



***Enhancing written skills of 10th-grade students through personal writings by using
Social Media at Normal Superior of Pamplona School***

Marlyn Lucero Suárez Jaimes

1098808410

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Faculty of Education

Foreign Languages Program

Integral Practicum

Pamplona

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Marlyn Lucero Suárez Jaimes

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Carlos Alberto Jaimes Guerrero

Tutor

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Table of contents

General presentation	11
Introduction	12
Justification	13
Objectives	14
General	14
Specifics	15
General conclusions.....	15
Chapter I: Institutional observation and diagnose.	16
Recognition of field observation.....	16
Environment characterization.....	16
Design of immersion and community outreach strategies.	17
Knowledge of the different types of activities developed in the educational community.	17
Use and distribution of educational work time.....	17
Meetings with the members of the educational community: Directors, students, teachers and parents.....	18
Documentary analysis.....	18
Topographical localization	18
Historical Context	19
Administrative level.....	20

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Institutional PEI	21
Mission.....	21
Vision.....	21
Institutional Objectives	22
Handbook.....	23
Students' Duties	24
Students' Rights	27
Anthem	30
MEN guidelines and regulations in the event of a sanitary emergency	30
Institutional evaluation system	32
Journey	33
The Institutional Calendar	33
Institutional Schedule and Programming	33
The supervisor's schedule	34
Organigram	35
Institutional organization chart	35
Pedagogical level.....	36
Language area planning	36
Work methodology of the Language Teaching Collective	37
Knowledge of available pedagogical resources.....	37
Timeline	38
Learning support modalities (tutoring, communication tools and strategies, etc.).....	38
Guide and material design.....	38

MEN guidelines	39
Courses	40
Schedules	41
Technological level of the institution	43
Degree of connectivity	43
Access and use of platforms	43
Description of digital resources used	43
Elementary school	44
Middle and high school	45
Parents community	46
Chapter II: Pedagogical and Investigative Component	47
Introduction	47
Problem	48
Research questions	49
Justification	49
Objectives	50
General objective	50
Specific Objectives	50
Theoretical framework	50
Personal writing	50

Social Media	51
Vocabulary	51
Writing Production.....	52
Literature review	52
The use of social networks to improve students' writing.....	53
Personal writing exercises as a tool to improve the writing production skill.....	54
Pedagogical Methodology	56
Lesson plan.....	56
Pedagogical component timetable	58
Classroom methodology.....	59
Research methodology	60
Research approach	60
Research design	60
Population.....	61
Sampling.....	61
Instruments	61
Timeline	62
Description of the activities	63
Evidences.....	65
1. Proposal presentation	65
2. Experience activity with Facebook Post	66



Data analysis method	67
Statements.....	68
Results	68
Conclusions	70
Recommendations.....	70
Chapter III: Community Outreach Component.....	72
Introduction	72
Justification.....	73
Objectives.....	73
General objective	73
Specific objectives	73
Methodology.....	74
Schedule of activities	75
Description of activities	76
Final activity “song practice”	80
Methodology proposed.....	80
Methodology implemented.....	80
Fourth grade activities planner proposed.....	85
Progression towards achievement of objectives	85
Material designed to support the process and planning of the activities.....	85

Conclusions	88
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Chapter IV: Intra-institutional Activities Component	88
Introduction	88
Justification	89
Objectives	89
General objective	89
Specific objectives	89
Methodology	90
Schedule of activities	90
Schedule September activities	90
Schedule October activities	91
Schedule November activities	92
Schedule December activities	93
Description of the activities	93
Celebration of a mass in commemoration of the ex-graduates	94
Talent Show	95
Valentine's Day	96
Sharing field trip	98
Poetry Recital Week	99
Conclusions	100
Overall conclusion	101
Chapter V: Reflective Approach to the Practicum	101
Reflective process that allowed the narratives creation	101



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Individual conclusions for each project component	102
Pedagogical and Research Component	102
Outreach Component	102
Intrainstitutional Component	102
References	104
Appendixes.....	106

List of figures

Figure 1	18
Figure 2	19
Figure 3	28
Figure 4	29
Figure 5	32
Figure 6	33
Figure 9	36
Figure 10	39
Figure 14	57
Figure 15	58
Figure 16	59
Figure 20	90

Figure 21	 	91
Figure 22		92
Figure 23		93

List of tables

Table 1	34
Table 2	35
Table 3	41
Table 4	42
Table 5	47
Table 6	62
Table 7	75
Table 8	75



General presentation

Nowadays it is easy to highlight that learning a second language has become a basic need in everyday life in which allows the development of all kinds of skills, abilities and capabilities in a person, that is why this becomes a high rate of guarantees as it is not only mentioned the labor, educational, social and cultural field. From all this we want to achieve a positive result in which people decide to learn English as a second foreign language to also seek those developments and improve techniques when teaching it.

For this reason, this project seeks to improve the written production of tenth grade students in a Colombian public school located in Pamplona Norte de Santander. Therefore, in order to develop it correctly, the following study will consist of 4 main components that correlate with each other: institutional observation, this observation and diagnostic report aims to know and analyze the educational institution where the professional practice is carried out. The objective of this observation is to study the institution to know its specific needs and to elaborate a proposal to satisfy them. The second component is the pedagogical and research component, this project aims to improve written production skills in tenth grade students of the Normal Superior de Pamplona through personal writings using social media. In the third place, the development of the component "English Language Awareness Project in the primary schools of Pamplona" and a sub-project that aims to satisfy a secondary need of some students learning

English. Last but not least, the inter-institutional activities component that includes all the



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extracurricular activities and events of the educational institution in which the trainee teachers can participate.



Introduction

Currently, the learning and teaching of a new language such as English is of great importance, so it is necessary to mention the need that is experienced both in schools and in the professional world, so it seeks to instill that new generations choose to learn a second language, because when we talk about promoting a language, skills and strategies to apply methodologies that allow people to adapt more easily and simplicity to these learning processes are encouraged in the same way.

Thus, the professional practice offered by the University of Pamplona to tenth semester students is reflected in this case, which allows them a space to carry out all this knowledge that has been acquired in their previous studies, and also, to carry out a process in which a teacher in the educational area will be completed in order to be trained with this knowledge and be able to implement it as future teachers. As well, the students must carry out a macro project that is subdivided into several projects that aim to improve the skills and abilities of the students of the educational centers where this practice is carried out.



In an educational context there are always inconveniences when it comes to the correct acquisition of knowledge regarding the learning of a second language, it is here where students are affected in schools since in many cases, they do not have a direct practice and learning of the language which does not benefit them, this is why we seek an improvement for students with these didactic and pedagogical interventions in order to motivate written production.

Therefore, this proposal aims to improve written production through personal writings using social media in common spaces such as posters on Facebook, Instagram, WhatsApp chat and writings, which means that within this process it is sought that they improve and at the same time learn a second language.

Justification

Written production is considered an important competence since it contains evidence of the process that develops in children and/or adolescents both in their educational learning and in their social context. Therefore, the thinking process is a mutual evolution in which this linguistic skill fosters the development of various capabilities such as organization, structuring and distribution of ideas in students. Thus, this aspect involves key components since improving written production also implies understanding in writing and even learning vocabulary. The primary need to implement this project is to encourage tenth semester students of the “Normal de Pamplona” to improve their written production through personal writings using social media and some components that are highlighted in the curriculum of the educational institution.



Also, it is a great challenge when it comes to teaching a second language as it is in this case English, since today there are known different benefits for people in terms of education, professional and social, which are acquired if you speak a foreign language, on the contrary, this also becomes a problem when talking about the low levels obtained in schools because young people do not maintain a motivation to learn it, as it is necessary to take into account their learning process and know how to identify the skills and abilities to be able to provide good support in this process.

The main reason for the development of this proposal is to improve written production, considering all the knowledge that students have acquired during their learning in their academic process. Likewise, to show a positive aspect regarding the use of social media as a factor not only daily, but on the contrary it can help if a proper use is made of them, with these writings can be shown in the same way the way in which participants express and show all those experiences, feelings and imagination at the time of writing.

Objectives

General

- ✓ To improve the written production of tenth grade students through personal writings using social networks.



Specifics

- ✓ To assist in the needs of the elementary school children in terms of teaching English through learning activities.
- ✓ To participate in extracurricular and cultural activities that take place in the institution.
- ✓ To teach primary students new basic vocabulary through flashcard and nursery songs.
- ✓ To participate in extracurricular and cultural activities carried out at the institution.

General conclusions

This proposal was developed according to the needs seen in the institution within the institutional framework, which could be implemented in the schedules and times established by the educational institution to which the professional practice is performed. Within this internship process, the skills and abilities of both the students and the intern were developed, since learning and teaching are reflected by putting into practice the previous knowledge acquired.

Concerning the pedagogical and research component, it was possible to meet the established objectives, since different works were carried out in terms of vocabulary and writings with different teaching methods, in addition, it is corroborated that this strategy helps in the learning of students since its implementation was beneficial in terms of factors of new strategies and significant learning processes.

The outreach component, specifically mentioning the fourth-grade students of the Escuela Normal Superior de Pamplona, was favored with the use of children's songs and images, with which the students learned to pronounce, identify and relate the new vocabulary in and out of the classroom.



Within the extracurricular component, the trainee had the opportunity to participate in different activities related to the institution's events, which allowed her to get involved in an active teaching setting practicing in what are real educational contexts today as a future teacher. In the same way, this component helps interns learn how to plan academic spaces such as planning an event, attending or assisting in activities and meetings, among others.

Finally, each of these components was developed in the best possible way in which they had a significant learning for the students as they actively participated in it and its development was carried out in a good way.

Chapter I: Institutional observation and diagnose.

Recognition of field observation

The “Normal Superior of Pamplona School” is a mixed public educational institution, located in Colombia, Norte de Santander in the city of Pamplona, its main office is located at Av. Santander. It counts with three sites for primary school: “La Aurora, Cariongo and Escuela Nueva ISER”.

Environment characterization

The “Normal Superior of Pamplona School” offers preschool, elementary, secondary, middle school, and complementary training program programs.



Design of immersion and community outreach strategies.

The first step for the immersion and approach to the educational community is the sending of a letter prepared by the integral practicum team of the department of foreign languages and communication to the rector of the selected school and to the teacher in charge of supervising the practice process; where the collaboration and acceptance of the request is appreciated. In the same way, the student who will do his internship process in his educational institution is presented, followed by the presentation by the candidates to practice in each of the institutions with both the rector and the supervising teacher of the English area.

Once these two processes have been completed, a class observation is carried out by the candidates where they present themselves for the first time to the students, they will be in charge of at the moment of starting the process in a formal manner.

Knowledge of the different types of activities developed in the educational community.

The Normal Superior of Pamplona School is working under the modality of face-to-face classes.

Use and distribution of educational work time

The institution has organized the courses into a schedule where each one of the teachers has one group in a different moment of the journey.



Meetings with the members of the educational community: Directors, students, teachers and parents.

At the school in a specific place name “El Patio” is where the director held the meetings with students. Each Monday, all the students are cited in that place and the teachers and directors give them some important information, as well when the parents meetings are developing, they meet at the same place.

Documentary analysis

Topographical localization

The “Normal Superior of Pamplona School” is a mixed public educational institution, located in Colombia, Norte de Santander in the city of Pamplona.

Figure 1

Escuela Normal Superior de Pamplona



Note. Adapted

from Escuela Normal Superior de Pamplona, 2022, <http://ienormalsuperiorpamplona.edu.co/>.



Figure 2

Topographical localization Normal Superior of Pamplona School



Note.

Adapted from google, 2022.

Historical Context

The creation of the National Normal School of Pamplona and all the other normal schools in the country, including the rural ones, was made by means of Law 6935 of December 17, 1934, and from this date the bidding and the contract for the construction of this beautiful student city had to be made.

In January 1940, Luis Alejandro Barrios arrived in Pamplona from Bogota with the appointment as rector, by the MEN.

On May 6, 1940, the President of the Republic, Dr. Eduardo Santos and his wife, Mrs. Lorencita Villegas de Santos, arrived in the city to officially inaugurate the educational institution.



In 1998, the Normal School underwent the Accreditation process in compliance with the legal requirements set forth by Law 115 of 1994 and especially by Decree 30/12/97 in preparation for the Quality and Development Accreditation process, from which the Normal School will testify to the country of its specific character as an institution that trains trainers.

In effect, the MEN issues Resolution No. 2793 of December 4, 2002 with the Accreditation of Quality and Development for a term of five years as of that date. In June of the same year the MEN with agreement with the World Bank invited to a course-contest to the Normal Schools. The Escuela Normal Superior won, thanks to God, and was recognized at the National Level.

In 2007, it again received approval of studies after an accreditation process, following an academic peer review process.

Administrative level

The Normal Superior of Pamplona school is one of the best public educative institutions in town. It has a well-structured personal stuff that makes the institution work. The rector is Dr. Oscar Fabian Cristancho Fuentes, and the coordinator is Lic. Carlos Luis Suarez Pedraza. Also, the school has 35 teachers working in the institution, it is under the direction of the Education Ministry which is a government entity and it is located in Pamplona Norte de Santander.

Institutional PEI



According to Santo Tomas University (2004), the PEI is a permanent process of collective construction that leads to the growth and development of the school and social development of the educational communities. Likewise, said this project has the purpose of responding to the problems and needs of the students of the educational institution and should be highlighted for being concrete, feasible and evaluable. (Ley 115 de 1994).

This part presents the mission, vision, and objectives of the institution.

Mission

“La Escuela Normal Superior de Pamplona” seen itself as an Educational Institution that leads initial and continuing teacher training programs within the framework of curricular and human integration where education professionals contextualize and produce pedagogical knowledge for quality improvement education from human rights in the rural, urban and urban sectors marginal, at the local, regional and national levels.

Vision

Train high quality teachers, from preschool to the Training Program Complementary, with researching abilities, productive, technological and citizens within the framework of pedagogy, and social projection for performing at the preschool and elementary school levels, from the sectors rural, urban and marginal urban.

Nowadays, the Normal Superior Pamplona School confers the titles of “Bachiller académico con profundización en pedagogía” to those who complete their studies in secondary



education and of “Normalista Superior” those who successfully complete the “Formación Complementaria” program.

Institutional Objectives

As a teacher training institution for preschool and elementary school teachers in the rural, urban, and marginal urban sectors, the Normal Superior pursues the following objectives.

- To Strengthen the pedagogical nature of the Escuela Normal Superior as an educational agent, capable of reinventing itself by permanently redefining its identity.
- To develop research projects that contribute to the solution of the problems of the rural, urban and marginal urban sectors, from the pedagogical, productive, and technological aspects, developing a pertinent pedagogy through seedbeds, groups and networks.
- To offer relevant training that articulates, from pedagogy and didactics, the culture of school and life with a curriculum that responds to the educational needs and challenges through the re-contextualization of pedagogical knowledge.
- To lead from the culture of human rights and inclusive pedagogy the improvement of the quality of education, the expansion of coverage, and the processes of coexistence and social equity.
- To offer teachers in training and preservice teacher's educational options that allow the strengthening of professional competencies for rural, urban and marginal urban transformation in order to improve the quality of education in the area of influence.



- To guarantee from the curricular planning processes a pertinent and quality education for the vulnerable and/or disabled population, to Institutional Educational Project Page 16 of 107
- respecting the rhythms of learning and the culture of human rights.
- Strengthen the human condition of the vulnerable and disabled population by empowering their capacities, respecting their learning rhythms from the curricular planning, guaranteeing a pertinent and quality education.
- Incorporate the new Information and Communication Technologies - ICT - in the educational processes, according to current world trends.

Handbook

One of the most significant regulating instruments in the school is the coexistence handbook. It is a normative tool that helps students regulate their interactions with one another and with other members of the educational community. Because cohabitation is such an important part of complete human development, it is useful to comprehend its nature and dynamics within the school institution.

Within the coexistence handbook, we can find:

- Sections that define the rights and duties of students, officials, and teachers.
- Standards of behavior.



- Stimuli and sanctions in case of non-compliance.
- The democratic processes within the institution.
- Rules of use of the infrastructure and material available at the school.

The values it preserves are; honesty, equity, permanent education, integral training, educational and ethic-social innovation, and self-management. It contains:

Chapter I: Characterization and comprehension of the context.

Chapter II: Conceptual framework.

Chapter III: Generating principles of school coexistence in the Educative community.

Chapter IV: Types of situations in school coexistence.

Chapter V: Route of the integral institutional care.

Students' Duties

The exercise of the rights recognized in this Manual entails the performance of obligations that promote coexistence and personality development while also constituting behavioral standards that may be assessed via the educational process. Subsequent, we are able to analyze the students' duties in La Normal Superior;



- Comply with the National Constitution, the General Education Law and its regulatory decrees, the Childhood and Adolescence Law and the standards established in this Manual.
- Participate in the construction, implementation, and adjustments to the institutional educational project.
- Respect and value all members of the E.N.S.P. to be valued and respected; and not to use the name of the Institution, goods, and badges for personal, group or family use.
- Always carry the student card with you, both inside and outside the school, and provide it to authorized people when they ask for it.
- Participate in the planning, implementation, and assessment of curricular activities (standards, competences, and programmatic content of each topic, area, and/or project) that ensure their ethical, pedagogical, artistic, moral, and investigative training.
- Assume responsibility for the institution's academic, athletic, and social activities within the specified dates, without plagiarism, impersonation, or fraud, and help them in their development on time.
- Follow the advice and promises made to help them overcome their flaws.
- Bring and care for the materials and elements needed for the appropriate development of curricular activities as required by the institution.
- At the time of their return to the institution, present the medical incapacity or the rationale in case of a family disaster signed by the parents and/or guardians.
- Inform their parents or legal representatives as soon as possible of any meetings or summonses issued by the institution.



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- As a student representative, comptroller, or advocate, you must represent the institution with respect and perform the tasks you have taken on.
- To follow the representatives and others elected to the school government's organs, respect them, and support them.
- Respond quickly to any damage to the institution's physical plant, materials, equipment, tools, and other components, accepting the legal and disciplinary penalties that may be imposed.
- Present yourself wearing the uniform only during the school day, neatly on your body, with short hair (boys) and without accessories (necklaces, pins, scarves, hats, cosmetics, colorful enamels, and other objects that do not match to the uniform).
- Inside and outside the school, avoid confrontations and physical and verbal aggressions by oneself or others, as well as the carrying of any weapons or elements that represent a threat to one's bodily integrity.
- During class hours, refrain from carrying or creating pornographic material, as well as from using electronic devices (cell phones, walkmans, discmans, video games, and so on).
- Do not participate in displays or passionate demonstrations that are incompatible with morals and good cohabitation, whether within or outside the Institution, especially if the uniform is worn.
- Comply with public health requirements to protect the educational community's well-being and to prohibit the use of psychotropic and alcoholic drugs.



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- Within the Institution, no games of chance, advance raffles, companies, or sales are permitted.

Students' Rights

The student has the right to:

- Receive a quality education that allows them to behave as a free and responsible citizen for their personal and professional performance as a member of the 'Normalista' community.
- Learn about human, sexual, and reproductive rights and how to exercise them.
- Learn about the institution's structure, operations, evaluation system, and coexistence manual.
- After completing the relevant criteria, make proper use of the institution's services.
- Represent the institution in events for which they have been chosen or selected, in line with each of its regulatory grounds.
- To be treated and heard with dignity, respect, understanding, justice, and fairness, regardless of race, gender, religion, or socioeconomic status.
- They are free to express their thoughts and comments, as well as submit requests, in a polite and open manner.
- To be a member of the many schools governing bodies, you must choose and be elected.
- Know the contents of the programs, the criteria of competence, and the accomplishments made throughout each period, while adhering to the institution's evaluation system.



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- In order to improve their well-being, they will receive an education with a curriculum and physical plant that is tailored to their requirements.
- Use the institution's facilities, such as classrooms, libraries, computer rooms and Internet, photocopiers, and audiovisual services, while adhering to the rules set forth for each.
- Receive assistance and advice in each of the categories to help you build educational experiences and/or overcome learning difficulties.
- Receive accurate and timely information on their academic standing, evaluative judgements, and behavior.

Shield

Figure 3

Shield



Note. Adapted from Escuela Normal Superior

de Pamplona, 2022, <http://ienormalsuperiorpamplona.edu.co/>.



In the upper part on a vert background that in heraldry, means hope, high snow-capped mountains appear, heights for which we must sigh. In the lower part with a silver background, an emblem of expiration and firmness, on some books, coffers of thought, a lamp shines: that of your ideal, that of your desire to improve, that of your desire for the apostolate, that of your anxieties for being useful to God and the country. The shield is cut from right to left by a band that is the tricolor of Colombia that synthesizes our past, our present and concentrates our wishes for the future.

Flag

Figure 4

Flag



Note. Adapted from Escuela

Normal Superior de Pamplona, 2022, <http://ienormalsuperiorpamplona.edu.co/>.



It has two equal horizontal stripes that honor the balance; Its green and white colors are common to all teacher training schools and represent the hopes and longings of youth.

GREEN: It represents hope and natural wealth, manifested in an ardent desire because, through our mission, we win not only hearts eager for change, but also people with a sense of belonging who help protect the environment, who recognize nature as a great gift from God and all of his resources as valid instruments for ensuring a dignified, harmonious, and joyful life, appropriate for those of us who inhale it.

WHITE: It represents peace as it manifests itself in human coexistence, leading us to be more tolerant, less aggressive, and more open to an atmosphere of cordiality in which values prevail and strategies are proposed to work together against social, family, and personal conflicts; to be conciliatory seeds in times of crisis and transforming agents of new times.

Anthem

The lyrics writer was Augusto Ramirez Villamizar and the music was composed by Victor M. Guerrero A. The anthem is a poem which talks about to defeat the ignorance and the malicious.

MEN guidelines and regulations in the event of a sanitary emergency

During the impending health emergency of the covid-19 pandemic, it is necessary to improve public policy management methods and assure the supply of education; the National Educational System must advance all actions and protocols that enable the Educational Institution to be properly prepared to accompany learning processes at home and, depending on



the situation of each territory, act in collaboration with the health authorities; and guide a gradual and progressive return to presence status with the consent of the families and the consent of the students.

The organization of the provision of the service must consider in its design and implementation, the guarantee that all students enrolled in the educational establishment have access to the curricular and pedagogical process in person, since the work of the personnel of the educational sector is developed in this way and the concept of alternation during the health emergency can only apply to students when:

- The capacity or capacity of the classroom / group does not allow it to guarantee one (1) meter of physical distance;
- Taking in account the students' health reasons on pandemic, the family is unable to return to face-to-face classes for the time strictly required.
- The territorial entity or educational institution faces an epidemiological situation that warrants the temporary and provisional suspension of face-to-face academic activities, applying for this purpose the latest provisions of the Ministry of Health and Social Protection, as defined in Resolution 777 of 2021 and Decree 580 of 2021.



Institutional evaluation system

- Evaluation criteria and strategies for comprehensive assessment of student student's performance.
- Student attendance.
- Disciplinary and behavioral development.
- Control of the daily record of notes and/or annotations -area notebook-.
- Demonstrated interest in the evaluated area.
- The others that the teacher develops in his/her pedagogical practice and those suggested by the students and legal representatives.
- Periodic Quality Test

Figure 5

Institutional evaluation system

<i>Institutional scale</i>	Equivalence National scale	Approval
<i>From 0 to 59</i>	Low Performance	No approved
<i>From 60 to 75</i>	Basic Performance	Approved
<i>From 76 to 90</i>	High Performance	Approved
<i>From 91 to 100</i>	Superior Performance	Approved

Note. Adapted from Institutional evaluation system, own authorship.

Journey



The scholar journey starts at 7 a.m. and finishes at 1: 00 p.m. including the respective break for students and teacher, this break has a duration of 30 minutes. Also, each hour class is 55 minutes.

The Institutional Calendar

The Normal Superior of Pamplona School's directors have decided the institutional chronogram. Whereby the schedule of activities to be carried out during the 2022 fiscal year is adopted in accordance with Resolution No. 3575 of November 19, 2021.

Institutional Schedule and Programming

Figure 6

Institutional schedule

➤ Primer periodo académico	31 de Enero a 29 de abril
Plan de Mejoramiento	2 de mayo al 3 de junio
➤ Segundo periodo académico	2 de Mayo a 5 de agosto
Plan de Mejoramiento	8 de agosto al 9 de septiembre
➤ Tercer periodo académico	8 de agosto a 4 noviembre
Plan de Mejoramiento	8 de noviembre al 11 de noviembre
Proceso de evaluación y promoción	8 de noviembre a 25 de noviembre
Evaluaciones Finales	8 de noviembre al 19 de noviembre
Pruebas de suficiencia	21, 22 y 23 de noviembre.
Comisiones de Evaluación y Promoción	23 ,24 y 25 de noviembre

Note. Adapted

from Institutional Schedule, *own authorship*.



The supervisor's schedule

The teacher in charge of the English course is Maria Rafaela Cote. She works with, 6th, 7th, and 9th graders who have a length of three institutional hours (55 min) per week with each one of them.

Table 1

Supervisor Schedule

<i>Time</i>	Mond ay	Tuesd ay	Wednes day	Thurs day	Frid ay
<i>1st</i>	7-01	7-02	6-02	7-02	9-01
<i>2nd</i> <i>d</i>	2nd Sem		6-02	7-02	9-01
<i>3rd</i> <i>d</i>	2nd Sem	9-02		7-01	
<i>4th</i> <i>d</i>	2nd Sem		9-01	7-01	
BREAK					
<i>5th</i>	9-02	6-02			6-01
<i>6th</i>	9-02	6-01			6-01





Note. Adapted from Supervisor Schedule, own authorship.

Sessions

- Morning session

Organigram

Institutional organization chart

The Normal Superior School does not have a profitable organization chart, the only one given by the coordinator and the one which could be found in the PEI is the one entitled “Figure 2.6 Institutional organizational chart”

Table 2

Institutional organization chart.

<i>Dependency</i>	People
<i>Rector</i>	1
<i>Coordination</i>	1
<i>General secretariat</i>	1
<i>Complementary training program secretariat</i>	1
<i>Payment</i>	2
<i>Nursery</i>	1
<i>General services</i>	4



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<i>Guardhouse</i>	2
<i>Maintenance of physical resources</i>	1
<i>Vehicle fleet</i>	2

Note. Adapted from Institutional organization chart, *own authorship*.

Pedagogical level

Language area planning

The planning of the English area is established from the beginning of the period where the basic guidelines for the realization of each one of the workshops and topics to be carried out in each one of classes established.

Figure 7

language area planning

	ESCUELA NORMAL SUPERIOR DE PAMPLONA "Construimos una nueva escuela para una nueva Colombia"	FA002V01
	PLAN DE ÁREA	05-03-2019

ÁREA: IDIOMAS EXTRANJEROS

RESPONSABLE: ARIEL MOGOLLÓN MORENO

1. LINEAMIENTOS CURRICULARES

La Ley 115 determina, a partir del artículo 67 de la Constitución, como uno de los fines de la educación "El estudio y la comprensión crítica de la cultura nacional y de la diversidad étnica y cultural del país, como fundamento de la unidad nacional y de su identidad".

Note. Adapted from

language area planning *own authorship*.



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Work methodology of the Language Teaching Collective

The methodology used by the institute's teachers' English group is based on holding classes in secondary school three academics hours by group, and two hours in primary school, in this way the correct application of the classes and enough time for the delivery of assignments is guaranteed. Each class has its respective topic and the appropriate guide for the development the correspondent activities.

Knowledge of available pedagogical resources.

Taking into account the environment that the institution is been working in, the resources available for each class are as follows:

- Vocabulary diagrams
- Games
- Word's flashcards
- Smart TV
- 16 laptops inside the language's laboratory
- Dictionaries
- Open sound
- Guide Book "Way to go!"



Timeline

The methodology for the development of each of the activities is been face to face in an academics context, the teacher has two weekly meetings with each group, one of the with 2 academics hours (55 minutes each one) in which teacher works in grammar aspects, and one meeting of one hour, where teacher works in vocabulary skills.

Learning support modalities (tutoring, communication tools and strategies, etc.).

The modalities of student accompaniment are:

- Ice breaker activity (Prayer)
- Warm up (TPR)
- Lead in according with the topic
- Explanation of each of the topics in detail in class.
- Advice to students if it is necessary.

Guide and material design

For the design of teaching materials, guides were created from the beginning of the period with each of the class topics. In the same way, the teacher supports her classes with the guide book given by the Government Minister Named Way to go. The basic learning rights (Derechos Básicos de Aprendizaje), the grade prescribed curriculum and the institution's planning area influence the creation of guides and materials. Teachers are in responsible of producing the guides and supplying the essential materials for usage in the classroom.



This covers all of the processes that must be followed, as well as materials created from what the pre-teachers know and what the institution has constructed. The materials are developed in line with the area plan, in which the teacher establishes the contents and strategies for improving his class, as well as being informed of the weekly schedule by his supervisor, and finally by the teacher in charge.

MEN guidelines

The national bilingualism program seeks those citizens have the ability to communicate in English to interact and promote the economy and culture through the educational system. To achieve this purpose, the Ministry of National Education has taken as a reference the common European framework to describe the scale of levels and performance of each student with the foreign language. These standards translate into goals that the student must achieve at each level.

Figure 8

Men guidelines

Tabla No. 1

NIVELES SEGUN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Note. Adapted from

Men guidelines own authorship.



Courses

▪ Levels, Grades:

Preschoolers:

- ✓ Kindergarten

Primary:

- ✓ Elementary with 1st Grade
- ✓ Elementary with 2nd Grade
- ✓ Elementary with 3rd Grade
- ✓ Elementary with 4th Grade
- ✓ Elementary 5th Grade

High School:

- ✓ Secondary with 6th Grade
- ✓ Secondary with 7th Grade
- ✓ Secondary with 8th Grade
- ✓ Secondary with 9th Grade



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Middle Education:

- ✓ Middle Education with 10th grade
- ✓ Middle Education with 11th grade

Complementary Training Education:

- ✓ Complementary training 1st semester
- ✓ Complementary training 2nd semester
- ✓ Complementary training 3rd semester
- ✓ Complementary training 4th semester

Schedules

Table 3

Teacher Fabio Schedule

<i>me</i>	Ti	Mond	Tuesd	Wednes	Thurs	Frid
		ay	ay	day	day	ay
<i>1st</i>		07-02	09-02	06-02		
<i>2nd</i>		07-02				
<i>3rd</i>		09-02	07-02	06-01	07-01	07-01
<i>4th</i>		09-02		06-01	07-01	09-01



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<i>BREAK</i>					
<i>5th</i>			09-01	06-02	
<i>6th</i>		6-01	09-01	06-02	

Note. Adapted from Teacher Fabio Schedule own authorship.

Table 4

Teacher Rosalba Schedule

<i>Time</i>	Mond ay	Tuesd ay	Wednes day	Thurs day	Frid ay
<i>1st</i>			10-02	11-01	
<i>2nd</i>			11-01	11-01	
<i>3rd</i>		11-02	8-01	11-02	10-01
<i>4th</i>	10-01	8-01	8-01	11-02	8-02
<i>BREAK</i>					
<i>5th</i>	10-01	10-01			10-02
<i>6th</i>		10-01			10-02

Note. Adapted from Teacher Rosalba Schedule own authorship.



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Technological level of the institution

Degree of connectivity

The Educational Institution Normal Superior in Pamplona has an English laboratory that is used only by eighth, tenth and eleventh grade students. It has internet, but nevertheless, the internet connection is weak, which generates connectivity problems.

Access and use of platforms

The institution has an academic information system on the platform for the use of the online book that is managed in the same.

Description of digital resources used

In the institution's laboratory, each student has access to share a table where there is a TV in front of them so that everyone can watch videos, songs, music, among other things that are necessary for the class. The school also has a website where general information about the school can be found.

Population level and information

Number of students

Eighth 02: 36 students

Tenth 01: 38 students

Tenth 02: 37 students



Genre

Male and Female students

Age

Ages range from 11 to 18 years old.

Language level

A2 level

Teachers team

It is created by all the teachers who provide their services in the educational institution.

Its main objective is to advise the school government in decision-making.

Elementary School.

- 0° FANNY ESPERANZA LIZCANO
- 1° CARMEN ESTHER SANDOVAL CRUZ
- 2° FABIO PEÑALOZA FLOREZ
- 3° ABEL VERA
- 4° JAVIER HERNANDO RAMIREZ MENESES
- 5° JUDITH MARLENY DUARTE CASTILLO



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Middle and High School

- BERMUDEZ INFANTE ROSA ISABEL
- CAPACHO MENDOZA GILBERTO
- CONTRERAS LEAL LEONOR
- COTE MARIA RAFAELA
- DELGADO SANABRIA SATURIO
- DELGADO SANABRIA ZENAIDA
- DIAZ FLOREZ RICHARD LEONARDO
- ESPINOSA DE GONZALEZ ROSALBA
- FERNANDEZ JAIMES ELIZABETH
- GOMEZ RAMON CRISTIAN YESID
- GUERRERO ORTEGA LUIS ANTONIO
- JAIMES BASTOS GLADYS EUFEMIA
- JEREZ DE JAIMES MERCEDES
- MANTILLA CACUA GERMAN VICENTE
- MORENO FLOREZ DORIS
- OCHOA GAMBOA JUAN MANUEL
- OSORIO NIETO JOSE MARIO
- PARADA PARADA MARIA INES
- PEÑALOZA NIÑO LETI YADIRA
- PORTILLA FLOREZ MARTHA BEATRIZ



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- RAMIREZ ESPINOSA ZENAIDA
- SANTOS DAVILA MARIA YAMILE
- SUAREZ MARTHA CECILIA
- SUAREZ DE GELVEZ NOHORA INES
- VALERO ORTEGA SANDRA PATRICIA
- VANEGAS VERGARA VERONICA VICTORIA

Parents community

PARENTS' ASSOCIATION - PARENT COUNCIL: The Parents' Association is a private entity. Its activities are governed by its own statutes and the recognition of its legal status. It should be clarified that this entity is of a private 1. Compliance with the coexistence manuals, functions and procedures, 2. Guarantee the participation of this group in the institutional decision-making process.

The channeling of financial resources for the strengthening of the educational institution. Of the members of the parents' council or group representatives, the representative to the board of directors is elected. The representative to the board of directors is elected. In case there is no election of this representative, the rector will designate him/her from them.

The parent community's head is Hector Duarte Caicedo for the primary school and Margarita Velazco Acevedo for the secondary school.



Table 5

Administrative team

<i>Administrative team</i>	
<i>Principal</i>	Oscar Fabian Cristancho Fuentes
<i>Academic Coordinator</i>	Carlos Luis Suarez Pedraza
<i>English teacher</i>	Fabio Peñaloza Flórez
<i>English teacher</i>	Rosalba Espinoza

Note. Adapted from Administrative team own authorship

Chapter II: Pedagogical and Investigative Component

Enhancing written skills of 10th-grade students through personal writings by using

Social Media at Normal Superior of Pamplona school

Introduction

Currently, it is important to recognize that within the academic field it is necessary to focus on the use of a second language, which is why one of the main competencies such as written production is of vital development at the time of learning, which is why schools seek to bring the language to a better practice through its different skills and abilities. Similarly, as mentioned above, written production plays an important role today as it allows students to develop their writing skills and allows not only in the educational field, but also in the social and personal areas to improve this competence.



Therefore, all these allusions can focus a great ability within a student, which means that if with the passing of time in the educational institutions an improvement plan is proposed within this competence, the writing skills within the new generations will be of greater benefit, since as the American writer Annie Proulx (1935) quotes in her famous phrase "You should write because you love the shape of stories and sentences and the creation of different words on a page. Writing comes from reading, and reading is the finest teacher of how to write". Therefore, it is said that the ability to produce writing helps at the same time the student to develop other skills such as reading comprehension since he himself must learn to interpret, write and be coherent with what they write.

For this reason, it is essential to omit this competence today in schools, since while learning a second language the student can reinforce and improve writing, taking as an important factor for this project the use of social networks, since they are facing a century in which the new generations make use of it in a large aspect of their daily lives.

Problem

Written production is one of the least taken into account components when it comes to being worked within a classroom, since they almost always focus on reading comprehension, oral expression or simply oral comprehension in many cases, which is why written production can affect students either in education or simply in their daily lives, in addition, it is difficult to learn to produce a text due to the lack of vocabulary, disinterest in writing and above all the difficulty that this requires when it comes to putting it into practice.



Research questions

- Can social networks motivate students to improve their written production through personal writing?
- Is it possible to improve written production through personal writing by making use of social networks?
- How can written production help students within the academic and social settings?

Justification

It is notorious the reality that is lived today in the classrooms, since it shows the lack of interest on the part of the students to improve or perfect a language that is not easy at one time to another, it is not a secret that students tend to participate in a class simply for a note or to fulfill a task as it was observed in the first week in the institution, It is for this reason that learning a language as in this case English based on written production is a challenge in which students are motivated to participate, create and write daily short texts through social media in order to see other strategies and advantages that this offers them.

For this reason, it is necessary to implement new strategies such as those mentioned above through social media and its good use to improve personal writing but this time within the same for academic purposes such as learning grammar and new vocabulary. At the same time, this allows future teachers to look for new teaching strategies and get out of the traditional way of life, but on the contrary, motivate students to learn and improve all their skills and knowledge in a new foreign language.



Objectives

General objective

- To enhance the written production competence of tenth grade students of the Escuela Normal Superior de Pamplona.

Specific Objectives

- To motivate students to write personal writings through the use of social networks by means of their lived situations.
- To increase students' vocabulary in their written productions.

Theoretical framework

In the present section, are presented the principal key words of the project, each word (personal writing, Social Media, vocabulary, writing production.) is supported by some definitions and some authors.

Personal writing

As (Walls & Vie, 2010), writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. This is why it becomes a fundamental part of teaching a foreign language and even more so when students can learn to respond to a formal letter, to personal writings and, finally, to write something they need in their daily lives.



Social Media

Social media is no secret that social networks move today's world and are implemented in different ways in which we can observe a high number of active people, as mentioned in the following article (Walls & Vie, 2010) "Social media technologies have become nearly ubiquitous in our culture, with the ability to tweet an online news link or send a funny picture to someone on Facebook simply a click away", and "There are a myriad of composing activities taking place in social media and a rich variety of genres, audiences, stylistic choices, and pedagogical possibilities represented". In other words, if the networks can participate today with the students in a classroom, considering their good use, through which they learn at the same time and improve their written productions, it is a new strategy that would be implemented to motivate them to learn.

Vocabulary

When we refer to obtaining a wide, good and coherent vocabulary when writing, it means lexical competence, which allows the student to make a different use within their writing, since if the student knows enough vocabulary they can develop good productions, but on the contrary, if they lack vocabulary, it will be more difficult in their process, likewise, as mentioned (ALQAHTANI, 2015) "In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept", for this reason, it is necessary to have a wide range of vocabulary as this allows for a better functioning and process when writing a piece of text.



Writing Production

Written production is one of the skills and competencies of little relevance in the classroom, since they are only limited to grammar, the use of transcription and, for some schools, oral production, so that the development of written competence is, in itself, a way of learning and expressing what has been learned, whether through formal, informal, creative, non-remunerative or simply everyday life writings. In the same way, the following is mentioned by (Sotomayor, y otros, 2013)"Writing is an essential tool for communication, learning and personal development", at the time we are talking about a positive correlation within which they are improving in their writing process involving quality texts as ideas manifest themselves as they reorganize, reformulate and select information to create a piece of writing.

Literature review

The learning of a second language will always be a great challenge in which not only one competence or skill could be included, since all of them are linked to become an important part, whether we talk about oral and written production or even reading and listening comprehension, that is why it could be based through different concepts its great virtue of creating a joint interest when learning, acquiring and teaching a language.

This is the reason why it seeks a breadth in terms of the great objective of learning a second language in all its competencies with a high level in which all these new strategies, methodologies and tools that facilitate the teaching process are reflected. In this way, two important aspects for the process are discussed, the first one is *the use of social networks to*



improve students' writing, and, personal writing exercises as a tool to improve the writing production skill.

The use of social networks to improve students' writing

The use of social media seeks that people can be in contact with their family and friends with each other, in addition to their personal use these can obtain information and advertise or promote products for millions of people who use them, which is why some studies conducted in previous years reflect that members of a large social network such as Facebook, today the world reaches more than 200 million active users in the communication of the same. That is why written production is considered an important component in the learning acquisition process.

As (Shahzadi & Kausar, 2020), mentions in her research “The results of experiment reveal that active participation of students in Facebook discussion forum helps to improve their writing skills specially the content and organization component of their writing”, Likewise, the use of social networks seeks to improve students' writings by talking about an educational environment with the same purpose of motivating them, in the same way, according to (Belal , 2014) “the Media plays a significant role in people’s everyday routines, actions and reactions. Digital social media in many ways influencing people’s life as it expands our social circle and explore new horizon through online connection, though it is changing the approach of communication”, That is why the influence of social networks for the improvement of written production is nowadays a high degree of advantage since it allows users to be in constant use and at the same time to improve or perfect their writing.



According to (Belal , 2014)“The young generations nowadays often use facebook, twitter, google plus, skype, yahoo messenger etc. With the prevalence of 2 smart phones and popularity of texting, students are able to connect with their friends, family members, and with others”,

Therefore, social networks contribute in a positive way when looking for strategies for teaching or improving a second language, as he mentions in his research (Shahzadi & Kausar, 2020) one of its positive results was that “One of the students said that she read and reread her texts before posting them on the page which helped her to self-correct her mistake. Some students shared their experience that when they read their peers’ posts written in good English, they became more conscious of their own writing and they consulted the dictionary to find the meanings of any new words used by their peers on the discussion forum. This practice is in itself suggests students’ potential as keen and motivated learners”, which states that, if used correctly, it can be beneficial and a new strategy for teaching a foreign language in written production.

Personal writing exercises as a tool to improve the writing production skill

Personal writing is about new teaching strategies in the classroom and in a cultural setting, in which we want to bring the student to see this as a positive point, according to (Cole & Feng, 2015)“Exposing them to the writing process itself through various venues is an excellent way to reach this goal. Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing”, it also mentions that (Miftah, 2015) “Writing as one



of the skills to communicate is not an ability we acquire naturally; even in our first language it has to be taught”. Therefore, major influences within writing can create a particular interest in people when writing and, at the same time, learning different aspects such as grammar, structure and vocabulary acquisition in teaching a foreign language.

Similarly, in the process of teaching writing it is referred to as a process of techniques in which a level is acquired as new methods and tools are implemented, but all of this can have drawbacks in the same way as mentioned (Miftah, 2015) “First of all is the problem of teaching, the less proficient writers who tend to use ineffective strategies of writing. In this case, the lecturers should give more attention to them to show how to plan and produce a piece of writing”, the latter must have a link between the person who writes it and the one who teaches it, so it is considered a disadvantage not to pay attention when writing and simply produce writings.

In a study it was found that students tend to neglect writing as they are always limited to other skills such as reading, which is one of the reasons for this, as mentioned in the research (Torres Beltrán & Santana Alarcón, 2021) “One of the reasons for these students’ perceptions could be that in early stages, these young learners had been exposed more to listening and speaking activities than to writing exercises. For this reason, the spaces for writing had been limited and students had only focused on writing vocabulary correctly instead of writing as a means of communication”, thus creating a lack of interest in which students tend to avoid learning new skills such as writing.



Pedagogical Methodology

This proposal will be carried out at the Escuela Normal Superior de Pamplona with tenth grade students, for the implementation of this pedagogical project the following steps will be followed:

- Presentation of the general aspects and particularities of the pedagogical proposal.
- Presentation of personal writings as an important tool in the improvement of writing through the use of social networks.
- Presentation of the social and academic components within which these will help to implement writing.
- Elaboration of writings in which the experiences of writing improvement and the acquisition of new vocabulary will be evidenced.
- Explanation of the topics covered during the classes and their use within the pedagogical project.

Lesson plan

A lesson plan format provided by the educational institution has been used. This format includes relevant sections such as the general topic, grade, period, delivery date, general information for development and delivery, subject, objectives and corresponding stages. The following is the lesson plan used by the Escuela Normal Superior de Pamplona.



Figure 9

Lesson plan

Note. Adapted from lesson plan, own authorship.

ESCUELA NORMAL SUPERIOR DE PAMPLONA

LESSON PLAN

GRADE:	TOPIC:	STANDARD:
BLR:	SKILLS:	MODULE:
OBJECTIVE:	TEACHER:	TIME:

BEGINNING			
WARM UP	DESCRIPTION OF THE ACTIVITY	TIME	RESOURCES
MIDDLE	DESCRIPTION OF THE ACTIVITY	TIME	RESOURCES
END	DESCRIPTION OF THE ACTIVITY	TIME	RESOURCES

At the beginning of the class, the teacher should specify what will be done at the opening, such as a prayer at the beginning of the class, a mini-game in which the students participate so that they are motivated to participate in the class and finally a sentence of reflection.

For the development of the class, the teacher should always specify what will be done in each section, for example, an explanation of the topic, followed by clarification of doubts and finally a class activity or workshop.



At the end of the class, the teacher should always leave a task or work to reflect the practice of the topic worked on in class.

Pedagogical component timetable

Within this component, it is possible to observe in general terms some aspects that are considered when drawing up the calendar and the current programming of this component.

Figure 10

schedule pedagogical component

DOC: ROSALBA ESPINOSA URBINA									
DIA	HORA	8 - 01	8 - 02	10 - 01	10 - 02	11 - 01	11 - 02	NIVELACION	SEM II
LUNES	1								18 D.ING
	2								
	3								
	4			18 ING					
	5			18 ING					
	6								
MARTES	1							18 ING	
	2							18 ING	
	3						18 ING		
	4	18 ING							
	5		18 ING						
	6		18 ING						
MIÉRCOLES	1				18 ING				
	2					18 ING			
	3	18 ING							
	4	18 ING							
	5								
	6								
JUEVES	1					18 ING			
	2					18 ING			
	3						18 ING		
	4						18 ING		
	5							18 D.ING	
	6							18 D.ING	
VIERNES	1								
	2							18 ING	
	3			18 ING					
	4		18 ING						
	5				18 ING				
	6				18 ING				

Note. Adapted from schedule pedagogical component, *own authorship.*



Figure 11

Pedagogical component

BASIC LEARNING RIGHTS:

- Participates in a short conversation
- Requests and provides clarification on how names and unknown words are spelled
- Understands and uses familiar words and short phrases about routines, daily activities and preferences
- Describes the basic characteristics of people, things and places

SUBPROCESOS (estándares)	NÚCLEO TEMÁTICO (contenidos módulos)	DESEMPEÑOS (goal currículo sugerido)	INDICADOR DE DESEMPEÑO (aparecen currículo sugerido)	METODOLOGIA (currículo sugerido page 20)
<ul style="list-style-type: none"> • Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares • Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. • Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. 	LIVING TOGETHER IN THE CLASSROOM <ul style="list-style-type: none"> • Say hello and goodbye • Spell out names • Ask and answer questions about basic personal information • Describe daily routines • Describe the frequency of activities • Talk about habits at school • Understand information about people's physical 	<ul style="list-style-type: none"> • Give and request personal information • Describe persons and daily activities. • Give instructions • Spell out names. • Understand and use the language in the classroom. • Give and request information on telephone numbers and the time. 	<ul style="list-style-type: none"> • Use greetings appropriately in short conversations. • Completes a form with personal information. • Writes a personal profile and another person's profile. • Expresses moods and personal feelings through simple conversations • Exchanges information related to daily situations in the classroom. • Make a list of short and simple sentences about daily activities. 	Task Based Learning (Aprendizaje basado en tareas) It is based on the development of tasks that offer a variety of communicative activities. It has three moments: <ul style="list-style-type: none"> • Before the task: the teacher presents a context for the task. • During the task: students work in pairs or groups to fulfill the task assigned. • After the task: the teacher clarify and answer questions and difficulties.

77 Años Formando Maestros "Hacedores de sueños en búsqueda de nuevas cumbres".

Teléfono: 5686308-Tel fax 568 2877. E-mail norsupam@gmail.com.

Note. Adapted from pedagogical component, own authorship.

Classroom methodology

As mentioned previously, each grade has three academic hours (55 min) per week, divided into two meetings, the first with two hours and the second with one hour. This project will be implemented in the section with one academic hour, with a group every Wednesday in the first hour of the schedule, as well as on Fridays in the third hour of the schedule. One hour with each group. During this hour activities will be developed using different types of writings in the use of social networks such as posters or reflective writings.



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Research methodology



In the following section the research approach, the design, the population, the sampling, the setting, the instruments to be applied for data collection and, finally, the timeline will be described to establish the way in which this proposal will be developed.

Research approach

The approach of this project will be done using a qualitative approach as it allows the researcher to take all these samples from a real experience environment, which is of great help for this work. Likewise, as quoted by (Khan, 2014) ‘qualitative research is an inquiry process of understanding based on distinct methodological traditions on inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports details of informants, and conducts the study in a natural setting’.

Research design

This qualitative pedagogical research adopted an action research design since it is a methodological approach that focuses on the investigation of a social situation or problem in order to bring about a change or improvement in the participants. (Parsons & Brown, 2002) mention that an action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision making and the development of more effective classroom strategies.



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Population

The population to be involved in this project are 6 tenth grade students of the Normal Superior de Pamplona, aged between fifteen and eighteen years old, who live in different neighborhoods of the city and have different social status, races, religious beliefs and nationalities. Because the educational institution offers all services to all members of society without any discrimination.

Sampling

The sampling used will be composed by six tenth grade student at the Normal superior of Pamplona school aged from 15 to 18 years old.

Instruments

This project will be carried out through observations and data analysis, since these two instruments allow the researcher to collect information in a clear, concise and safe way in order to perform a good analysis. Moreover, these are defined as two important aspects since observations can contribute to seek more specific information about what is to be obtained and data analysis will allow to see the reflection of that process through which it will be improved.



Table 6

Schedule (timeline)

Note. Adapted from Schedule (timeline), own authorship.

	September			October							November	
Activity		Week										
----- ----- -		I	II	III	-	IV	V	VI	VII	VIII	IX	X
Presenta tion of the project												
First writing activity												
First observation activity												
Second writing activity												



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Second observation activity											
Third writing activity											
Third observation activity											

Description of the activities

In the first activity, the project was presented and the students were explained what was related to written production so that they could have a better vision of what they were going to work on and implement in these writings that they were going to start creating. In addition to this, they were informed about the participation in the project since the work was for the whole group (tenth grade), but the project would be developed with six participants on a voluntary basis.

In the second activity, students were asked to write a free writing piece in which they had to tell or write a story they had lived through an experience making use of all the topics and grammar they knew, such as past simple, past continuous, modal verbs, conditionals, among others.



This was followed by an observation in which the trainee teacher participated in an inactive form in which the students had to write a short text within the class about a message to a friend and in this way had to find out the shortcomings he had up to that moment.

For the third activity, students were asked to write about a free choice image, which meant that they had to choose an image, photo or landscape and describe it with the same requirements as the previous one, i.e., taking into account the tenses already seen in class, the use of words, the number of words, among others.

In addition, a general observation was made again with the participants of the project about the deficiencies they had when writing the papers and for this we made use of social networks that motivated the students to participate either by the simple fact of being on the cell phone or by allowing this access inside the classroom.

Activities planners

Table 7

Activity planners

<i>ACTIVITIES</i>	<i>DATE</i>
<i>First activity: Presentation.</i>	October 5th
<i>Second activity: Experience written</i>	October 14th
<i>Third activity: Observation writing</i>	October 17th
<i>Fourth activity: Image written</i>	October 21st
<i>Fifth activity: Observation Image</i>	October 24th



Sixth activity: WhatsApp written	Did not take place
Seventh activity: Observation WhatsApp	Did not take place

Note. Adapted from Activity planners, own authorship.

Evidences

Within these activities, annexes are made at the end of the document in which the writings of the participants are presented, as well as the evidences of the use of social networks within the writing habits to give reason and use to the implementation of this project in which emphasis was made on social networks and writings.

Within these, some reference points are presented in the activities as well as the following example;

1. Proposal presentation.

Proposal presentation

Date: 05/10/2022 **Time:** 55 minutes

Course: Tenth grade

Institution: Normal Superior of Pamplona School

Purpose: The purpose of this presentation was to show the proposal to the students and talk about all the particularities such as: its importance, the contents, the way to implement it, the



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modality of work, also to show how a writing can be developed, and also to introduce the tool in the classroom or the use of a social network in the case of the first Facebook activity and finally to look for some volunteer participants.

At the end of this presentation 6 students decided to collaborate in a voluntary way.

2. Experience activity with Facebook Post

Experience activity with Facebook Post

Date: 10/10/2022 **Time:** 55 min

Course: Tenth grade

Institution: Normal Superior of Pamplona School.

Purpose: The objective of this activity was for students to create a piece of writing using topics they had already seen and to see what their skills and abilities were so far. Then, to publish a post on the social network Facebook.

Objective: To observe the students' ability to write a script.

The results were:

Table 8

Test Results

PARTICIPANT	EXPERIENCE WRITTEN	IMAGE WRITTEN
ARIZA	90	85

TRIANA	80	90
RAMOS	90	90
MARTIN	90	85
CAPACHO	90	90
ROJAS	85	85

Note. Adapted from Test results, own authorship.

Data analysis method

For the analysis of the collected data, it is necessary to mention that in this study an interpretive method will be implemented since it is inferred in what the results showed, this method is used to give concise, truthful explanations and the deduction of all the aspects collected within it is performed. In addition, this implementation has been observed in several studies conducted by (Alanazi, 2017) in which he describes and expresses some items to be used in data analysis.

Regarding the experience and use of writing through social networks for learning a foreign language in this case as it was English is that it can be inferred to provide knowledge and motivation within which learning depends a lot on the attitudes and teaching methods in which these are implemented, which means that a great example is to continue learning pronunciation through repetition as students are increasingly unmotivated to learn English as they find it boring to follow a routine or carry an equal order in each class. Continuing on the same line of thought, the use of writing is something that allows to generate confidence in the student, as this will



favor and take advantage of their knowledge while motivating them with the use of social networks as it is something that involves students with the digital world in which we live.

Statements

Test score increase: It is evident that the scores did not have a noticeable change within the two written statements but even so after applying the project the results of most of the participants remained the same as can be seen (Table XXXXXXXXX Test results), in addition, there were participants who decreased their score which could mean that there was less lack of interest in the second activity.

Deficient level of English: As can be seen in the two writings, the level of English in the written production of the participants is not the best, but there is a good use and knowledge of the verb tenses in which these same writings were implemented.

Support activities: the students had different tasks or activities such as teaching vocabulary, grammar and prepositions through the use of the Duolingo application, as it is handled on a voluntary basis in which they remained in contact with English to improve and learn more inside and outside the classroom at the same time.

Therefore, this study adopted this interpretive method, as it allows inferring and deducing the information collected based on the research questions.

Results

In this order of ideas, it is necessary to mention that data analysis will be used to give the most appropriate answer to each of the research questions in this study.



Can social networks motivate students to improve their written production through personal writing?

Taking into account the use of social networks at the beginning of the project as motivation was somewhat effective, however with the passage of time the students did not want to relate these networks to their writing or the use of them, since they are applications that can provide some vocabulary, entertainment and so on but not any teaching or significant knowledge, simply speaking from a very ephemeral point of view, in which they related the social network to a post or through writing.

Is it possible to improve written production through personal writing by making use of social networks?

Regarding the use of social networks within the project, it can be said that the results were not the most desirable, since there was not enough improvement in terms of the practices that were carried out in the writings with this use of the social network. Likewise, during the project it has been noticed that the use of social networks has also been a work in which students saw it as something unimportant since they could not interact or observe different elements that called their attention, on the other hand this project could only be carried out for a few weeks which is considered something unfavorable when wanting to captivate the attention of students or participants being thus for this reason that the results were not the best but nevertheless, many of them remained.

How can written production help students within the academic and social settings?

In our society, it is very useful to observe in some way the great change that has come to be regarding the use of a foreign language, that is why within the production we intend to show



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6
9



that this helps greatly to people either in an academic or social environment as it is very common today to make use of this same, through writing not only we can express those things we feel, but on the contrary, we can also improve our academic prospects, that is, if we know how to write correctly, coherent and well structured, we are advancing in our own learning process.

Conclusions

This project was carried out with the objective of knowing the improvement in terms of written production through the use of social networks of tenth grade students of the Normal Superior School of Pamplona. Therefore, two personal writings were evaluated within which a social network was implemented for each one, in order to observe the results that could be achieved through the social network and their written production.

The use of social networks for teaching English as a foreign language is not very profitable to improve the written production through these, since the attitude of the students, vocabulary and distraction are factors that affect in a certain way the approach of the students. This really depends on the methodology since these factors caused some disinterest with the passage of time in the project, meaning that they preferred to do the writing in a normal way without using the social network. Moreover, based on the results obtained, it can be said that social networks as a tool to improve written production has a non-significant impact on the learning of English as a foreign language since it does not awaken the interest and curiosity of the students towards a more dynamic and meaningful learning in the student.

Recommendations

Based on the results of this project, it is suggested that future studies related to this topic look beyond the use of a social network and instead work with a specific application such as



Duolingo in which participants feel significantly benefited in the acquisition of new vocabulary and expressions of the language, since social networks do not explore enough in terms of learning.

Finally, it is worth mentioning that the use of this or other types of networks does not increase the academic performance of students in the area of English, since it does not allow them to use their vocabulary and learn in a different way than usual, on the contrary the use of an application in the long term benefits the acquisition of knowledge such as new vocabulary, which is one of the fundamental axes of learning a new language to obtain better results, taking into account that the findings of this study are insufficient to show a positive impact on the use of social networks as a main strategy.



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Chapter III: Community Outreach Component

Acquisition of vocabulary for the improvement of English through flashcards in preschool and elementary school students of the Normal Superior de Pamplona school.

Introduction

Learning a foreign language in the 21st century is a reality, since it is present in the daily life of the new generations. This is where the great importance that is given today to learning a new language is obtained, since it is an opportunity for both social and professional life. Likewise, it represents a field of motivation since it allows getting to know the world in different ways such as exchange opportunities, internships and even simply pleasure trips since this revolves around the new way of seeing the learning of different languages and not just talking about one.

Therefore, nowadays different ways of teaching a language have been implemented in which these are developed in a personal or even academic way as in this case with elementary school children, since this is a population in which they tend to learn faster and more easily, in addition, the efforts of the University of Pamplona are highlighted by providing spaces within the teaching practices in the tenth semester students of the Foreign Languages degree specifically in the area of English, since it is proposed to create a project in which the schools of the same city are involved in order to provide support since as it is well known the schools do not have a teacher trained only in this field for this reason the learning that takes place during this process is not the same.



Justification

As part of this integral practice project, there is a space in which Foreign Language students from the University of Pamplona develop classes with the children of the primary school population, in this case at the Escuela Normal Superior de Pamplona, this has the objective of benefiting the children in the learning of a second language with different types of strategies within which at the same time allows the practicing teacher to carry out his integral practice giving way to his future since he is trained to be a teacher, in the same way it is worth mentioning that nowadays we live in a very updated world in which the new generations must apply all this knowledge and what more benefit if it is done from an early age.

Objectives

General objective

- To meet the English language training needs of elementary school children.
- To integrate the language training of English-French foreign language students into the educational reality of teaching English in elementary school.
- To teach elementary school students new basic vocabulary through flashcards and nursery rhymes.

Specific objectives

- To help and orient Pamplona's elementary school children with the fundamental knowledge of English.
- To integrate the teacher in training to the real projection that is lived in the primary schools.



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- To encourage the motivation of the students of the English-French Foreign Language Grade in the elementary school.
- To use Flashcards and nursery rhymes as a strategy for vocabulary learning.
- To motivate learning by using painting and design.

Methodology

The methodology to be implemented for this project will be flexible since it is well known that children learn through games, dynamics and other interactive strategies among them. In order to obtain excellent results, the use of Flashcards will be implemented so that they learn in a fun way the correct pronunciation of vocabulary and even learn in the same way a second foreign language as a process.

After an observation in the classroom of both prekindergarten and fourth grade, it was observed that they do not have enough material for some activities since this is proposed through Flashcards for their learning to be meaningful and likewise an ambience of space and harmony where children are motivated to learn and want to know more about them.

For this stage, two hours per week per classroom will be developed, in which one topic per week will be observed according to the calendar, which means that two hours will be worked in kindergarten and two hours in fourth grade since children do not usually respond quickly to the activities and other cases that may arise.



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Schedule of activities

Class schedule

Table 9

Primary school class schedule

Fourth grade	Thursday: 7:00 to 9:00 AM
Preschool	Thursday: 9:00 to 11:30 AM

Note. Adapted from Primary school class schedule, own authorship.

Preschool and Fourth grade

Table 10

Preschool and fourth grade activities planner

Preschool and fourth grade			
Week	Date	Time	Activity
1	September 15 th	2 hours	Colors
2	September 22 th	2 hours	Shapes
3	September 29 th	2 hours	Feelings
4	October 6 th	2 hours	Fruits





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5	October 13 th	2 hours	Wild animals
6	October 20 th	2 hours	Occupations
7	October 27 th	2 hours	<i>Body parts</i>
8	November 3 rd	2 hours	Vegetables
9	November 10 th	2 hours	<i>Seasons</i>
10	November 17 th	2 hours	Farm animals

Note. Adapted from Preschool and fourth grade activities planner, own authorship.

Description of activities

Among the first activities was the review of the colors with a small activity in which they had to observe the word written inside the flower and also color it in its corresponding color. This was an introductory activity to get to know the students and familiarize them with the teacher, in this activity the students colored in a fun way and at the same time they learned and reviewed the colors.

Figure 12. Primary school observation class



Figure 9. Primary school observation class. 2022. Source; prepared by the authors.

Figure 13. Primary school and fourth grade first activity

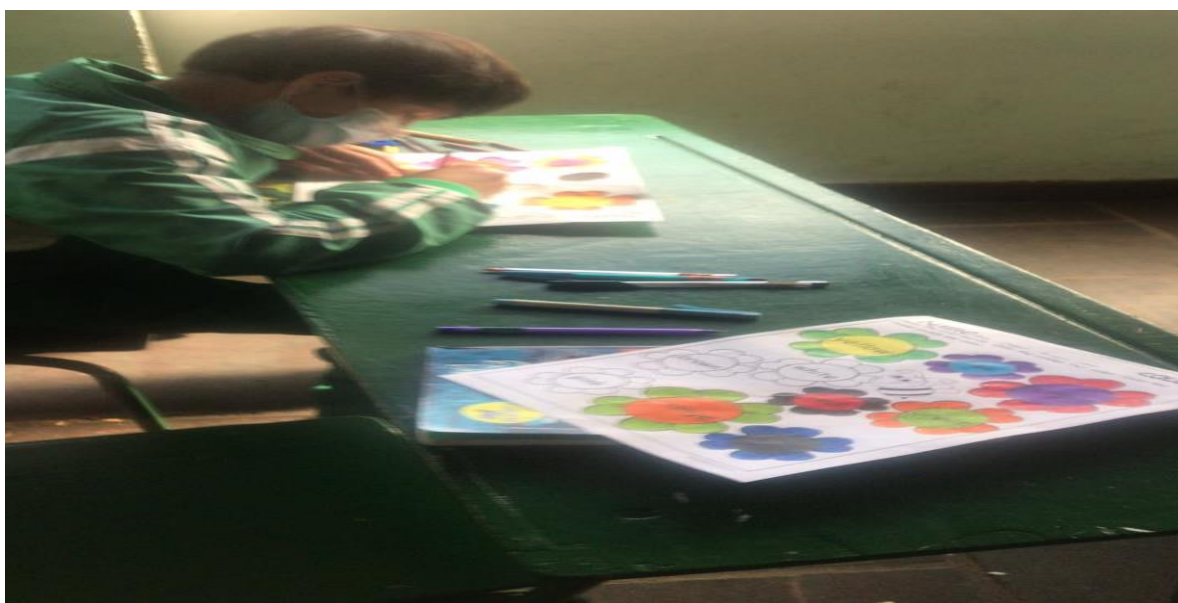


Figure 10. Primary school and fourth grade first activity. 2022. Source; prepared by the authors.




Figure 14. Pre-kinder garden grade Activity song practice



Figure 11. Pre-kinder garden grade Activity song practice. 2022. Source; prepared by the authors.

During all the weeks of implementation of the classes through songs with the transition children, as they learn through play, interactive activities, worksheets, among others. In addition, in class activities, students were allowed to express their artistic talents through drawings, paintings, cut-outs and others.

In the last activity with the transition children we worked on a song titled "Si eres feliz" (If you are happy), with which they were going to participate at the end of the school year in the presentation of the school, we also wanted the children to learn new vocabulary and have fun with this activity. In the same way, in fourth grade we worked on this song, but we adapted it with different mimes so that they could learn new vocabulary, new orders or commands and have fun in a different way.



Figure 12. Activity in class. 2022. Source; prepared by the authors.

Figure 16. Final activity “song practice”



Figure 13. Final activity “song practice”. 2022. Source; prepared by the authors.



Methodology proposed

The methodology to be implemented for this project will be flexible since it is well known that children learn through games, dynamics and other interactive strategies among them. In order to obtain excellent results, the use of Flashcards will be implemented so that they learn in a fun way the correct pronunciation of vocabulary and even learn in the same way a second foreign language as a process.

Methodology implemented

As mentioned above, the use of nursery rhymes and Flashcards is the main method to be implemented in the classes so that children can facilitate their learning and at the same time learn this language. Likewise, different Flashcards resources were created for the implementation of the different classes that were carried out in the classroom.

Degree of progress of the schedule of activities

So far it can be mentioned that most of the schedule has been fulfilled since all the mentioned activities have been implemented until the week of October 24, in some occasions different types of proposed topics were mentioned but these have been developed due to changes within the classroom and topics in general. This means that in a progress with the activities has been developed at its highest point, as can be seen in the tables within the proposed and established schedules.

In the first table, some dates were changed because the dates do not coincide with the school schedule, in order to have the progression and evidence in the following tables shown below




 Table 11. Degree of progress of the schedule of activities

Preschool and fourth grade			
Week	Date	Time	Activity
1	September 15 th	2 hours	Colors
2	September 22 th	2 hours	Shapes
3	September 29 th	2 hours	Feelings
4	October 6 th	2 hours	Fruits
5	October 13 th	2 hours	Wild animals
6	October 20 th	2 hours	Occupations
7	October 27 th	2 hours	<i>Body parts</i>
8	November 3 rd	2 hours	Vegetables
9	November 10 th	2 hours	<i>Seasons</i>



10	November 17 th	2 hours	Farm animals
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Table 2. Degree of progress of the schedule of activities. 2022. Source; prepared by the authors.



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 Table 12. Preschool and fourth grade activities planner proposed

PREKINDER GARDEN			
WEEK	DATE	TIME	ACTIVITY
1	September 1 st	2 hours	Observation class
2	September 5 th	2 hours	Observation class
3	September 12 th	2 hours	No class
4	September 19 th	2 hours	Colors
5	September 26 th	2 hours	Feelings
6	October 3 rd	2 hours	Weither
7	October 10 th	2 hours	Rest week
8	October 18 th	2 hours	Song practice
9	October 24 th	2 hours	Jobs
10	October 31 th	2 hours	Nivelation week



Table 3. Preschool and fourth grade activities planner proposed. 2022. Source; prepared by the authors.

Table 13. Preschool grade activities planner implemented

FOURTH GRADE			
WEEK	DATE	TIME	ACTIVITY
1	September 1 st	2 hours	Observation class
2	September 5 th	2 hours	Observation class
3	September 12 th	2 hours	Colors
4	September 19 th	2 hours	Feelings
5	September 26 th	2 hours	Weither
6	October 3 rd	2 hours	Jobs
7	October 10 th	2 hours	Rest week
8	October 18 th	2 hours	Song practice

9	 October 24 th	 2 hours	Activity Halloween
10	October 31 th	2 hours	Nivelation week

Table 4. Preschool grade activities planner implemented. 2022. Source; prepared by the authors.

Fourth grade activities planner proposed

Progression towards achievement of objectives

Taking into account the weeks implemented within this project in terms of the extension community, it can be said that the achievements have been satisfactory and of great progress in the realization of the project, since most of the points and aspects proposed at the beginning of the proposal have been fully met, such as knowing the needs of students to integrate all this knowledge and thus be able to improve the English of children with the use of Flashcards and nursery rhymes.

In addition, to meet the specific objectives, which would be the motivation in all classes through the use of songs so that they learn in each class a different topic and thus develop the capabilities in their meaningful learning, to develop creativity through the paintings since it is a method in which they enjoy doing any type of activity and this allows for greater learning and interaction within the classroom.

Material designed to support the process and planning of the activities.

Within the classes, the materials elaborated were mainly children's songs (videos), written works within the classroom and the use of Flashcards, for the methodology of the course different



planners were executed to take a consecutive order to each week, and these materials were of great help at the time of explaining the corresponding topics.

Figure 17. Material designed to support the process and planning of the activities.



Figure 14. Material designed to support the process and planning of the activities. 2022. Source; prepared by the authors.

Figure 18. Didactic material created from flashcards



Figure 15. Didactic material created from flashcards. 2022. Source; prepared by the authors.



NORMAL SUPERIOR SCHOOL OF PAMPLONA
LESSON PLAN

Beginning			
Warm up	Description of the activity	Time	REMARKS
	The opening of the class always starts with the sentence, then the children are greeted.	10 minutes	None
	Then, the children are greeted and answered with the same question to familiarize them with English.		

	Then, the teacher will teach them the questions "What is my favorite color?" to further familiarise them with the colors and their correct pronunciation.		
End	Description of the activity	Time	Resources
	To end the day with them, and knowing that they are children we	30 minutes	Notebook Colors

	<p>To finish this initial part of the class, a small activity is done with the children to motivate them to join the class. The name is "Hello, hello".</p>		
Middle	<p>Description of the activity</p> <p>To start the class the teacher will show cards with different colors and at the same time how to write the word in English, then the teacher will pronounce the word for the children to repeat it so they can learn together.</p> <p>The teacher will also explain and pronounce the colors many times so that the children can memorize and learn them, then the teacher will show them a video in which the colors are used and it contains a song so that the children can learn clearly at their own pace.</p> <p>For this class activity after watching the video the teacher will give the children a card to color so that they can recognize the word and its color represented in a rainbow.</p>	<p>Time</p> <p>60 minutes</p>	<p>Resources</p> <p>Computer</p> <p>Speakers</p> <p>Markers</p> <p>Board</p> <p>Worksheet 1</p> <p>Video</p>



Figure 20. Planner fourth elementary school example

NORMAL SUPERIOR SCHOOL OF PAMPLONA
LESSON PLAN

Beginning			
Warm up	Description of the activity	Time	Resources
	The opening of the class always starts with the sentence, then the children are greeted	10 minutes	None

	Then they will try to write on the Flashcards how they feel, so that the teacher will teach them the question "How do I feel?" and their answer according to themselves.		
End	Description of the activity	Time	Resources
	To end the day with them, and knowing that they are children we	30 minutes	Notepad Blackboard

	<p>Then, the children are grouped and answered with the same questions to familiarize them with English.</p> <p>To finish this initial part of the class, a small activity is done with the children to motivate them to join the class. The name is "Who I am?"</p>		
Middle	<p>Description of the activity</p> <p>For the first class, the teacher will review the previous task at the beginning of the class, to see who has done it and who has not, and start asking the children the different states of the weather to review them together as they remember them again.</p> <p>At the beginning of the class, the teacher will start showing different types of Flashcards depicting a boy and a girl with their different weather states, in which they will repeat after the teacher to learn the new class vocabulary and feelings.</p> <p>Then the teacher will show them a video in which they will observe these emotions and their reconstructions.</p>	<p>Time</p> <p>60 minutes</p>	<p>Resources</p> <p>Computer</p> <p>Speakers</p> <p>Markers</p> <p>Board</p> <p>Flashcards</p> <p>Video</p>



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Through the implementation of the songs it can be concluded that it was a very useful, successful and fun strategy for learning new vocabulary, commands and at the same time the students can have fun with different teaching methods and strategies. In addition, this had a great interest in the children to demonstrate through their cognitive part since with memorization they can learn and retain most of all the knowledge that has been taught and implemented in class, in the same way they demonstrate the knowledge acquired during the classes as for example with the presentation that was made of the children and the different activities proposed at the same time.

Likewise, it is affirmed that they are methods, strategies and teachings that capture the attention of children, motivating them actively in each class and thus allowing for meaningful learning, so it should be noted that the use of children's songs, work activities and the use of Flashcards is a successful strategy when working with children and thus begin to innovate in classes and classroom activities.

Chapter IV: Intra-institutional Activities Component

Introduction

As a teacher in training during the integral practicum there is an immersion to full time teaching, which means that the student must be involved both in the educational environment and in the classroom, which is where all the extracurricular activities proposed by the institution are dealt with. Being a practicum teacher is required to be included in each of the intra-institutional activities created by the school in which the practicum is performed, since it is important to participate in all of them in order to learn a little more about the culture of the institution and its functions in terms of these activities.



During this process it is intended that students actively seek ways to contribute and participate in the activities designed and planned by the institution, so that in the same way the practitioner fulfills his teaching role in all aspects, which means that he learns at the same time to create, organize, participate, contribute and socialize among the educational community, teachers, administrators and even parents who are involved in these activities.

Justification

Within the academic calendar of the institution there are different types of activities in which the participation of teachers is of great importance since it offers benefits such as having a greater involvement and knowledge of the field in education, however, some of these do not refer only to academic activities. Furthermore, as future teachers, it is important to know and participate in these activities since, when practicing the profession, there are spaces within which events are organized and they should actively participate in these activities.

Objectives

General objective

- To participate as an active member in extracurricular activities presented in the educational process.

Specific objectives

- To help within the institution in the realization of extracurricular and cultural events.
- To know the events that take place in the school.
- To accompany teachers and administrators in the events that take place.



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Methodology



These activities are presented to practicum students in which this component shows that they are not only limited to classroom activities, but also to extracurricular events, which means that there are many opportunities in which the student participates either in their organization, execution or assistance. In the same way, the student should be involved during the internship period in these kinds of activities, as in this way he/she becomes an active part of the institution and its agenda.

Schedule of activities

Schedule September activities

Figure 21

Schedule September activities

SEPTIEMBRE		
FECHA	ACTIVIDADES	RESPONSABLE
03 de septiembre	Presentación pruebas saber 11	IE
05 al 09 de septiembre	Taller semana de Derechos Humanos.	Núcleo 3
07 de septiembre	Día internacional del aire limpio	Núcleo 1
13 de septiembre	Jornada pedagógica	Rector y Coordinador
08 de septiembre	Escuela de Padres décimos y undécimo grado	Orientadora y titulares
15 de septiembre	Talent Show	Núcleo 2
20 de septiembre	Consejo académico	Rector
20 al 24 de septiembre	Orientación vocacional	Orientación escolar
21 de septiembre	Consejo directivo	Rector
27 de septiembre	Jornada pedagógica	Rector y Coordinador

Note. Adapted from Schedule September activities, own authorship.



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Schedule October activities

Figure 22

Schedule October activities

OCTUBRE		
FECHA	ACTIVIDADES	RESPONSABLE
10 al 14 de octubre	Quinta Semana de desarrollo institucional	Directivos
11 de octubre	Jornada pedagógica	Rector y Coordinador
18 de octubre	Consejo académico	Rector
19 de octubre	Consejo directivo	Rector
20 de octubre	Muestra artística y musical "Talento Normalista"	Núcleo 2
21 de octubre	Día internacional del ahorro de energía	Núcleo 1
25 de octubre al 04 de noviembre	Evaluaciones trimestrales del tercer trimestre	Coordinación y docentes de área
25 de octubre	Jornada pedagógica	Rector y Coordinador
25 de octubre	III Comité de Convivencia Escolar	
28 de octubre	Día del estudiante	Rector Docentes y Estudiantes

Note. Adapted from Schedule October activities, own authorship.

Schedule November activities

Figure 23

Schedule November activities



NOVIEMBRE		
FECHA	ACTIVIDADES	RESPONSABLE
04 de noviembre	Clausura Aulas en paz	Núcleo 3
04 de noviembre	Terminación tercer trimestre	
08 de noviembre	Jornada pedagógica	Rector y Coordinador
08 al 11 de noviembre	Aplicación de planes de mejoramiento	Docentes
11 de noviembre	Publicación de listado de estudiantes que aplican a prueba de suficiencia, en plataforma y en físico	Docentes
14 al 18 de noviembre	Aplicación de pruebas de suficiencia	Docentes
15 de noviembre	Consejo académico	Rector
16 de noviembre	Consejo directivo	Rector
17 de noviembre	Entrega de insignias – Izada de bandera	Titulares Grados 4º-5º-10º-11º
	Presentación pruebas T y T	Estudiantes PFC
25 de noviembre	Terminación de semestre Programa de Formación Complementaria.	
21 de noviembre	Reporte de notas del tercer trimestre en plataforma	Docentes de area
21 de noviembre	Entrega de informes para la Comisión de Evaluación y Promoción del tercer trimestre	Docentes de area
22 al 24 de noviembre	Comisiones de evaluación y Promoción	Rectoría, Coordinación, titulares, padres representantes y estudiantes representantes
28 de noviembre al 2 de diciembre	Semana de Desarrollo Institucional	Rector-Coordinación

Note. Adapted from Schedule November activities, own authorship.



Schedule December activities

Figure 24

Schedule December activities

DICIEMBRE		
FECHA	ACTIVIDADES	RESPONSABLE
01 de diciembre	Clausura primaria, secundaria y media	Rector, Coordinador y Docentes de Primaria
2 de diciembre	Acto de graduación bachilleres y Normalistas.	Rector-Secretaría General
2 de diciembre	Culminación de año escolar	SED
5 de diciembre	Inicio de vacaciones docentes	SED

Note. Adapted from Schedule December activities, own authorship.

Description of the activities

Peace Week

Within this activity, the students had to show through social acts the good company and the use of the country, through dances and the presentation of the school band.

Objective: to give students a glimpse of what the country has gone through over the years.

Role as trainee: In this activity, only the dances and other activities that took place were observed.

Experience gained: learn a little more about our country and, at the same time, get to know our own culture.



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Figure 25.

Image peace week



Figure 18. Image peace week. 2022. Source; prepared by the authors.

Celebration of a mass in commemoration of the ex-graduates

The tenth-grade students and graduates of the Pamplona Normal School gathered in a mass in honor of them, also, they played in the band since there are teachers who no longer accompany them here on earth but in heaven.

Objective: to remember the former students in honor of their years of dedication to the school and to remember them since some of them are no longer with them.

Role as trainee: to take care of the students during the mass and the events that took place that day.

Experience gained: to get to know better the teachers and employees who have been part of the educational institution for years.

Figure 26.

Image commemoration of the ex-graduates



Figure 19. Image commemoration of the ex-graduates. 2022. Source; prepared by the authors.

Talent Show

This week was the bilingual week in which the students had to participate in the event in English called "talent show", in which they performed poems, dramatizations, songs, recitals, among others. In addition, this event was held in the amphitheater of the Escuela Normal Superior de Pamplona with all the high school students.

Objective: to celebrate an event for the English side, as that week was "Bilingual Week".

Role as trainee: to judge the Spelling Bee, organize and plan the event and participate in the activities such as practicing with the different students their acts to be performed.

Experience gained: as for English, I had to improve my pronunciation as I had to help the students in this aspect, learn how to organize an event, and learn how to decorate as I had to program and interact with each other, not only with the teachers but also with the students.



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Figure 27.

Image talent show



Figure 20. Image talent show. 2022. Source; prepared by the authors.

Figure 28.

Image talent show event



Figure 21. Image talent show event. 2022. Source; prepared by the authors.

Valentine's Day

This day the students met to celebrate Valentine's Day as is tradition in which they did a sharing among themselves and also discovered each other playing secret friend to have a nice and

fun time.



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Objective: celebrate a date like the day of love and friendship here in Colombia and at the same time share a little with the students.

Role as trainee: to organize together with the students some of the proposed games to share that day, share with the students and at the same time take care of them during those hours.

Experience gained: to know that it is not only possible to celebrate or create events in which something is represented, but on the contrary, to share and have a moment of conviviality in the classroom.

Figure 29.

Image friendship week



Figure 22. Image friendship week. 2022. Source; prepared by the authors.

Sharing field trip



In order to do a different activity and learn a little about English, nature and others, a field trip was held in which the students had to speak in English and follow orders at the same time, this was carried out during the school day at the school.

Objective: learn a little about the school such as its spaces, different activities and learn vocabulary in English.

Role as trainee: be a guide and participant in the activities proposed at each station by the students.

Experience gained: to know better all the spaces offered by the school since the walk was inside all the school facilities and at the same time to reinforce topics and even send in English with the students.

Figure 30. Image share a field trip



Figure 23. Image share a field trip. 2022. Source; prepared by the authors.

Poetry Recital Week

During this week, sixth, seventh and ninth grade students performed a recital of poems and couplets in which they participated in group formation, in addition, during this event they participated as peasants and normal people in terms of school uniform.

Objective: students to learn a little about the recitals and poems and to participate in these activities.

Role as trainee: to be an observer since this activity was carried out by the teachers and trainees of Spanish language.

Experience gained: I learned different couplets, poems and recitals that the students presented and so I got to know a little of all the work that can go into or be behind a writing or statement that is made in a recital.



Figure 24. Image week of the poetic recital. 2022. Source; prepared by the authors.

Conclusions

Considering a better knowledge of the intra-institutional aspects of the school, it should be noted that not only the events that take place in the field of English are the ones that involve the educational community, for this reason all those academic activities of the school are taken as an educational setting, as were some previously mentioned, since there is an interaction between the institution and its students in all subjects. These activities are important because they motivate students and show a great interaction between all those involved in these activities.

Likewise, time control is managed since some activities are planned from one week to another, which can sometimes cause interference as it was with classes and for that reason the students did not have English classes or any other subject, likewise, these extracurricular activities are allowed to carry out a better knowledge of the norms, cultures and implementations within the school.



At the conclusion of this final stage, different types of results can be evidenced within which one can contribute to the processes that have been carried out, since this is a commitment beyond a simple teacher and teacher trainer, likewise, this impact is directly related to the new teaching strategies that are implemented within the academic environment for the development of the different activities.

In addition, it is necessary to identify the different phenomena that can occur for both students and teachers in training, reflecting in both their personal aspects by contributing to their lives both professionally and socially. In general, this proposal concludes with the pleasant satisfaction of having achieved a high percentage of its results and conclusions obtained within the development of the same, thus being a motivation for the student and the trainee to achieve and want to learn within their process, always committed to recognize a significant learning in everything developed and implemented.

Chapter V: Reflective Approach to the Practicum

Reflective process that allowed the narratives creation

The creation of each narrative was carried out through the experiences that were lived in each week, especially aspects in which the training process of the future teacher was shown. In the same way the different experiences he had to face are shown, such as facing a classroom with many students, the realization of each class planning so that everything went well, among other aspects, in addition to this is also part of the academic in terms of the university as it responded in the same way with the obligations at the university and tutors, all this was done in order to show a weekly progress and thus be able to describe what was happening.



Individual conclusions for each project component

Pedagogical and Research Component

A project is not something easy because there are too many factors to take into account which must be developed through different stages, that is why my project based on personal writings through the use of social networks has been a hard work to do, since some problems arise as the lack of vocabulary in some of them and the time of the implementation since it had to be developed at the same time, however, the students welcomed this strategy and were motivated in a great way since they experienced new techniques to learn through them and not just see it as something else in terms of a teaching.

Outreach Component

As for this component, I thank the kindergarten and fourth grade children because without them I would not have been able to form me in a better way, learning to know each child how they learn and what they like, this was a great challenge in which my goal was always to take advantage of each class and to develop it, it is also an enriching experience because the children were motivated each class to learn, want to sing or know the topics.

Similarly, these activities and the application of the songs and flashcards made the work a little easier, as the children were actively motivated in each class and it was easier to provide them with new knowledge.

Intrainstitutional Component

The intra-institutional activities have included activities of great learning in which not only the academic part is shown in English but on the contrary in different areas, in addition, it is a space for interaction between students, teachers and different areas of knowledge. These activities



should be considered since students are actively motivated to participate and create new settings in their classrooms and therefore within the academic campus and all its component branches.



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