in English with a professional teacher in the area, and sometimes it is a shock for most of them.

Considering this aspect previously mentioned, it is proposed to teach English 3rd grade through a different methodology, in this particular case it will be through songs.

It is important to say that this project was carried out in person only two weeks and the rest was virtual due to the health emergency that prevented classes from being conducted in person.

Objectives

General objectives

- To teach English vocabulary through songs and videos in primary school in Saravena city.

Specific objectives

- To encourage students to learn English as a second language.
- To help primary students in the process of learning English as a second language

Methodology

With the aim of ensuring a significant learning process for primary students, the pre-service teacher proposes the use of songs as a strategy to teach English vocabulary by taking advantage of ICT as is the TV. It expects to encourage children to learn English as a second language taking into account that this tool does not use a difficult vocabulary. For this part, it is necessary to introduce the vocabulary, then the idea is to choose a song or a video taking into account the topic, teach them the song, and sing within the classroom. This project allows children to express their feelings, move their bodies, and open their minds to the imagination.

Besides, it is important to mention that it is the teacher who proposes the topics for each class as there is not an established plan to follow.

School context

This component will be carry out in in “concentración de desarrollo rural” high school situated in the urban of Saravena, Arauca, with

Schedule

Below is the pre-service teacher’s schedule in primary grades.

Table 12 *pre-service teacher's schedule*

| hour | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|------|----------|----------|-------------------------------|----------|----------|
| 1 | | | 3 rd grade -301 | | |
| 2 | | | 3 rd grade301 | | |
| 3 | | | 3 rd grade302 | | |
| 4 | | | Break | | |
| 5 | | | 3 rd grade 302 | | |

Beneficiary population

The population is primary grades, mainly 3rd grades students from “concentration de desarrollo rural”. Those students come from rural and urban zones.

Institutional dependencies articulated to the project

Concentración de desarrollo rural

Two classes could be implemented with third-grade students. During these classes, videos were worked with songs in which the children could pronounce and learn vocabulary, as can be seen in the following link:

<https://drive.google.com/drive/folders/1mwLnwY5rks4Um1xCTB7HZ2tp498U1IJ1>

Regarding virtual classes, workshops and an explanatory video on greetings and farewells have been planned, however, these workshops have not been able to be implemented since, by instructions given by the institution, students have no delivery limit for activities and not even a grade, so this subject is no longer a priority in this grade. In the evidence session, you will be able to appreciate the work done with the students in the classroom.

The first activity proposed for the students was professions. Firstly, they were put on a video with vocabulary related to the subject, then they had to pronounce them together, at the end of the class they had to complete a sheet and color it. Finally, as homework, they were to draw the profession that they wanted to be in the future. In a second activity, they were taught the parts of the body in English through a drawing on the board, then they were given a song to dance and sing. Finally, they had to draw the body and its parts in the notebook.

In the virtual methodology, English was not a priority for them. However, it was proposed some activities and videos for practicing at home as you can observe in the following box:

Tabla 3 3rd grade activities

| Material | Material description | Topic | Grade | Did the supervisor review the material? | Was it develop by the students |
|-----------------|-----------------------------|--------------|--------------|--|---------------------------------------|
| Taller 1 | Taller virtual | Colors | 3rd grade | Teacher | Yes |
| Taller 2 | Taller virtual | Animals | 3rd grade | Teacher | Yes |

| | | | | | |
|----------|-------------------|-------------------------|-----------|---------|-----|
| Taller 3 | Taller virtual | Jobs | 3rd grade | Teacher | Yes |
| Taller 4 | Taller virtual | Parts of the city | 3rd grade | Teacher | No |
| Taller 5 | Taller individual | Greetings and firewalls | 3rd grade | Teacher | No |
| Video 1 | Video tutorial | Greetings and firewalls | 3rd grade | Teacher | Yes |
| Video 2 | Video tutorial | The colors | 3rd grade | Teacher | Yes |

In the Annex H it is possible to observe a workshop for 3rd grade students.

Reflection

The pedagogical practice has been widely carried out in both secondary and primary schools. In the latter, they were working with grade 301 and 302, these groups did not have an English teacher since the institution does not have the resources to hire them. Being able to develop the practice in these spaces has generated experience and knowledge in the way we work with these groups.

Children are people who often absorb a lot of knowledge and energy. With them, you have learned to work at a totally different pace than the secondary school groups. It is important for the children, the teachers, and the institution, that they can learn and know a

little about the language since it will be required in secondary school and it is required to give them guidance in this area. Furthermore, it is important to motivate students about the importance of learning a new language, in this case, English, for the development of the country and for their personal lives.

This space has allowed new skills to be developed and work on the weaknesses of the strategies implemented, as well as discovering new ways of teaching and thinking that you can always be better when you want to.

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction

This component aims at giving pre-service teachers the chance to participate actively in the institution as future teachers. The main purpose is that pre-service teachers can get involved in extracurricular activities, following this idea, the future teachers can know the teacher's role out of the classroom and know the importance in the operation of the institution.

Pre-service teachers can take part in many activities such as flag-raising, parent meetings, events of the institution, and other activities.

Objectives

General objective

- To get involved in extracurricular activities proposed by “Concentración de desarrollo rural” high school.

Specific objectives

- To know teacher's role out of the classroom
- To understand the teacher's role in the functioning of the institution.
- To be involved in the rules and the calendar proposed by the institution.

Methodology

When playing a pre-service teacher's role, it is necessary to understand that the teachers' work does not finish at the end of the last class, there are some significant responsibilities must be fulfilled. In the “concentración de desarrollo rural” institution there

are many extracurricular activities that are guided by the teacher's as follows: festivals, religious ceremonies, events, parent's meetings, institutional committee meetings, flag raising, and teacher's meeting.

During this process, the pre-service teacher takes part in these extracurricular and administrative activities to understand the importance of teachers in the institution when it is not in the classroom.

Schedule activities

At this moment the schedule activities have not been established, given that the committee reunion is required in this process and it has not been carry out yet. However, there are some activities and events proposed for this year.

Table 13 activities of the institution

| | |
|-----------------------------|------------|
| Cycle ride | 16th march |
| Día de la familia cederista | |

| | |
|---|--|
| Festival danza de laboreo y rumba campesina | |
| Feria agroindustrial | |
| Escuela de padres | |
| Juegos supérate con el deporte | |
| Semana deportiva | |
| Interclases | |
| Día del idioma | |
| Evento de inglés | |

In this component, some raising flags, cycle rides, and a verbal report with the parents were carried out. In the evidence, you can find some photos of the activities.

The main pre-service teacher's role was to guide students and ask them to be organized and to be quite. In the cycle ride, the main objective was to encourage students to be part of sportive activities and to guide them in the walk.

Finally, in the verbal report of the first term, the main objective was to guide parents and explained to them about their children's academic process. It is possible to analyze some pieces of evidence in annex G.

Conclusion

This experience in the administrative component was very enriching since it showed the reality of life as a teacher outside the classroom. He showed the importance of the teacher when he is not teaching. This component is important since it teaches the importance of the teaching role for the operation of an institution and for the training of students as good citizens and future professionals.

Annexes

Annex A Narrativa 1

La práctica integral se está llevando a cabo en la institución educativa concentración de desarrollo rural en el municipio de Saravena en el departamento de Arauca. La institución educativa cuenta con dos modalidades; agropecuaria y agroindustrial. El colegio cuenta con una gran zona verde y en este momento está en un proceso de reconstrucción estructural. Una de sus principales características es la importancia del cuidado ambiental. En este momento los grados 7°, 8° y 9° no cuentan con un laboratorio de inglés ya que solo hay uno y este está dirigido para los grados 10° y 11°.

Cada profesor tiene asignado un salón y son los estudiantes quienes se dirigen a sus respectivos salones. En cuanto al espacio de clase, los salones son amplios, con grandes ventanas y con piso rustico, cabe resaltar que estos salones dispersan mucho la voz lo que hace que el profesor deba hablar muy fuerte para ser escuchado por sus estudiantes, además el ruido de los demás cursos y de los carros y motos en la calle impiden que se pueda escuchar bien.

El salón de inglés de los grados 7° y 8° cuenta con un tablero amplio, un televisor con acceso a internet, ¡un estante con la dotación de libros “Way to go!” por parte del Ministerio de Educación Nacional, además, cuenta con útiles de aseo (escoba, rastrillo, cesta de basura y recogedor). Estos salones no cuentan con suficiente ventilación o ventiladores por lo que hace que las clases sean un poco incómodas por el calor tan fuerte en esta zona, superando los 35°C, cabe resaltar que en cada salón hay aproximadamente entre 32 y 35 estudiantes.

Los estudiantes de esta institución son provenientes de las zonas rurales y urbanas del municipio de Saravena, pertenecientes a los estratos 0, 1, 2, 3 y 4.

Durante esta primera semana de práctica se pudo conocer un poco más a los estudiantes, son jóvenes entre los 12 y 16 años que en su mayoría han perdido su interés por aprender inglés, su nivel no alcanza a llegar a un A1.

La primera semana de práctica Integral se realizó una primera actividad con los estudiantes que consistía en presentarse, decir su nombre y su apellido, la edad, lugar de proveniencia y lo que les gustaba hacer en su tiempo libre. Primero, la profesora se presentaba y luego los estudiantes debían hacer lo mismo, si alguno de los estudiantes no se sentía en las condiciones de pronunciar correctamente las palabras o de seguir la estructura propuesta, el profesor le ayudaba a hacerlo.

Seguidamente se propuso una actividad en la que cada estudiante debía escoger un pedacito de papel de una bolsa de tela, los cuales contenían comandos, expresiones, slangs y frases en inglés. En esta actividad los estudiantes debían tratar de adivinar o en su defecto interpretar lo que querían hacer cada uno de ellos. La actividad se tornó muy interesante para ellos, se reían, y pronunciaban con entusiasmo. A pesar de que había un grupito de estudiantes que hablaban mucho, la clase se pudo llevar con normalidad sin perder el control de la disciplina.

Para evitar que los estudiantes hablaran tanto, solía involucrarlos más en las actividades, acercarme a ellos y preguntarles si sabían o conocían el significado de algunas palabras, o si se imaginaban qué podría ser el significado de algo. Mi rol como profesor dentro de la clase fue muy importante pues mantuve una posición amigable, divertida y no

un rol controlador permitiendo que los estudiantes se pudieran expresar libremente sin necesidad de formar desorden.

A pesar de que había estudiantes que les daba pena pronunciar o decir algo en inglés, se le dio la confianza de hacerlo a través de la repetición, cuando se le dificultaba la actividad a un estudiante, el profesor pronunciaba y el estudiante repetía, algunos hablaban en voz baja por pena, sin embargo, no fue impedimento para poder llevar a cabo la clase adecuadamente.

En cuanto a la práctica del componente de extensión, se lleva a cabo en el mismo de inglés, pero en la jornada de la tarde, en los dos grupos de tercer grado se proponen diversas actividades a través de canción sobre las partes del cuerpo, así mismo se proponen juegos por equipos en las cuales deben completar en el tablero las partes del cuerpo y dibujar su cuerpo.

Este primer contacto con los estudiantes me dio la oportunidad de conocer el ritmo en el que trabaja cada grupo de estudiantes. La disciplina y el ritmo de aprendizaje varía de un grupo a otro, sin embargo, ya habiendo tenido esta experiencia puedo adaptar las planeaciones y actividades teniendo en cuenta las necesidades de cada uno de ellos.

Annex B Narrative 2

Durante esta segunda semana se tuvo un contacto más cercano con los estudiantes, se profundizaron más los temas a través de diferentes actividades dentro del aula de clases.

En las actividades desarrolladas se puede apreciar que los estudiantes avanzan lentamente. La primera actividad consistía en escribir una frase siguiendo la estructura propuesta por el profesor en el tablero. La segunda actividad consistía en trabajar en grupos y escribir una frase en inglés utilizando “I would like to do” que tuviera que ver con el cuidado del medio ambiente, por ejemplo, me gustaría plantar árboles, esto se haría en un pliego de papel bond.

Esta actividad ha llevado mucho tiempo ya que los aprendices trabajan en el suelo con sus compañeros y deben escribir y colorear al tiempo. Para la siguiente actividad los estudiantes deben pasar al frente y explicar su póster con sus compañeros, esta será su primera nota, sin embargo, aún no se ha podido llevar a cabo la última parte, que es la exposición ya que se han presentado muchas formaciones relacionadas con el llamado de atención de los estudiantes y con las elecciones de los representantes de la institución, cada formación ha durado alrededor de 40 minutos a una hora.

Es importante resaltar que estas formaciones y eventos inesperados como los paros armados en la región, han impedido que se pueda avanzar con más rapidez, por lo que los estudiantes pueden tomar hasta dos semanas trabajando en un mismo tema.

Mi rol frente a las formaciones es atender el orden y acompañar a los estudiantes dentro de su formación y escuchar atentamente lo que se dice en estas reuniones. En total se

han acudido a tres formaciones, muchas de estas han sido de carácter informativo, sobre futuros eventos, y también han sido espacios para llamar la atención ya que algunos estudiantes se han visto involucrados en procesos disciplinarios por no respetar las reglas establecidas en la institución.

Finalmente, esta semana se llevó a cabo el primer informe verbal con los padres de familia sobre el rendimiento académico de sus hijos, se pudo apreciar que los algunos estudiantes atienden a los llamados de atención por parte del profesor cuando están en la presencia de sus padres y hacen un compromiso de mejorar algunas actitudes dentro del aula. Esta jornada se desarrolló durante toda la mañana, los padres preguntaron y aclararon dudas a los padres sobre las notas y comportamiento de sus hijos. Este ejercicio fue muy importante porque se pudo conocer un poco más a los estudiantes y sus padres, además es bueno alertar a los padres y estudiantes las falencias y fortalezas para mejoren o continúen mejorando.

En cuanto a las clases con los grados 3 en horas de la tarde, se ha avanzado con más rapidez, a través de videos se explicó el vocabulario, y así mismo se propuso actividades de drilling, de colorear y de completar.

Esta segunda semana me ha permitido conocer más a los estudiantes y a adaptarme a su ritmo de trabajo, a manejar mejor el tono de voz y a manejar mejor la disciplina.

Annex C Narrative 3

Rol de docentes, estudiantes y padres de familia en tiempos de pandemia, transición de las clases presenciales a las virtuales, utilización de herramientas virtuales y tecnológicas en tiempos de pandemia en el contexto escolar, diseño, ejecución y evaluación de material etc.

Sin duda alguna la pandemia causada por el covid-19 ha generado un gran impacto en el campo laboral y académico, así como en la parte emocional de las personas. En el campo académico se han desatado una serie de retos tanto para los profesores como para los estudiantes y sus acudientes. Las clases presenciales de por sí eran un gran reto, por la falta de material y espacios adecuados para la enseñanza del inglés y la cantidad de aprendices que superaban los 35 estudiantes en cada curso a cargo de un solo profesor.

Ahora las clases virtuales han sido un doble reto. Esta nueva forma de trabajo virtual ha desenmascarado la necesidad tan grande que tienen los estudiantes y el frágil sistema de educación no apto para enseñar a través de esta metodología.

En mi caso particular (Saravena-Arauca), un gran porcentaje de estudiantes viven en zonas rurales donde el acceso de internet y señal telefónica es nulo. En este aspecto, los profesores, padres y estudiantes han jugado un papel significativo. La institución dio directrices para hacer llegar material de trabajo a estos estudiantes. Los profesores preparan material suficiente para trabajar en casa, talleres explicativos y talleres con ejercicios. Estos talleres se dejan en la institución y los padres (teniendo en cuenta el pico y cédula)

reclaman este material y de esta manera son entregados a los estudiantes. Los estudiantes por su parte desarrollan las actividades sin presión, se toman el tiempo que necesiten y no tienen nota ni fecha límite de entrega.

Teniendo en cuenta esto, podemos analizar que el rol de los profesores, acudientes y estudiantes es sumamente importante. El trabajo de estos tres, hacen que el proceso de enseñanza-aprendizaje sea posible durante esta época de pandemia. Los estudiantes se hacen responsables de cumplir con sus compromisos académicos, completando los talleres propuestos por los docentes. Los profesores se encargan de preparar material de estudio, que sea claro y fácil de entender. Y los padres son el medio de comunicación entre docentes y estudiantes, son ellos quienes informan de las dudas a los profesores y estos a su vez comunican las recomendaciones de los docentes para los estudiantes.

En el caso de los estudiantes que tienen accesos a un teléfono, computador, y/o internet la metodología de trabajo ha sido diferente. En este la comunicación es directamente entre los estudiantes y profesores. Cabe resaltar que los padres tienen la oportunidad de aclarar dudas y de conocer el proceso de sus hijos.

Estudiantes, profesores y padres de familia se han sumergido en el mundo de la tecnología, han conocido herramientas útiles que facilitan el proceso de aprendizaje-enseñanza como los blogs, Zoom, YouTube google classroom, en mi caso la plataforma más usada es WhatsApp, por este medio se dejan talleres, se aclaran dudas y se recogen las actividades desarrolladas por los alumnos Este ha sido un tiempo de reflexión sobre el uso de las tecnologías y de las grandes ventajas que este tiene para la educación cuando son vigilados por los padres y profesores.

El tiempo en casa durante la cuarentena ha sido un espacio para que los padres conozcan más a sus hijos y sus hijos a sus padres, igualmente ha sido un espacio para que los profesores conozcan mejor a sus estudiantes y profesores y así crear un ambiente comprensible de aprendizaje y enseñanza.

Como docente en formación, esto ha sido un gran reto sobretodo en la planeación de material virtual puesto que no sabía cómo prepararlo, sin embargo, gracias al apoyo y guía de mi supervisora se pudo llevar cabo varios talleres para que los estudiantes los pudieran desarrollar. Cabe resaltar que el material y los temas no son evaluados puesto que fueron directrices dadas por la rectora de la institución.

Annex D First reflection workshop

NOMBRE DEL ESTUDIANTE: Zuyi Marlay Arévalo Ostos

INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: Institución educativa concentración de desarrollo rural.

CIUDAD: Saravena

DEPARTAMENTO: Arauca

1. Responda las siguientes preguntas:

OBSERVACIÓN INSTITUCIONAL Y SOCIALIZACIÓN DE LA OBSERVACIÓN:

a. ¿Qué aprendió durante la semana de la observación institucional?

Durante la semana de observación se pudo analizar varios aspectos; entre ellos, se pudo observar que cada profesor tiene asignado un salón y cada vez que suena el timbre de cambio de hora, los estudiantes son los que se dirigen a sus correspondientes clases.

Otro aspecto que se pudo analizar es que las enfermedades, o síntomas de dolor son prioridad en el salón de clase, en este caso los estudiantes deben dirigirse a coordinación quien es el ente encargado de seguir el protocolo con el estudiante.

Así mismo, pude notar que la institución tiene ente sus prioridades, el cuidado del medio ambiente, el uso de material reciclable y el cultivo de diferentes plantas.

Finalmente, se pudo observar que los estudiantes suelen ser un poco indisciplinados en clase, por lo que el docente a cargo debe recurrir a un observador en el cual se reportan los estudiantes que irrespetan la clase, esta es una forma de controlar la disciplina en el salón.

b. ¿Por qué considera importante el desarrollo de la semana de observación institucional?

Esta semana de observación permite conocer de cerca el funcionamiento de la institución, los estudiantes y los profesores. Es el tiempo para conocer el lugar donde se va a desarrollar la práctica, con quién, y cómo. Así mismo, se puede conocer el nivel de lengua extranjera de los estudiantes y cómo se desarrollan las clases y a qué ritmo.

c. ¿Por qué considera importante el hecho de socializar la observación institucional con los demás compañeros?

Este ejercicio permite que los compañeros puedan conocer las diferencias entre una institución y otra. Además, es una forma de mostrar que, como futuros docentes, nos podemos enfrentar a instituciones que trabajan muy diferente de la una a la otra.

d. ¿Qué se puede aprender mediante dicha socialización?

Se puede aprender conocer la variedad de instituciones que hay en nuestro país, y tener una idea de cómo se podría trabajar en cada uno de ellos y cómo sería nuestro rol en las instituciones.

PRÁCTICA PEDAGÓGICA EN EL AULA:

1. Mencione algunos cambios que estamos viviendo en nuestra sociedad. ¿Qué consecuencias o impacto tienen estos cambios en el contexto educativo?

Uno de los principales cambios es el uso de las TIC, hoy en día estos tienen una gran influencia en el campo educativo.

Otro de los cambios es que los padres no dedican suficiente tiempo en el acompañamiento del proceso de aprendizaje de sus hijos. Los padres dedican mucho tiempo a su trabajo.

2. ¿En qué medida ayudan o perjudican dichos cambios?

Las TIC facilitan el proceso de aprendizaje-enseñanza en el aula de clase. Sin embargo, es importante saber que el no buen uso de esta herramienta puede crear en los estudiantes un estado de adicción o dependencia.

Hoy en día los padres se preocupan tanto por trabajar duro, tener dinero y dar la mejor educación a sus hijos que olvidan enseñar a sus hijos valores y acompañarlos en sus labores académicas dejando toda esa responsabilidad a los docentes.

3. Mencione y explique al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

Motivar a los estudiantes a ser mejores seres humanos: los niños y jóvenes no solo se deben centrar en lo académico sino en la importancia de saber actuar en la sociedad y de tener valores como personas.

Motivarlos a aprender cada día más y enriquecer su conocimiento para un bien social: los estudiantes deben saber que el conocimiento no es un símbolo o sinónimo de superioridad, al contrario, es un conocimiento que debe ser compartido, que el aprendizaje debe ser continuo y compartido.

Fomentar el buen uso de las TIC dentro del campo de aprendizaje: aunque estas herramientas pueden ser una ventaja para los estudiantes y profesores, también se debe saber que puede ser un problema de dependencia y desobediencia.

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que en su quehacer como docente?

Todos los estudiantes merecen la atención de los docentes. Cuando hay estudiantes que tienen dificultades de aprendizaje, se les dedica el tiempo para que puedan aprender y mejorar, y cuando hay estudiantes muy sobresalientes, se merece la atención para motivarlos a ser mejores y a que sigan aprendiendo.

5. ¿Qué cosas le preocupan además que sus estudiantes acaben sabiendo contenidos académicos? ¿Cómo lo trabaja?

Uno de los principales miedos es no saber enfrentarse a situaciones en las que hay complicaciones de salud. Además, me preocupa no poder controlar las emociones o las preocupaciones como profesor cuando las cosas no van bien. Finalmente, me preocupa no poder controlar la disciplina en el salón de clase.

Para trabajar esta situación es importante saber que aunque entiendo que todas estas preocupaciones son comunes cuando se inicia esta profesión, también soy consciente de que este es un proceso que requiere tiempo y que se va aprendiendo en el camino a través de las experiencias vividas cada día.

VIDEOS:

Visualice el siguiente video del link y escriba tres conclusiones

Los profesores nos enfrentamos a un alto grado de mediocridad y desinterés en los salones de clase, algunos estudiantes solo van porque son obligados o no tienen nada que hacer.

La falta de interés por parte de los estudiantes en aprender, genera estrés y cansancio en los docentes, disminuyendo el ritmo de enseñanza y la capacidad de entregarlo todo.

Siempre ha sido un reto el hecho de despertar el interés y la motivación en los estudiantes para que sean excelentes cada día, cada persona tiene diferentes visiones e intereses en sus vidas y en algunos no está el hecho de estudiar.

<https://www.youtube.com/watch?v=tju95fjc9GA>

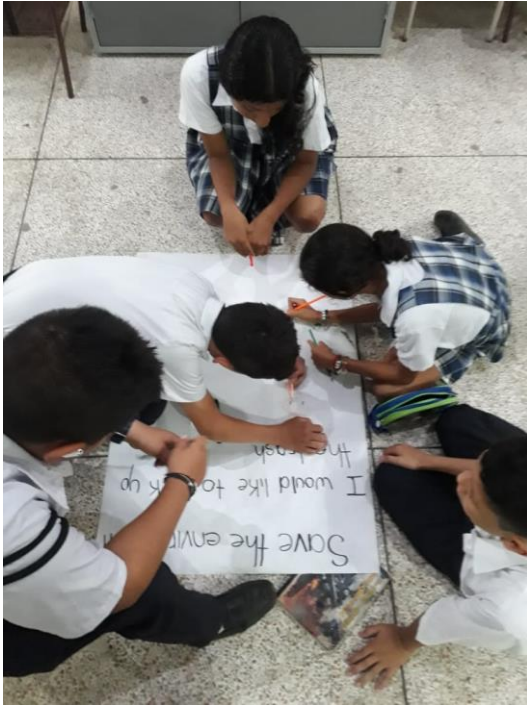
GRADO DE AVANCE DEL COMPONENTE PEDAGÓGICO:

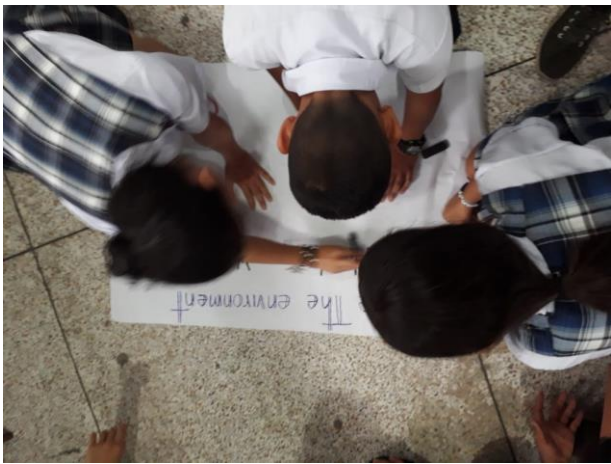
a. ¿Cuántas intervenciones he podido realizar, aplicando el proyecto? Ventajas o desventajas encontradas.

Hasta el momento no se ha podido llevar a cabo el primer taller ya que se han perdido muchas clases a causa de eventos inesperados como las formaciones por llamados de atención y elección de personeros. Sin embargo, he tenido varias intervenciones en el salón de clase, calificando, evaluando, guiando a los estudiantes en el salón de clases y explicando distintos temas en el salón.

Una de las ventajas es que los estudiantes les gustan que uno se acerque a ellos y les haga un seguimiento individual permitiendo que avancen en sus actividades académicas. La desventaja es que se han perdido muchas horas de clase debido a las formaciones inesperadas lo que hace que el avance sea mucho más lento.

Annex E. pedagogic component evidences







Annex F. outreach component evidences





Annex G. Administrative component evidences





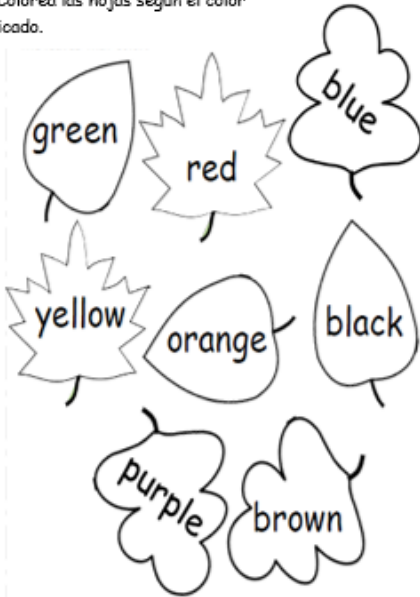




Annex H. workshop for 3rd grade

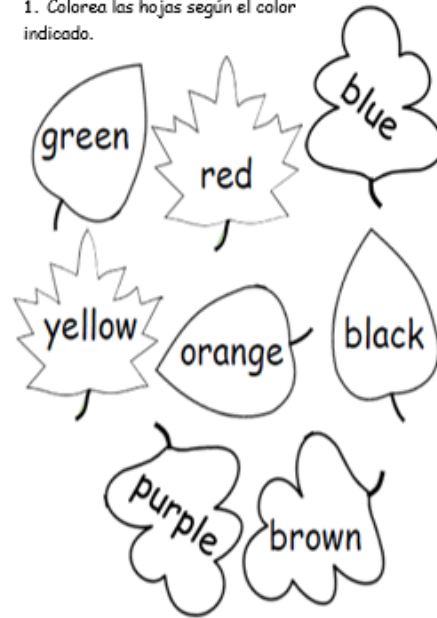
The colors

1. Colorea las hojas según el color indicado.



The colors

1. Colorea las hojas según el color indicado.



| Puntos | | | | | | | | | | | | | | | | | |
|--|---|-----|---|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| COMPONENTE DE EXTENSIÓN | | | | | | | | | | | | | | | | | |
| -Cumplió con los objetivos propuestos para este componente (planeó y ejecutó actividades desde la presencialidad y posteriormente desde la virtualidad) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| COMPONENTE DE ADMINISTRATIVO | | | | | | | | | | | | | | | | | |
| -Cumplió con los objetivos propuestos para este componente (participó en actividades extra-curriculares programadas por la institución en la presencialidad) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| ENCUENTROS (tutorías, reuniones) | | | | | | | | | | | | | | | | | |
| -Asistió a las asesorías programadas por el tutor | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -En estas asesorías entregó tareas propuestas por el tutor | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Asistió a reuniones o talleres programados por la coordinación de práctica | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| PRÁCTICA PEDAGÓGICA | | | | | | | | | | | | | | | | | |
| -Durante toda la práctica integral hizo las planeaciones de clase de manera completa y ordenada (trabajo presencial y virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Hizo entrega de planes de clase a tiempo (trabajo presencial y virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Siguió el plan de clase y desarrolló actividades de acuerdo con los objetivos del mismo. (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Trató de privilegiar la integración de las competencias comunicativas y desarrollar las competencias subyacentes (fonética, gramática, vocabulario). (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Utilizó variedad de material didáctico y empleó material auténtico (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Tuvo en cuenta los diferentes estilos de aprendizaje (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Centró el desarrollo de la clase en los estudiantes (trabajo presencial) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Facilitó la participación de los estudiantes (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Propició actividades que involucran el trabajo en grupo. (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Reforzó continuamente el aprendizaje de los estudiantes. (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Usó elementos paraverbales y no verbales para facilitar la | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |

| | | | | | | | | | | | | | | | | | |
|--|--|-----|---|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| comprensión de los estudiantes. (trabajo presencial o virtual) | | | | | | | | | | | | | | | | | |
| - Incorporó Tecnologías de Información y Comunicación en el desarrollo de sus clases (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| - De acuerdo a la experiencia que tuvo en la institución, considera que domina los contenidos trabajados durante la clase y se expresa correctamente en forma oral y escrita en la lengua extranjera. (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Alternó el uso de la lengua materna y la extranjera en clase. (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| -Tuvo en cuenta las recomendaciones dadas por el/la supervisor@. (trabajo presencial o virtual) | 0 | 0,5 | 1 | 1,5 | 2 | 2,5 | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 | 5,5 | 6,0 | 6,5 | 7,0 | 7,5 | 8,0 |
| TOTAL | _96_:100P | | | | | | | | | | | | | | | | |
| | La nota total la debe multiplicar por 0,05 y colocar el total aquí: | | | | | | | | | | | | | | | | |
| | _4.8_:5 | | | | | | | | | | | | | | | | |

*Esta nota hace parte de ficha de evaluación final y corresponde a la primera etapa de la práctica integral en el enunciado siguiente: EJECUCIÓN Y EVALUACIÓN DE SECUENCIAS DE APRENDIZAJE Y EVALUACIÓN, autoevaluación 10% de la nota

Annex J. letters of consent

Pamplona, 11 de marzo del 2020
Estimados,
PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado
Cordial saludo,
Yo, Zuyi Marlay Arévalo Ostos, identificado con C.C 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alexandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.
Agradeciendo su atención.
Cordialmente,

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza Luz Elena
c.c.

Pamplona, 11 de marzo del 2020
Estimados,
PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado
Cordial saludo,
Yo, Zuyi Marlay Arévalo Ostos, identificado con C.C 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alexandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.
Agradeciendo su atención.
Cordialmente,

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza Ben GARCÍA GONZÁLEZ
c.c.

Pamplona, 11 de marzo del 2020
Estimados,
PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado
Cordial saludo,
Yo, Zuyi Marlay Arévalo Ostos, identificado con C.C 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alexandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.
Agradeciendo su atención.
Cordialmente,

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza Carolina Castro
c.c.

Pamplona, 11 de marzo del 2020

Estimados,

PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado

Cordial saludo,

Yo, Zuyi Marlay Arévalo Ostos, identificado con C.C 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alexandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza

Bioser usque

c.c.

Pamplona, 11 de marzo del 2020

Estimados,

PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado

Cordial saludo,

Yo, Zuyi Marlay Arévalo Ostos, identificado con C.C 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alexandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza

Carla Karolé Barona

c.c.

Pamplona, 11 de marzo del 2020

Estimados,

PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado

Cordial saludo,

Yo, Zuyi Marlay Arévalo Ostos, identificado con C.C 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alexandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza

Adry Lorena Rodríguez

c.c.

Pamplona, 11 de marzo del 2020

Estimados,

PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado

Cordial saludo,

Yo, Zayl Marlay Arévalo Ostos, identificado con C.C 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alejandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza Maria Otilia Hernandez
c.c. 27679537

Pamplona, 11 de marzo del 2020

Estimados,

PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado

Cordial saludo,

Yo, Zayl Marlay Arévalo Ostos, identificado con C.C 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alejandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza [Firma]
c.c. 13264357

Pamplona, 11 de marzo del 2020

Estimados,

PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado

Cordial saludo,

Yo, Zayl Marlay Arévalo Ostos, identificado con C.C 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alejandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza Elisbeth Villamizar
c.c. 1090427701

Pamplona, 11 de marzo del 2020

Estimados,

PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado

Cordial saludo,

Yo, Zury Marlay Arévalo Ostos, identificado con C.C. 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alexandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

Estudiante-Practicante

Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza Deisy Yolema Garbón Gulleón

c.c.

Pamplona, 11 de marzo del 2020

Estimados,

PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado

Cordial saludo,

Yo, Zury Marlay Arévalo Ostos, identificado con C.C. 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alexandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

Estudiante-Practicante

Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Autoriza Verónica Rivero

c.c. 42448722

Pamplona, 11 de marzo del 2020

Pamplona, 11 de marzo del 2020

Estimados,

PADRES DE FAMILIA, octavo grado, Estudiantes octavo grado

Cordial saludo,

Yo, Zury Marlay Arévalo Ostos, identificado con C.C. 1090478480 de Cúcuta, Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos Octavo, acompañado de la supervisión de la docente Alexandra González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "sensibilización ambiental como medio para mejorar la habilidad del habla inglesa como lengua extranjera en grados octavos del colegio concentración de desarrollo rural en Saravena-Arauca: una investigación acción". Esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán ser grabados y saldrán en fotos con un fin académico como evidencia del proceso. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

Estudiante-Practicante

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