The Use of Online Resources as a Tool to Improve Writing Skills in EFL Reflecting About
Health Emergency with 6th Brighton Bethlemitas High School

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Integral Practicum

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Acknowledgments

First of all, I have to thank God for letting me to live this wonderful experience throughout all these five years at the university, I never expected to become a teacher and it is thanks to Him that I had the opportunity and today I cannot be more than thankful.

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Finally, thanks to the University of Pamplona for giving the opportunity to become a professional, I cannot be thankful enough and thanks to Brighton Bethlemitas High School that let me be part of the institution where I could meet new colleagues and amazing students.

ACCEPTANCE NOTE

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Teaching Praticum Commitee

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Mayeini Garcia Parada
Mentor

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Chapter I: General Presentation

This study is composed of five different components: Institutional observation and diagnosis, Pedagogical, Research, Outreach, and Administrative. These are part of the last learning step of foreign language pre-service teachers, in which each one has a relation between them to develop and to foster the learning process as much in pre-service teachers as in students. The entire process has been developed in Brighton Bethlemitas High School, Pamplona; Norte de Santander.

The first step to follow during this process and the development of this project is the observation and institutional diagnosis, which allows us to know the aspects of the institution to become familiar with it. Thus, the Pedagogical Component includes the implementation of a proposal which aims at using online resources as a tool to improve writing skills in EFL reflecting about health emergency with 6th Brighton Bethlemitas High School.

Subsequently, in the Research Component, the pre-service teacher takes part in a research project, in which they implement the reflection in order not only to self-asses their work and attitudes during the practicum process, but also what was acquired.

Afterward, the Outreach Component focuses on providing help to the school's needs by teaching in elementary grades taking into account that some of them do not have an accurate guide, concerning the English teaching and learning process.

Finally, for the Administrative Component, the pre-service teacher is involved in the different activities stated by the institution to have the experience about what teachers do, considering the real and changing context, which includes extracurricular activities and events such as teachers meeting, flag-raising ceremonies, among others.

Introduction

It is well known that the acquisition of English as a foreign language is a fundamental aspect immersed in the study plans worldwide. To such an extent, the improvement of this acquisition is significantly privileged by the great impact and the favorable results that the research field has provided. Based on this fact, most foreign language degrees are encouraging pre-service teachers to adopt research as the main tool to improve their practice, through the implementation of a project composed of five components: Institutional observation and diagnosis, pedagogical, research, outreach, and administrative that improves the teaching process.

To implement a project with these characteristics, the pre-service teacher through the observation identified a shortcoming or problematic within the educational establishment to which he or she was assigned. The identification of the problem was accompanied by the administrative knowledge of the institution of practicum since the pre- service teacher was part of the institution and had roles as an occasional teacher, they knew the teaching and administrative staff. Therefore, the pre-service teacher had two weeks to observe and establish a proposal according to the identified needs. Once the proper diagnosis of the main needs was made, the pre-service teacher engaged in research to find different perspectives, solutions and multiple ways to improve the identified shortcomings.

On the other hand, the development of this project was greatly influenced by the outbreak of the COVID-19 pandemic around the world, which had profoundly altered almost all aspects of life, including education. Thus, the current situation was included within the main conditioning factor for the diagnosis and solution of the problem. That is why the pre-service teacher knew the new parameters that govern education in Colombia and above all the methodological adaptations to guarantee the right to education, since the pre-service was in charge of the designs and development of class guides.

As evidenced during the diagnostic observations, the lack of development of the students' linguistic skills and the particularities related to the virtual modality were the problems or drawbacks considered relevant. For this reason, the pre-service teacher proposed to work on improving writing skills through online resources; to give 6th-grade students a space to express themselves regarding the current situation. However, it is important to highlight that the pre-service not only supported the institution in grade 6-01 but also provide a service to the community through the awareness of English in children in the fourth and fifth grades of primary school. This proposal took place thanks to pedagogical interventions done by the pre-service teacher in which aspects related to the pandemic was addressed.

Justification

When learning a foreign language, it is important to master the four skills set out by the Common European Framework, such as writing, reading, speaking, and listening. However, most English as a Foreign Language learners have difficulty achieving an adequate level of proficiency in all four skills equally (Moeller and Catalano, 2015). Thanks to the arduous investigative work related to the observed aspects and the non-participatory observations made by the pre-service teacher within the Brighton Bethlemitas High School English courses, many aspects related to these skills were noted during the sixth grade English courses.

Thus, the most notable aspect was the enormous lack of written production in English by the students. As much as it has been observed in the classes, this deficiency was due to the misuse of the target language during the classes and the excessive use of the mother tongue. This fact made understanding and forming sentences in simple times difficult. For this reason, the pre- service teacher was in charge of knowing in detail the methodologies adaptations and thus designing and implementing them in a pedagogical intervention, since due to the health emergency and the virtual modality, written production activities have decreased.

This orientation was carried out by putting into practice the use of online resources. Thanks to this strategy, not only the students will benefit through the use of online resources and the enhancement of their written production skill, but also the Brighton Bethlemitas High School in terms of the effective development of activities during the virtual modality, in the same way, the student community of the fourth and fifth grades of primary school was benefit thanks to the English sensitization sessions.

Besides, the process followed by the pre-service teacher also benefits the foreign language program that seeks new alternative ways to improve and promote the process of learning English in schools and universities.

Objectives

General objective

- To develop teaching practicum, improve writing skills and to reflect about health emergency using online resources with sixth grade students from Brighton Bethlemitas High School.

Specific objectives

- To improve written production through the use of online resources, developing the reflective spirit of sixth grade students.

- To implement reflection as a transforming tool in the own pedagogical processes of the integral practice.

- To respond to the English language teaching needs of the child population in primary school in Pamplona, Note de Santander, specifically, at Brighton Bethlemitas high school.

- To participate actively in the academic and administrative activities organized by the institution during the practicum stage.

General Conclusions

The implementation of online resources to improve writing skills provided a creative way of learning a foreign language due to the involvement of students and the motivation they felt when learning something through the use of the target language. Besides, each activity aimed at increasing the language knowledge taking into account topics that were related to the health emergency, so this let to put aside the traditional method of learning.

Furthermore, using English in a real and current context gave a meaningful significance to the educational process because learners could understand how they could put into practice the acquired new knowledge. Thus, the implementation of online resources to improve students' writing skill helped to be aware of a different educational process and how nowadays, it is important to learn a second language.

Through reflection as a tool for developing a critical spirit during the practicum stage, the pre-service teacher took advantage of it, as a constant self-evaluation that allowed having a daily development in the teaching process, not only during this period but also in the future when being a complete professional.

The use of online resource aids, such as games and videos, allowed elementary students to comprehend, improve, and increase their vocabulary. Additionally, the activities implemented with this didactic material enhance the students' participation and motivation for learning a foreign language.

Taking part in the academic and cultural activities of the educational institution was a significant traineeship for the pre-service teacher because she could become aware of the development of the comprehensive training activities and how relevant of being part of the entire environment inside the educational institution. On the other hand, being part of the teachers' organizational meetings allowed the pre-service teacher to appreciate the importance

of planning, organization, and teamwork, especially during the current health emergency that required not only adjustments in teaching methodology but also the use of virtual tools.

Chapter II: Institutional observation

Institutional observations are the beginning of the practice process that involves the pre- service teacher. This step helps to better understand how the educational institution is organized, perceive the context, and the functional procedure as a temporary member of it. Likewise, this stage is crucial for understanding and adapting to the virtual modality used today due to the COVID-19 pandemic. For this reason, the pre- service teacher was given a whole week to get to know the institution.

1. Fieldwork preparation assembly

To prepare the field of practice, it is necessary to follow a series of steps that correspond to a process of recognition of the work environment. In the first place, a questionnaire was developed to obtain information from the institution's professors regarding the development of the classes. Among the activities that allowed the development of the work we found the knowledge of the terrain such as the reading of institutional documents, characterization of the environment, recognition of the activities carried out by the educational community and contact with the community.

2. Documentary analysis

2.1. Administrative

a. Principal aspects of the Institutional Educational Project (PEI)

The PEI of the Bethlemitas Brighton Educational Institution aims to seek the optimal development of its services, consolidating the self-solution of problems, and generating proposals, plans and actions to strengthen the educational process. Additionally, the PEI leads

the strategic orientation that provides quality in each of the services offered by the institution and establishes the institutional philosophy that is part of the educational policies and values.

b. Topographical location of the school

The Educational Institution Brighton Bethlemitas is located Pamplona, Norte de Santander in Carrera 1 N ° 5-90, Barrio Brighton, and the RAFAEL AFANADOR Y CADENA headquarters, Carrera 4 No. 6 -84. This institution provides the educational levels of preschool, primary and high school; offering education without any discrimination of race, culture, gender, ideology, creed, socioeconomic status, vulnerability or disability.

c. Institutional authorities

The institution's board of authorities is composed of five people.

CHARGE	NAME
PRINCIPAL	Flor Elba Torres Miranda
DISCIPLINE COORDINATOR	Luz Dary Solano Villamizar Maria Socorro Jauregui Torres
CONVIVIALITY COORDINATOR	Gladys Parada

Figure 1 School authorities chart

d. Institutional horizon

Mission: The educational institution Brighton Bethlemitas seeks participation, updating and service in evangelization, contributing to comprehensive training by providing a quality and inclusive education, based on ethical, scientific, technical, investigative, environmental and participatory principles.

Vision: The educational institution Brighton Bethlemitas in 2022 will be recognized in society as an entity with projection towards leadership in educational, investigative, pedagogical and technical innovation, aiming for the care of the environment and respect for the public, of an inclusive nature, consolidated in its comprehensive training processes for highly qualified people.

Philosophy: The apostolic and educational legacy of the founders, strengthened by the norms emanating from the MEN and the Secretary of Education, strengthens the pedagogical practices building a quality education every day that leads to the dynamization of significant learning, based on the transforming Holistic model educating in love for the service.

Pedagogical model: The pedagogical model of the Brighton institution is founded on the transformative theory and the holistic model of Dr. Giovanni Iafrancesco Villegas, to create a transformative school that generates new educational and pedagogical alternatives.

e. Organization chart of the educational institution

In the following chart, it is possible to find the order established for the authorities of Brighton Bethlemitas high school.

Figure 2 School organization chart.
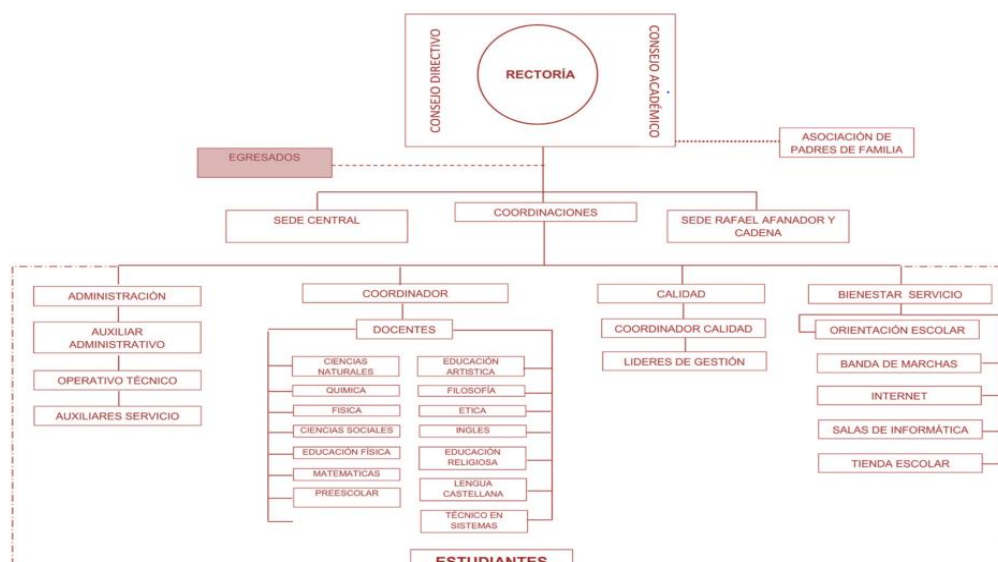
f. Main aspects of the coexistence handbook of the educational institution

The coexistence handbook of the Brighton Bethlemitas High School aims to follow the integral formation of the students, taking into account the development of the personality and harmonious coexistence to face the challenges of the new world.

This regulation establishes the rules, rights and duties that students, teachers and parents must take into account to enjoy a peaceful coexistence in the educational institution. Additionally, the different aspects to be promoted such as tolerance, justice, solidarity, spirituality are enunciated and civic love. Thus, students and teachers find themselves in the task of respecting each other, following the regular conducts and especially teachers in setting a good example.

The regulation is such an important agreement when talking about coexistence, because it contains all the procedures to follow, if for any reason a disciplinary issue arises, rewards are also established for students if they present excellent behavior and good attitudes in their academic performance.

g. Guidelines and regulations established by the MEN for the health emergency

According to the MEN (2020), the strategy of the Ministry of Education to guarantee educational services to children and young people during the health emergency triggered by COVID-19 is based on the fact that education protects and sustains life and dignity. To this end, it has broadly formulated guidelines for the development of academic work strategies at home. To make a successful adaptation and that all the students continue with their formative process, the MEN studied, identified, and adapted the communication channels and methodology to the virtual modality.

Thus, the strategies focus on printed and audiovisual educational resources such as radio and television, the availability of physical and printable resources such as textbooks available in the institutions, and downloadable guides without internet, audiovisual resources

available in the channels of the public and regional media system. Finally, the MEN (2020)

carried out training and accompaniment of teachers in the use of TICs and curriculum

adaptation.

h. Schedule and Institutional Programming

SEPTIEMBRE 2020				
Lu.	Ma.	Mi.	Ju.	Vi.
	1 VALOR: LA COMPRENSION ENTREGA GUIA DE REPASO I	2 9:00 a.m. REUNION ADMINISTRATIVOS 2:00 ENTREGA KIT DEL PAE 2:30 p.m. ACTIVIDAD HOLISTICA.	3 8:00 REUNION VIRTUAL DIRECTIVAS. M.E.N. 2:30 p.m. ENCUENTRO DIRECTIVA CON S.E.D.	4 ENCUENTRO CON CRISTO GRADOS SEGUNDOS
7 2.30 P.M. CITACIÓN PREVENTIVA DOCENTES –DOCENTES TITULARES. PADRES DE FAMILIA.	8 CUMPLEAÑOS DE LA NIÑA MARIA.	9 REUNION DE REPRESENTANTES PADRES DE FAMILIA PROGRAMA FACEBOOK LIVE	10 REUNION REPRESENTANTES DE GRUPO	11 ENCUENTRO CON CRISTO DECIMO 01 – 02 2:30 p.m. ENCUENTRO CON CRISTO PRIMEROS. ENTREGA DE SEGUIMIENTO TRABAJO EN CASA.
14 SEMANA DE REPASO 2.30 JORNADA PEDAGOGICA CONSEJO ACADEMICO	15 SEMANA DE REPASO 2:00 p.m. ENTREGA KIT DEL PAE.	16 SEMANA DE REPASO CONSEJO DIRECTIVO. PROGRAMA FACEBOOK LIVE	17 SEMANA DE REPASO 9:00 REUNIÓN DOCENTES UTILIZACIÓN DEL TIEMPO LIBRE.	18 SEMANA DE REPASO ENCUENTRO CON CRISTO GRADO ONCE
21 PRUEBAS ACUMULATIVAS 4.00 P.M. ESCUELA DE PADRES SECUNDARIA 6:00:p.m..ESCUELA DE PADRES	22 PRUEBAS ACUMULATIVAS ENTREGA GUIA 1 DEL 4TO. PERIODO 4:00 p.m. ESCUELA DE PADRES PRIMARIA 6.00 P.M. ESCUELA DE PADRE	23 PRUEBAS ACUMULATIVAS PROGRAMA FACEBOOK LIVE	24 PRUEBAS ACUMULATIVAS	25 PRUEBAS ACUMULATIVAS DIA DE REPARACION – JESUS AMIGO QUE NUNCA FALLA. CELEBRACIÓN AMOR Y AMISTAD. FINALIZACION TERCER PERIODO ENTREGA DE SEGUIMIENTO TRABAJO EN CASA
28. INICIO 4TO. PERIOD. 2:30 p.m. CELEBRACION AMOR Y AMISTAD COMUNIDAD EDUCATIVA.	29 9:00 a.m. REUNIÓN DOCENTES LEARNIG ENGLISH	30. 9:00 a.m. REUNION DOCENTES FERIA MICROEMPRESARIAL PROGRAMA FACEBOOK LIVE	1. LANZAMIENTO DEL VALOR: SENTIDO CRITICO. TALEN SHOW PRIMARIA	2. . TALENT SHOW SECUNDARIA. ENCUENTRO CON CRISTO NOVENO 0-1 Y 02 RECESO ESTUDIANTIL.

Figure 3Schedule and Institutional Programming

2.2. Pedagogical

a. Language area planning

Below is an example of a plan for the language area, in it, we can see information about the teachers and the dates established, as well as the description of the components and the skills to be developed.

Plan de Aula Emergente para Estudio en Casa INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON MUNICIPIO PAMPLONA									
Docente	Genis E. Navarro Gómez. Docente en formación: Sandra Ramírez	Área y/o Asignatura		Inglés	Grado	6-03	No. De Estudiantes	31	Periodo	II

Semana prevista para el aprendizaje	4 al 29 de Mayo; 1 de Junio al 12 de Junio del 2020	Hora de estudio en casa	3 horas
Componente y/o proceso de pensamiento	Expresión y comprensión oral, comprensión de textos.	Competencias	Competencia comunicativa. Competencia pragmática Competencia sociolingüística.
Estándar (EBC)	**COMPREHENSION:** -Listening: Comprendo cantidades y habilidades. -Reading: Puedo expresar existencias y habilidades. **PRODUCTION:** Writing: Escribo verbos existenciales para expresar habilidades. -Speaking: Expreso mis habilidades y actividades diarias. -Conversation: Puedo preguntar a cerca de las habilidades y actividades diarias. -Conversation: Puedo preguntar a cerca las estaciones del año y sus características.		
DBA	- Participa en una conversación corta. - Solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas. - Comprende instrucciones y expresa de manera escrita y oral. - Describe las características básicas de personas, cosas y lugares. - Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos. - Responde a preguntas relacionadas con el "qué, quién y cuándo" después de leer o escuchar un texto corto y sencillo. - Escribe información personal básica en formatos preestablecidos. Comprende el tema e información general de un texto corto y sencillo.		

Figure 4 Language area planning

e. Methodology of classes

On the other hand, due to the health emergency, the modality of work implemented is virtually through the use of educational platforms such as Microsoft Teams and Zoom or WhatsApp to maintain communication between parents, students and teachers. Likewise, according to MEN (2020) in order to guarantee the right to education and the safety of students, the needs of the students were studied and the materials, resources and teaching methodology were adapted. Thus, students have synchronous meetings 2 times a week, they get guides to develop every 15 days and maintain contact with teachers via WhatsApp.

f. Example of worksheet

For the design of the study material and the student work guides it was necessary to take into account not only the current topic, but also the previous topic to make a small review and add a small reading to promote reading comprehension skills

Figure 5example of worksheet

2.3 Technological:

Due to the virtual modality, the classes are developed via Zoom or Microsoft teams, the access to the platforms is monitored by the parents and regulated, such as wearing the uniform or if the student cannot use the camera, they must be notified previously. On the other hand, the synchronous meetings are held twice a week for two hours and every 15 days the students receive material at home thanks to a contract of the institution with a stationery store, in the same way the students and parents maintain contact with the respondents via WhatsApp. Finally, it is necessary to highlight that in the context of the pandemic, the MEN adapted its television programming so that children can receive classes via national television, and online resources were also adapted so that they can be downloaded without the internet.

2.4 Population and Subject Information

The students that make up the three sixth grade courses are men and women ranging from eleven to thirteen years of age with A1 language level.

ENGLISH TEACHERS	Genis Emilse Navarro
	Viviana Katherine Rueda Carrillo
	Consuelo Cristancho

Figure 6 teacher staff

Consuelo Cristancho Ana Gabriela Rúa Vásquez	4th grade : Thursday 8 : 30 -10 am
	5th grade : Thursday 10 :40 – 12 pm
	6th grade : Friday / wenesday 10 :30 am – 12 pm

Figure 7supervisor / pre- service teacher schedule

Chapter III: Pedagogical Component

The Use of Online Resources as a Tool to Improve Writing Skills in EFL Reflecting

About Health Emergency with 6th Brighton Bethlemitas High School

Introduction

When talking about quality in the educational context, it is necessary to ensure that those involved are developing the essential skills they need to acquire and to put into practice in their daily lives. Thus, writing in a foreign language is an enriching skill, since it allows people to access different knowledge and cultures, becoming competitive and integral individuals. For this reason, the National Government offers Colombians opportunities to improve their level of English to become a society capable of facing and overcoming the challenges of today's globalized world (Colombia Muy Bien, 2014).

Highlighting the benefits of learning a foreign language, in Colombia the Ministry of National Education (MEN) established the National Bilingualism Program (2004) to promote the learning of English and, in addition to improve the language teaching process. However, despite the creation of this program, there are still challenges to overcome in the field of education to reach the desirable levels of bilingualism.

Following the above, it is fundamental to clarify that English is composed of four skills that must be developed (writing, reading, listening and speaking) through the learning process. Concerning these skills, Alpala, & Peña (2014) states that written competence refers to one of the dimensions, which comprises the general term of communicative competence, and also implies the student's perspective and specific strategies used when writing.

Additionally, due to the current situation caused by the health emergency, the use of virtual resources and technological tools is indispensable, as well as the creation and adaptation of a space in which students not only practice their communication skills, but also develop reflections and points of view about the current situation.

Statement of the problem

During the non-participating observations, the pre-service teacher highlighted the main problems affecting the English learning process of the 6th grade students at Brighton Bethlemitas high school. Firstly, during the development of the classes the students showed no interest in learning the foreign language and this make the interaction between teacher and students difficult. Besides, students are not used to speak in English during the class, only at the beginning of the class to greet the teacher and say the "Our Father" prayer together, then the explanation and participation is in Spanish.

Also, another aspect that affects the acquisition of the target language is the virtual mode implemented, since it causes in most students a lack of attention and makes it difficult for teachers to keep them focused, especially if the activities and material used do not attract the students' attention (Kim, 2020).

Based on what has been mentioned above, the need to implement a proposal that aims to encourage students to use online resources, putting into practice the written competence and taking into account the health emergency and the changes they have faced as a result of it. Therefore, this study will make students perceive that English is not only about learning grammar rules, but that they can express themselves in another language about a specific reality.

In addition, two questions are proposed to guide this project: How does the use of online resources provide a space for reflection during the health emergency for 6th-grade students at Brighton Bethlemitas high school? How can the implementation of online resources contribute to improve students' written production?

Justification

Regarding the problem stated in the 6th grade at Brighton Bethlemitas high school, this community was benefit from the implementation of this project, since students could continue their learning process during the health emergency. This project helped students be motivated to learn the language and not be frustrated by the virtual model.

Besides, this project sought to create a space for reflection on the current situation, so that students could actively share their perceptions using simple grammatical structures. On the other hand, this proposal could be used daily with students, since it guaranteed the practice of English during the virtual modality.

Therefore, this proposal served as a first experience in facing the real context of education with all the new changes it entails, in which the main purpose was to implement a strategy to develop and improve the acquisition of the second language in the learning process in secondary and primary schools during the health emergency.

Objectives

General objective

  * To improve written production through the use of online resources, developing the reflective spirit of sixth grade students.

Specific objectives

  ☐ To share topics and points of view related to the health emergency, to learn English in a real context.

  ☐ To motivate the students' English learning process through the use of online resources.

  ☐ To create written productions using online resources.

Theoretical framework

The main purpose of this project was to make use of online resources to develop the reflective spirit of students, improving their written production in a public high school. To fully understand the development of this study, it was necessary to define the following theoretical terms: Teaching and learning a foreign language, reflective spirit, communicative competence, reading comprehension, and written production.

Foreign language teaching and learning

Foreign language learning and teaching refer to the process of acquiring a non-native language outside the current environment in which it is usually spoken. On the other hand, it is necessary to make the distinction between learning a "foreign language" and a "second language". A second language is known as the acquired language that a student learned differently from his or her common environment. While the acquisition of a second language

(SLA) is a general term that encompasses learning a foreign language and investigates student's ability to learn other languages and not just the first acquired language, the mother tongue. Thus, SLA includes several disciplines such as psychology, linguistics, language pedagogy, education, neurobiology, sociology, and anthropology. By studying another language, the individual can communicate effectively and creatively by participating in real-life situations through his or her own authentic culture. (Moeller and Catalano, 2015).

Reflective Thinking

It is possible to define reflective thinking as an active, persistent, and careful consideration of any belief that is based on evidence. Evidence and rationality are delimiting factors in reflective thinking that makes it different from a belief or ordinary thought. Over the years the concept of reflection has been used inconsistently or defined differently as something very subjective. Even with abundant research, they believe that it is still very subjective and that more needs to be done to create a coherent definition. (Howry, 2017)

Communicative competence

According to Hymes (1972), the term communicative competence refers to the level of learning of language users to transmit their messages to others and to understand the messages of others in specific contexts. It also implies the ability of language learners to relate what they have learned in and out of the classroom. On the other hand, the author described the competent language user as someone who knows when, where, and how to use the target language properly rather than simply knowing how to produce grammatical structures accurately.

Reading comprehension

Reading comprehension is the perception, giving meaning and understanding of what is written, in short it is knowing in all aspects the information, feelings and thoughts that you want to transmit as is, without having produced any misunderstanding, in its course and without leaving any doubtful point back. (Aksan & Kisac, 2009)

Optimal reading comprehension requires the active participation of the reader, initiating and organizing the reading process on their own. In this context, an individual's control over her reading and reading comprehension is subject to the use of cognitive strategies. When the sources on reading comprehension are examined, it will be noted that concepts such as cognition and metacognition remain at the forefront of reading comprehension. Thus, a good reading comprehension leads successfully to a clear written production, since once the structure of a writing is internalized it is easier to reproduce it.

Written production

Is defined as one of the most important skills to be developed in the learning of a foreign language and the first active skill to be developed, since for many students writing is a less stressful activity than speaking because the audience for any mistake is more selective; on the other hand, written work is concrete and therefore open to more detailed examination and correction (Bilash, 2009). Writing activities mark the beginning of the output, students begin to create in the process of learning FL and progress further in academic contexts.

Literature review

In order to implement the use of online resources improving writing skill during the health emergency, it was important to do some research about the methodology used and the results in different stages. Therefore, two categories emerged when doing some research that was previously mentioned.

Teaching EFL during COVID-19

Addressing this issue, (Admojo, 2020) establishes that despite the innumerable qualitative and quantitative research conducted on the effectiveness of online learning, none had been previously developed during a pandemic. According to this author, although learning takes place completely online in a practically improvised environment; English remains the most widely taught and learned foreign language. Also, from this study the author concluded that the development of online classes requires more preparation than face-to-face classes, in the same way, he established factors that can make this methodology difficult, such as the lack of experience of students and teachers using the virtues resources, also the quality of the internet connection or even the devices available to students. For these reasons the author suggests the continuous training of teachers in the use of virtual resources.

Additionally, according to (Kim, 2020) Online learning experiences with distance education can be asynchronous or synchronous. Asynchronous learning occurs when students can choose their own time to participate in learning through different media tools such as email or discussion boards. Students can connect to communicate and complete activities at times of their choosing and learn at their own pace. In contrast, synchronous learning activities are conducted through live video and/or audio conferencing with immediate feedback.

Concerning the aforementioned, whether synchronous or asynchronous, online learning has certain advantages such as not depending on the same physical location, which can increase

the number of students or reduce costs and time thanks to virtual meetings. However, the limitations are present and these may vary regardless of the skills of the instructor or student in terms of accessibility and use of technological devices. These limitations most often affect young children who have little experience with using computers. On the other hand, it is important to note that online learning for young children requires constant adult supervision.

Furthermore, Tambunan (2020) considers that just as adaptations are made to the lines of communication and the methodology to continue with the learning of EFL, teachers are likewise forced to undergo preparation related to the use of new tools and readjustment of their teaching methodology. Finally, it is necessary to bear in mind that the changes present in the teaching of EFL due to the health emergency not only affect students but also teachers who must continue overcoming the obstacles that arise unexpectedly, to guarantee the teaching of EFL. Based on this research, the author highlights the importance of definitively transforming the methodology focused exclusively on face-to-face classes, and also suggests the early training of teachers in the use of TIC

Using online resources to improve writing skills

According to kruk (2014) the Internet offers means of practicing writing in ways that are an improvement over exercises on paper. Blogs, for example, are "a type of website that allows the publication of texts, images and sound files" (p. 4) or "an online diary that a person can continually update with their own words, ideas and thoughts through of a computer program that allows you to do it easily" (p.5) are some of the online resources that can be implemented to improve writing skills. It should be noted, however, that application of online resources requires careful evaluation of factors such as student motivation, authenticity, technology, relevance, and topic interest. Similarly, the selection of online resources should also

include flexibility of the material, the ability to connect online resources to the diverse needs of students, and diversification of topics. However, other important issues related to the deployment of online listening resources for foreign language teaching include the question of audio / video delivery, the question of file formats, and the audio / video players that support them, as well as supplementary materials, visual support, and the evaluation of Listening Comprehension Tests of English as a Foreign Language.

On the other hand, kruk (2014) stablishes that in terms of online resources, one of the innovative technologies that teachers are using in their face-to-face classes and can also be applied to the virtual modality, are virtual rooms that offer a cooperative space and communicative learning in which participants can interact with each other using the computer and resources in a simulated environment responding to a communication situation. Virtual resources (chat, wikis, web pages) constitute an important aspect of the daily life of adolescents since they often use technology for different purposes (tasks, entertainment, communication). Therefore, students have prior knowledge of orientation and behavior in the learning environment.

In this way, online resources constitute a complement for learning English as a foreign language, since they provide students with a variety of resources and tools (video, image, text, and sound) to practice grammar aspects, reinforce the topics studied in class and use the language for communication purposes, such as expressing a point of view or reflection. Besides, virtual resources involve individual student work to carry out virtual activities from their homes. They also have the opportunity to share experiences, points of view, and knowledge by virtually interacting with each other and the teacher.

Research Methodology

Firstly, this study focuses on qualitative research design. "Qualitative researchers study things in their natural environment, trying to make sense of or interpret phenomena in terms of the meanings that people give them" (Denzin and Lincoln, 2005, p. 3). Generally speaking, by following this design, the researchers attempted to interpret and give a description of the problem, in terms of natural conditions of the participants, that is, when studying the phenomena, the researcher just had to be in the real context avoiding altering the results.

Furthermore, this study adopted an action research design, which according to Creswell (2012); action research is the most used. The main idea is to explore a specific topic in order to provide a solution, that is, action research is a systematic procedure developed by educators who collect information, teaching, and learning data from students, becoming these fundamental elements to develop the design with precision. Therefore, this study had systematic procedures because a plan was implemented in each class, the plan was analyzed through data collection. The educational setting in which this study was carried out was the Brighton Bethlemitas high school.

Population

This study was carried out at Brighton Bethlemitas high school. with 6th graders. These courses counted on two hours of English per week. This grade was divided into two groups, in which 6th grade, group 01 was composed of 30 students. The group participation in this action research is 6th grade group 01 dued to the assignment made by the program. Subsequently, five students from the group were selected as participants of this research study.

Methods of data collection

Techniques and instruments to collect data

Non- Participant observation

Taking into account the definition of Creswell (2012) "it is an observational role adopted by researchers in which they are passive observers who try not to intervene in the environment so as not to alter the natural development of the dynamics" (p. 625) Through with this instrument, the pre- service teacher was only in charge of observing and analyzing what was happening in the classroom about the attitudes and responses of the teacher and the students related to the development of the project. For this, 2 observations of the participants were made to fulfill its main purpose. Which was to analyze the use of English, the use of online resources, the management of issues concerning the health emergency and the practice and improvement of writing skills.

OBSERVATION FORMAT	
ASPECTS TO OBSERVE	use of english
	use of online resources
	writing skill practice
	Management of issues concerning the health emergency

Ilustración 1

Journals

Wiegerová (2013) affirms that a diary is a personal document of the research professor. It is used to capture subjectively experienced and past situations and events that occurred in context. In doing so, the pre- service teacher was able to express her perceptions about the implementation process, as well as reflect on facts that will help her improve the development of

the proposal. The pre- service teacher used diaries as a way to evaluate, observe, and analyze the process of students' implementation of the use of online resources to improve writing skills.

Interviews

This technique allowed the researcher to enrich the data collection and provide information that could not be observed directly, taking into account the experience of the participants Creswell (2012). With this technique, the pre- service teacher had a different perspective on the implementation of the proposal. For this, the participants were interviewed regarding the performance of the students in terms of writing skills and the use of online resources.

The objective of using the interview was to know students' perceptions and how the process was carried out during the development of the classes. Besides, the type of interviews that the professional will use are semi-structured interviews. According to (Cohen and Crabtree 2006) in this type of interview "The interviewer follows the guide, but can follow thematic paths in the conversation that can deviate from the guide when deemed appropriate" (p.1). In other words, by developing a semi-structured interview, the research can access more relevant information to better analyze the research problem.

CRITERIOS:

PREGUNTA:	Categoría:	Clase	Tipo	OBSERVACONES Y SUGERENCIAS POR PARTE DE LA PERSONA QUIEN REVISA.
¿Qué piensas acerca de hablar de la emergencia sanitaria desde las clases de inglés?	Reflective Thinking	C	2	
¿Las indicaciones trabajadas en inglés le sirvieron para aplicarlas en la vida cotidiana? ¿Por qué? • Si • No	Communicative competence	C	2	
¿Considera usted que el trabajo con el vocabulario antes de la lectura le ayudó para la comprensión de la misma? ¿Por qué? • Si • no	Reading comprehension	C	2	
A la hora de escribir en inglés, ¿usas el vocabulario trabajado en clase? ¿Por qué? • Si • No	Written production	C	2	
¿Considera usted que adquirió más vocabulario a través de la implementación del proyecto? ¿Por qué? • Si • No	Written production	C	2	
¿Qué piensa usted acerca del uso de las nuevas tecnologías para trabajar el vocabulario y	Use of technologies in learning - teaching English	A	1	

Ilustración 2

Document analysis

Bowen (2009) states that document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic material as well as documents containing text (words) and images that have been recorded without no intervention. The analytic procedure entails finding, selecting, making sense and synthesizing the data that is contained in documents. Document analysis yields data that are organized into major themes, categories, and case examples specifically through content analysis. Consequently, the pre-service teacher analyzes students' written productions thanks to assessing written productions rubrics established for A1 level.

Data analysis

With regards to the data analysis process, Hatch (2002) stated that analyze means organizing and interrogating data in ways in which the researchers can see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. That is to say, the data analysis process will help to assess the data collected, to answer the questions proposed in the study and verifying if the main objectives were achieved.

To develop the process of analyzing the gathered data, the researcher was focused on the interpretative analysis proposed by Hatch (2002). For the interpretative analysis, the author states that the researcher gives meaning to the data, it means to generate explanations about the collected information, also the researcher is an active player in the study. For developing this type of analysis, it is needed to read and re-read the whole data, identify impressions, create memos and finally, review the interpretations with participants in order to consider their reactions about what has been analyzed. For analyzing the information, it was taken into account the participant observation grid, journals, interviews and document analysis collected by the researcher. Therefore, the coding information was developed as follows:

BASE CATEGORIES OF THE PROJECT

General objective

- To develop the reflective spirit of sixth grade students by improving their written production through the use of online resources.

Specific objectives

- To share topics and points of view related to the health emergency, to learn English in a real context developing the reflexive spirit.
- To motivate the students' English learning process through the use of online resources.
- To create written productions using online resources.

General category	Subcategories	Theoretical description	Other comments
Reflective Thinking	Reflection	*Expression of ideas and perceptions:* the student is able to express their ideas and personal reflection related to the central theme of the activity (Howry, 2017)	
Communicative competence	appropriate use of content and vocabulary	*Appropriate use of the language:* the student has the ability to put into practice what they have learned in class. (Hymes, 1972)	
Reading comprehension	Understanding the central theme understanding of vocabulary	*General understanding of the text:* the student understands the text and its central theme, as well as the vocabulary. (Aksan & Kisac, 2009)	
Written production	Content Vocabulary Grammar Organization	*Production of simple text:* the student is able to produce texts with simple sentences, from a guide text, continuing with the step-by-step related to written production (pre- while and post- reading).(Bilash, 2009).	

General category	Subcategories	Theoretical description	Other comments
Use of technologies in learning - teaching English	Relevant use of technology in class	***Use of technologies:*** the student is able to use technology during activities. (Ahmadi,2018)	
Interaction of students with technologies	Appropriate use of technology in and out of class	***Students and technologies:*** in the context of teaching and learning, the student uses technology following rules of use to complement the process.(Hruskocy, C., Cennamo, K.S., Ertmer, P.A. & Johnson, T, 2000).	
Technologies to improve reading and writing	development of reading and writing activities using online resources	***Reading and writing through technology:*** the student uses technology as a resource to complement their learning process and improve their reading and writing skills. (William & Beam , 2018)	
Use of Technology	Using technology to support EFL acquisition	***Use of Technology in English Language Class:*** Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Ahmadi, 2018)	
Technology as a support for comprehension and written production	Using technology to practice and improve comprehension and written production	***Using Technology to Help ESL/EFL Students Develop Language Skill:*** The acquisition can be frustrating. Students need as much language support as possible. English language learner (ELL) students need a variety of language experiences. They need to hear language, write language, speak language and read language. (Ybarra & Green, 2003)	

Ilustración 3

REJILLA DE VALIDACIÓN DE INSTRUMENTOS

INFORMACIÓN GENERAL	
Nombre del estudiante:	Ana Gabriela Rúa Vásquez

INFORMACIÓN DEL PROYECTO DE INVESTIGACIÓN	
Título del proyecto de investigación:	The Use of Online Resources as a Tool to Improve Writing Skills in EFL Reflecting About Health Emergency with 6th Brighton Bethlemitas High School
Tipo de investigación:	Action – research
Objetivo general:	**General objective** · To improve writing skills and to reflect about health emergency using online resources with sixth grade students from Brighton Bethlemitas High School.
Objetivos específicos:	**Specific objectives** • To improve written production through the use of online resources, developing the reflective spirit of sixth grade students. • To implement reflection as a transforming tool in the own pedagogical processes of the integral practice. • To respond to the English language teaching needs of the child population in primary school in Pamplona, Note de Santander, specifically, at Brighton Bethlemitas high school. • To participate actively in the academic and administrative activities organized by the institution during the practicum stage.

CRITERIOS:

PREGUNTA:	Categoría:	Clase	Tipo	OBSERVACONES Y SUGERENCIAS POR PARTE DE LA PERSONA QUIEN REVISA.
¿Qué piensas acerca de hablar de la emergencia sanitaria desde las clases de inglés?	Reflective Thinking	C	2	
¿Las indicaciones trabajadas en inglés le sirvieron para aplicarlas en la vida cotidiana? ¿Por qué? • Si • No	Communicative competence	C	2	
¿Considera usted que el trabajo con el vocabulario antes de la lectura le ayudó para la comprensión de la misma? ¿Por qué? • Si • no	Reading comprehension	C	2	
A la hora de escribir en inglés, ¿usas el vocabulario trabajado en clase? ¿Por qué? • Si • No	Written production	C	2	
¿Considera usted que adquirió más vocabulario a través de la implementación del proyecto? ¿Por qué? • Si • No	Written production	C	2	
¿Qué piensa usted acerca del uso de las nuevas tecnologías para trabajar el vocabulario y	Use of technologies in learning - teaching English	A	1	

Ilustración 4

DOCUMENT ANALYSIS (WRITTEN PRODUCTIONS)							
General category	Subcategories	Theoretical description	Literal extracts from the students' written productions PARTICIPANT 1	Literal extracts from the students' written productions PARTICIPANT 2	Literal extracts from the students' written productions PARTICIPANT 3	Literal extracts from the students' written productions PARTICIPANT 4	Literal extracts from the students' written productions PARTICIPANT 5
Reading comprehension	Understanding the central theme understanding of vocabulary	**General understanding of the text**: the student understands the text and its central theme, as well as the vocabulary. (Aksan & Kisac, 2009)	**Production:** N°1 **Extracts:** "take out your clothes when you arrive at home"	**Production:** N°1 **Extracts:** "wear the maks when you visit someone" Error analysis: misspelling - orthography	**Production:** N°1 **Extracts:** "use alcohol when you arrive at home"	**Production:** N°1 **Extracts:** "keep social distancing"	**Production:** N°1 **Extracts:** "wash your hands frequently "
Written production	Content Vocabulary Grammar Organization	*Production of simple text:* the student is able to produce texts with simple sentences, from a guide text, continuing with the step-by-step related to written production (pre-while and post-reading).(Bilash, 2009).	**Production:** N°2 **Extracts:** "sanitizer"	**Production:** N°2 **Extracts:** "digital thermometer"	**Production:** N°2 **Extracts:** "globes" Error analysis: misspelling	**Production:** N°2 **Extracts:** "shoes covers"	**Production:** N°2 **Extracts:** "protective suit"

Ilustración 5

Data analysis from interviews					
General category	Subcategories	Theoretical description	literary fragments from student interviews PARTICPANT 1	literary fragments from student interviews PARTICPANT 2	literary fragments from student interviews PARTICPANT 3
Reflective Thinking	Reflection	Expression of ideas and perceptions: the student is able to express their ideas and personal reflection related to the central theme of the activity (Howry, 2017)	" me parece muy importante hablar d elo que esta pasando en todo el mundo"	"creo que esta muy bien, porque las otroas profesoras solo ponen tareas y hablan de las clases"	"yo pienso que hablar del covid es muy imporaten porque debemos cuidarnos y saber que pasa"
Communicative competence	appropriate use of content and vocabulary	*Appropriate use of the language:* the student has the ability to put into practice what they have learned in class. (Hymes, 1972)	" si, porque usted explicó bien lo que toca hacer y eso que era en ingles"	" si, pero aveces tenia como preguntas porque no uso mucho los juegos de internet, pero usted me explicaba y me dejaba hacer el juevo otra vez"	" si, porque las actividades eran faciles y usted nos explicaba las palabras que no entendiamos y lo que teniamos que hacer"

Written production	content vocabulary grammar organisation	*Production of simple text:* the student is able to produce texts with simple sentences, from a guide text, continuing with the step-by-step related to written production (pre-while and post-reading).(B	"si, porque eran palabras nuevas que nates no conocia"	"si, porque las palabras que usabamos nunca las habia visto y son de lo que pasa ahora"	" si, porque los que leiamos era nuevo para mi y ahora se mas palabras"
Use of technologies in learning - teaching English	Relevant use of technology in class	*Use of technologies:* the student is able to use technology during activities. (Ahmadi,2018)	"si, porque leimanos cosas nuevas y de un tema de hoy"	"si, porque aveces podiamos escuchar la pronunciacion de las palabras que no conocia"	"si, porque yo no leo mucho en ingle sy en sus clases leiamos un poco mas"

Interaction of students with technologies	Appropriate use of technology in and out of class	*Students and technologies:* in the context of teaching and learning, the student uses technology following rules of use to complement the process.(Hruskocy, C., Cennamo, K.S., Ertmer, P.A. &	" creo que la usar la tecnologias nos ayuda a parender porque hay cosas divertidad y faciles"	" yo creo que la tecnologia nos ayuda a aprender mas facil y la vamos a usar despues en el futuro"	" me parece que usar la tecnologia nos ayuda a prender ingles y cosas de informatica al mismo tiempo"
Use of Technology	Using technology to support EFL acquisition	*Use of Technology in English Language Class:* Learners must use technology as a significant part of their learning process.	"si , si los uliticé dentro y fuera de las clases, osea los fines de semana para practicar"	"si lo usé pero solo cuando estabamos en clase"	"si, yo use la tecnologia"

Ilustración 6

Schedule for data collection and analysis

In order to have a successful guide to collect data, it is proposed a schedule to follow the activities along the 8 weeks of practicum.

Weeks/ Instruments	1	2	3	4	5	6	7	8
Non - Participant observation			X	X	X	X	X	
Journals			X	X	X	X	X	
Interviews						X	X	
Document analysis						X	X	

Figure 8 Data collection timetable

In order to have a successful guide to carry out the project, it is proposed a schedule to follow the activities along the 8 weeks of practicum.

Week	Date	Activity	Note
4	October 23th	tips for self-care during a health emergency.	Following the main objective of the project, the subjects of the meeting were focused on a situation concerning the daily life and current events, to open a space for reflection and opinion of the participants.	
6	October 23th .	Protective equipment during the health emergency and its correct use.	

Figure 9 Data collection timetable. Pedagogical component

Ethical considerations

Taking into account that the participants are underage, it is mandatory to have a parental permission in order to access to the data gave by the students. However, students knew that their participation it is not obligatory and their identity will be reserved as the information.

Pamplona, septiembre de 2020

Estimados, Padres de familia
Sexto grado
Brighton Betlemitas

Cordial saludo,

Yo, Ana Gabriela Rúa Vásquez, identificado con C.C 1143392005 de Cartagena , Bolívar estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 6-01, acompañado de la supervisión de la docente Consuelo Cristancho, me dirijo a usted con el fin de solicitarle su autorización para que su hijo/a participe en el proyecto de investigación denominado "El uso de recursos en línea como herramienta para mejorar las habilidades de escritura en inglés como lengua extranjera y para reflexionar sobre emergencias de salud con sexto grado en la institución Brighton Bethlemitas" el cual se desarrollará dentro de las clases de inglés del resto del año. Agradeciendo su atención.

Cordialmente,

ANA RÚA VÁSQUE Z c.c. 1143392005

Ilustración 7

Pamplona, noviembre de 2020

Estimados, Padres de familia
Sexto grado
Brighton Betlemitas

Cordial saludo,

Yo, Ana Gabriela Rúa Vásquez, identificado con C.C 1143392005 de Cartagena , Bolívar estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 6-01, acompañado de la supervisión de la docente Consuelo Cristancho, me dirijo a usted con el fin de solicitarle su autorización para que su hijo/a responda a una entrevista que se hará vía telefónica, zoom o teams que tiene como objetivo recolectar información relacionada con el proyecto del cual estaba siendo participe su hijx denominado "El uso de recursos en línea como herramienta para mejorar las habilidades de escritura en inglés como lengua extranjera y para reflexionar sobre emergencias de salud con sexto grado en la institución Brighton Bethlemitas" el cual se desarrolló dentro de las clases de inglés en los últimos meses.

Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía. Y dicha información será utilizada para la escritura del proyecto final de mi práctica integral.
Agradeciendo su atención.

Ilustración 8

Methodology to implement the pedagogical proposal

To successfully carry out the proposal for this project, it was necessary to draw up an execution plan or a series of steps to follow. As mentioned before, this pedagogical proposal began with two weeks of non-participant observation to know the place of practice and identify a problem that intervenes with the EFL teaching-learning process.

The execution of the sessions followed a series of steps that went from the theoretical investigation to the practical implementation of both the written and reflective parts. Regarding the written part, the teacher explained the corresponding grammar topic and put it into practice through the use of an online resource. On the other hand, the reflection will be carried out from the presentation and understanding of a simple statement related to the health emergency, which was the content of the written activity.

The planning of the sequences was executed, following the following steps.

1. Study and analysis of the language level of the participants.

2. search for a topic appropriate for the age of the participants and related to the health emergency.

3. classification of vocabulary and appropriate content.

4. Search and use of online resources, accessible to participants and easy to use.

5. Design of activities related to the main topic and according to the vocabulary taught.

WORKSHOP Nº1:

Date:	October 14th 2020
Grade:	6°
Objectives:	**Communicative**: To give simple self-care tips during the health emergency. **Linguistic:** To Create sentences using the present simple. **Sociolinguistic:** To Create self-care tips using the present simple.

	Description	Time	Materials
Presentation: **Pre-reading**	The teacher asks the students what self-care tips they know and shows an informative image for children, asking them about unknown vocabulary.	15 minutes	Slides
Practice: **While-reading**	While reading the infographic, each student reads a tip that appears there.	10 minutes	Slides
Presentation: **Post-reading:**	Using an online resource, the teacher performs a memory activity to remember the tips.	5 minutes	https://www.proprofs.com/
Presentation:	With the same infographic, the	5 minutes	Slides

Ilustración 9

WORKSHOP N°2:

Date:	October 23th
Grade:	6°
Topic:	Personal protective equipment
Objectives:	**Communicative**: To identify the protection elements used by doctors and people during the health emergency. **Linguistic**: To Create sentences using the present simple. **Sociolinguistic**: To identify the protection elements using the present simple.

	Description	Time	Materials
Presentation: **Pre-reading**	The teacher asks the students what personal protective equipment items they know and what PPE the wear. Then, the teacher shows a picture with the protection elements used by the doctors, working on the vocabulary.	15 minutes	Slides workshop 2.pptx
Practice: While-reading	Students read the protective elements together.	10 minutes	Slides
Presentation: Post-reading:	Using an online resource, they have to complete sentences and answer some questions.	5 minutes	http://www.quiz-maker.com/QBM6PNM4Y workshp 2 Online R.docx
Presentation:	Showing the same image, the teacher	5 minutes	Slides

Ilustración 10

Activities

Activity number one was based on the presentation of the current situation of the health emergency, the central vocabulary was self-care tips, since it is a topic that students handle in Spanish and above all put into practice. After the explanation of the vocabulary and the reading of an infographic in English intended for foreign children, the realization proceeded. Finally, the task consisted of making their own infographic with personal care tips during the health emergency and sticking it in a visible place in their homes to remind their families about the care.
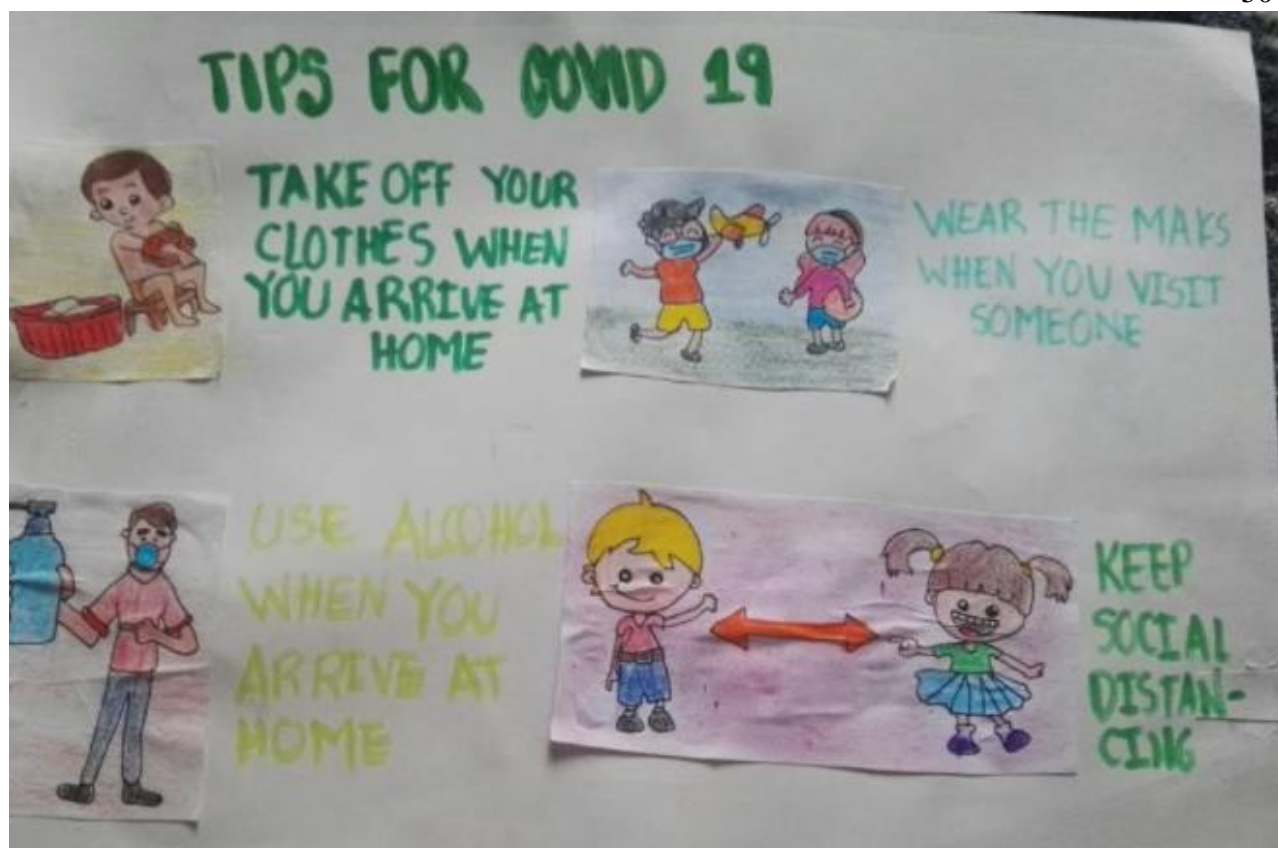
Ilustración 11

INSTITUCION EDUCATIVA BETHLEMITAS BRIGTHON
NOMBRE: NICOLAS ANDRES ROJAS TORRES
6-03

AUTO CUIDADO DEL CORONAVIRUS (SELF-CARE OF THE CORONAVIRUS)

MASK: constantly wear the mask if you have the flu

HANDWASHING: washing hands after coughing, playing, sneezing

Ilustración 12

1 good habits- follow a healthy diet
-keep physically active
-Avoid the consumption of substances that are harmful to health
-sleep 7 to 9 hours-

2 medication routines
- continue taking your medication and follow the doctor's instructions
- get enough medicine for a month or more of treatment if possible

3 clean yourself personal implements
- constantly clean personal items such asglucometers,

Ilustración 13

Ilustración 14

Activity number two focused on the bio-security and protection elements used during the health emergency and their correct use. The methodology was similar to that of activity number one, since the participants made use of a text in English intended to expose the protection elements and their correct use, to verify the compression of the text and vocabulary, an activity was carried out Online and after that, the task consisted of making an infographic with the protection elements used by the participants and sticking the infographic in a visible place in their homes so that they and their families could take it into account.
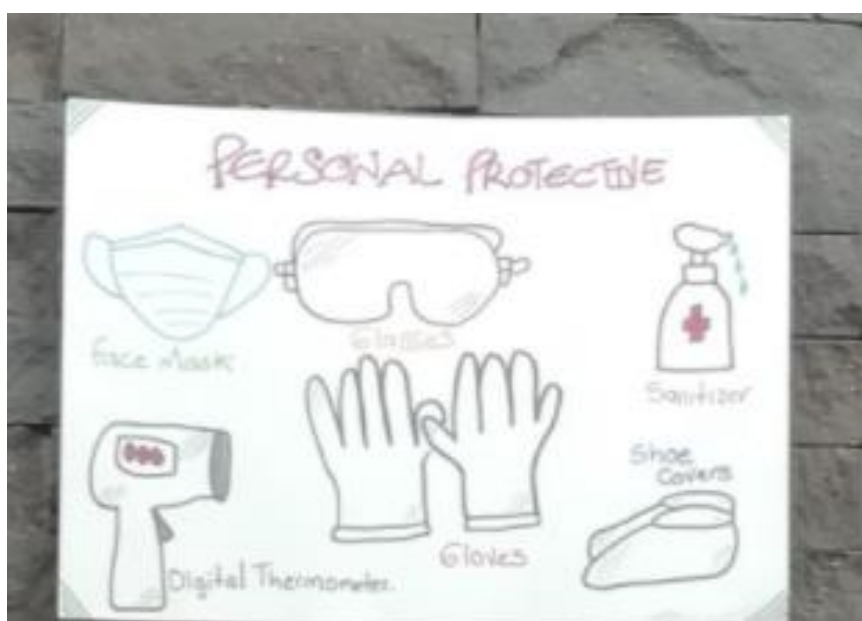
Ilustración 15
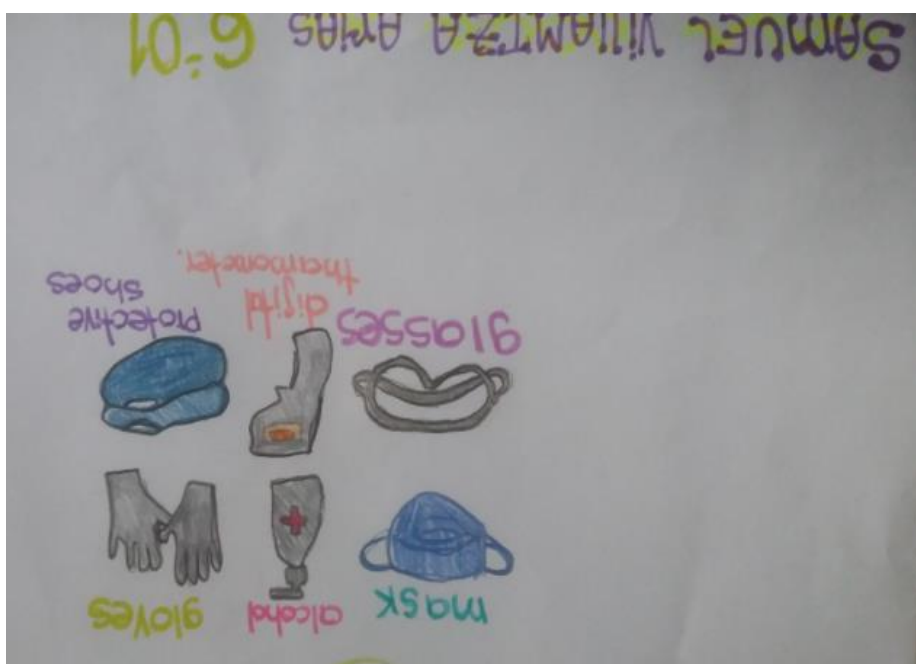
Ilustración 16
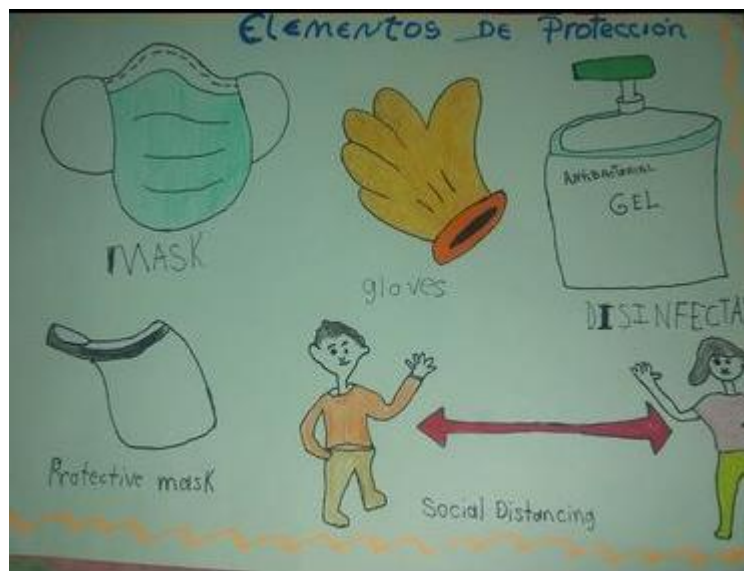
Ilustración 17

Ilustración 18

PERSONAL PROTECTIVE EQUIPMENT. (PPE)

We use in our face :

○ gloves   ○ hat

○ face mask

1   2   3   4   5

The medical staff uses protective suits.

○ True   ○ False

1   2   3   4   5

Ilustración 19

Evidences
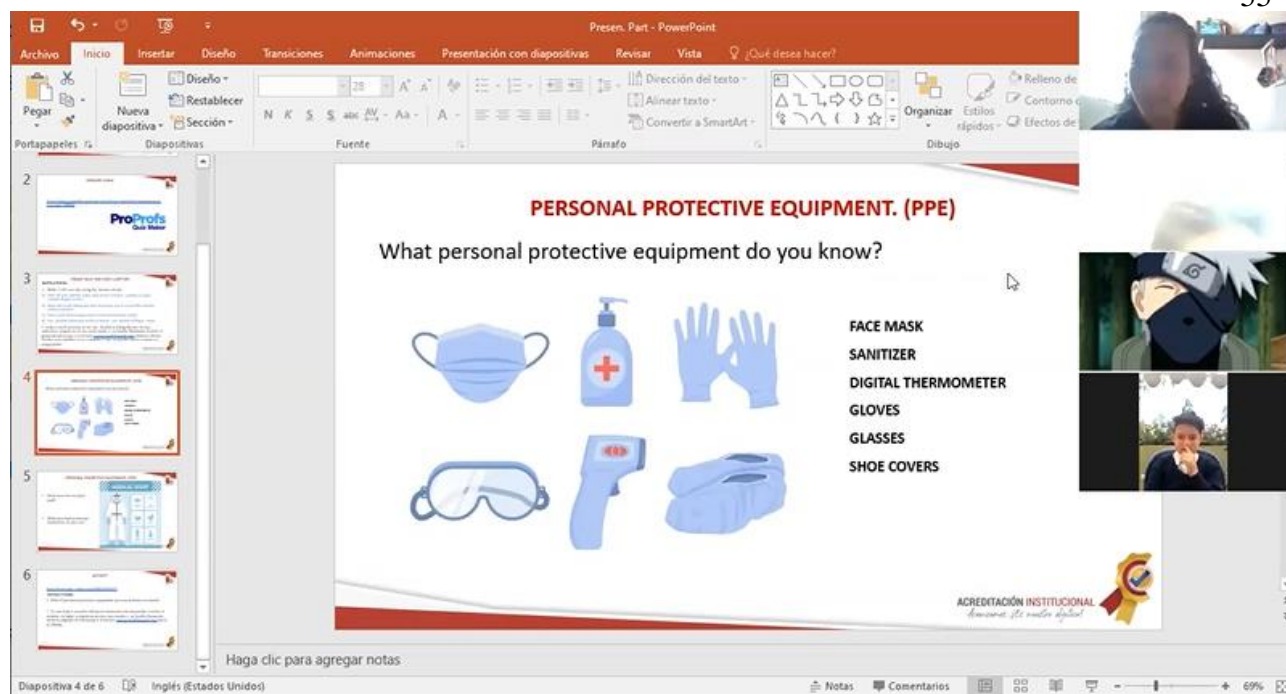
Ilustración 20

Ilustración 21

Findings and Discussion

Six categories emerged from the data collection process: 1) Foreign language teaching and learning, 2) reflective thinking, 3) communicative competence, 4) reading comprehension, and 5) written production, and 6) use of technologies to improve writing. These six categories present some subcategories that are supported by the information taken from the journals, written productions, and interviews.

This section describes the findings that came up from the pedagogical implementation that aimed at improving written skills through the use of the online resource on 6th grade at Brighton Bethlemitas.

Moller & Catalano (2015) established that the learning of a foreign language refers to the acquisition of a non-native language in an environment in which it is used; as well as the participants are initiating the formal acquisition of a foreign language, this is the main category.

Acquisition of a foreign language:

According to the above, the acquisition of a foreign language is part of the integral formation of the participants and includes the development and improvement of the four communicative skills. In the case of the participants of this project, a focus on reading comprehension and written production were carried out, with the purpose of improving them and putting them into practice when expressing ideas and formulating reflections.

From the activities carried out and the use of online resources, the participants showed a slight acquisition of the foreign language in terms of vocabulary and the use of the present simple; since many of the at the beginning presented errors related to the third person and the negative form.

Reflective Thinking

According to Howry (2017) reflective thinking refers to the students' ability to express their ideas and personal reflection related to the central theme of the activity. Thanks to the spaces and topics discussed during the meetings, it is possible to establish the following subcategory.

Reflection and expression of opinions:

According to (howry,2017) the reflection and expression of opinions has been defined over the years as something subjective, however, it is directly related to an active and persistent consideration of a given situation or a topic of social interest that evidences critical thinking.

Based on the spaces for reflection and opinion during the meetings, the students showed increasing participation from the first meeting in which they were quite shy, until the second meeting in which they participated more even if they did so in Spanish. The participations and reflections were guided with questions such as: why do you think it is important to follow the self-care tips? Do you think that the use of protection elements is important, why? During the second meeting the students were more participatory and resorted to phrases such as: *"I think*

that ..." they were also more interested in finding more vocabulary until they formed simple phrases such as*: "It is important to take care of ourselves and our family"*

Communicative competence

practice what they have learned in class, taking into account the context and the appropriate use of the terms learned in class (Hymes, 1972) this is why the following category emerged

Appropriate use of language

Following the above, during the participation the students made appropriate use of the language when the phrases and ideas were simple and short; however, when they wanted to express more complex opinions and reflections they resorted to the mother tongue, even if they knew the vocabulary in English.

Reading comprehension

practice what they have learned in class, taking into account the context and the appropriate use of the terms learned in class (Hymes, 1972) this is why the following category emerged

Appropriate use of language

Following the above, during the participation the students made appropriate use of the language when the phrases and ideas were simple and short; however, when they wanted to express more complex opinions and reflections they resorted to the mother tongue, even if they knew the vocabulary in English.

During the participations the students resorted to the vocabulary taught and related to the main topic, in the same way some students were interested in following the correct structure of the present simple.

Written production

        The writing skill is an important competence when learning a foreign language. Bilash (2019) explains that this competence is less stressful than others because learners feel more confident at the moment to have a closer examination and correction of their productions.

        As established in the researcher's diary and the observations, from each meeting (2) a written production was made. The productions did not represent a great challenge for the students, since they were short sentences in the present simple. From this category the following subcategories emerged:

Content:

        The written productions of the participants complied with the instructions given and the content was required according to the activity, however, in all the activities it was asked to add content from simple searches, and the participants were limited to using the content provided in the meetings. Thus, two journals were developed after the two sessions with the participants.

Appropriate use of vocabulary and grammar:

        Despite the presence of errors that did not intervene with the comprehension of the texts produced by the participants, the productions complied with the correct use of the vocabulary not only provided in class, but also relationships and according to the main theme of each meeting. On the other hand, the sentences produced by the participants complied with the rules of the present simple either in their negative or affirmative form.

Technologies to improve reading and writing

        According to William & Beam (2018), the student uses technology as a resource to complement their learning process and improve their reading and writing skills. In other words, Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use

of technology in learning their language skills (Ahmadi, 2018) From this category a very important category emerged:

The use of virtual resources as a support tool to improve writing skills:

During the activities focused on the use of virtual resources, most of the time the students were interested and motivated. The activities carried out with virtual resources required only the use of the foreign language, and most of the time the activities were interactive games or maybe. On the other hand, the students complied with the rules for the use of technology during the meetings.

Since during the two newspapers from the two meetings held it was evidenced that *"the participants were more motivated with the use of online resources, paid more attention and carried out the activities faster"* on the other hand, from the interviews students reflected their taste and motivation when using online resources *"uno se divierte y tambien aprende"*

Conclusions and recommendations

Conclusions

The purpose of this research project was to improve writing skills through the use of virtual resources, reflecting on the health emergency. To fulfill this purpose, three objectives were established.

Regarding the first objective, it was carried out successfully, points related to the health emergency were discussed within the classroom for the students to reflect and comment on the points dealt with related to the central theme and using the proper vocabulary , since during the second meeting at the time of participating and giving their personal opinion, the students used the vocabulary learned during the previous meeting, in the same way the students asked for new words to complement their participation. Besides, a second objective was established: "Motivate students in the process of learning English through the use of virtual resources." The researcher

directed the students to use different virtual resources, such as proprof.com and quizmaker.com where they could find easy-to-understand information, taking into account their language level.

Regarding the goal of creating written productions using online resources, the students achieved this goal successfully, during the classes they were able to create short and simple texts focused on a topic related to the health emergency. Here, the students demonstrated in each encounter that they increased their vocabulary, improved the way of ordering ideas thanks to the instructions, corrections and suggestions given by the teacher.

Working with pre-adolescents represents a challenge not only by attracting their attention and awakening interest in the language but also because of the virtual methodology that was carried out due to the health emergency. Thus, it was the teacher's job to be in charge of looking for virtual resources and designing activities according to the situation and that was to the liking of the students.

Recommendations

It is imperative to recommend further studies that it is necessary to have a strict organization when applying virtual resources as a way of learning a language because there will be problems that can affect the perspectives of students if they are not informed correctly due to the norms and rules of use of technology. As another aspect worth taking into account for future studies is oral production, this type of proposal not only allows you to work on written production but at the same time improves oral production. As the work carried out was through vitality, many students diminished their participation. In conclusion, it is highly recommended to implement new interactive activities to stimulate students in the learning process, activities in which they feel that the learning process during high school will be important in their lives, even if they are developed virtually.

Chapter IV: Research component

Introduction

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

Even if it exists a clear interest in the obvious need to understand and transform the pedagogical practice, also it is a good part of the local studies focus on learning issues rather than on teaching issues.

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

Justification

The formulation of this project in the context of practicum of the foreign languages students is a part of the conception of professionalizing practicum as a starting point to improve the educational processes in the institutional centers where teaching practicum (Práctica Docente – PRADO) is carried out. It is claimed that conferring importance to the role of reflection in the teaching process is the first step when understanding the difficulties associated to the profession, one's actions and interest towards the knowledge of the different models and approaches to cope with any complex situation and establish an analytical look on any action.

Statement of the problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, they are often seen as imprints, stable and invariable features that are part of the school's identity and culture. When the events unfold without any major alterations, there is a risk for the teacher to get stuck in a logic of action which does not allow the pedagogical evolution and the renovation of the school's culture to take place.

A practicum stage, in which there is no place for reflection, does not enable problematic situations to emerge; these realities are usually ignored, invisible. From that perspective, the pedagogical practice is assumed from the reproduction of codes -that place teachers in a traditional way, in which cultural reproduction becomes an obstacle for emerging practices that tend to generate transformations of thought and knowledge, to come out and meet the social needs.

Due to this situation, which affects teachers in a greater or lesser extent, it is crucial that the teacher training process promoted a critical and reflective spirit in the future teacher, that contributes to the improvement of their pedagogical practices, so that this stage can have an impact and transform their work and their professional performance in the future.

In this case, at the B.A degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental exercise, in order for students at their integral practicum stage, to self-evaluate, to establish a critical and constructive look at their work in their teaching role. Beginning with the questions that guide this study, they are the following:

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

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

Objectives

General objectives

- o To implement reflection as a transforming tool in the own pedagogical processes of the integral practice.

- o To promote in Student-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- o To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- o To socialize criteria, share ideas and guidelines to be assumed during their practicum.

- o To identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice.

- o To develop reflective workshops and didactic units as a guide towards pre-service teachers' process of reflection.

- o To analyze teacher's and student's beliefs about the teaching profession.

Theoretical framework

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

The teaching profession

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

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

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

Reflection

With regards to reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as reflection as a process and

reflection as a theme will be taken into account to deepen its definition (Correa Molina *et al.*

2010).

Reflection as a process

The process of reflection is developed through a set of stages that result in a critical

process. According to Schön (1983) as cited by Correa Molina *et al.* (2010), reflecting on the

experience implies "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería

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

la situación".

The stages of reflection as a process are presented in the following figure:
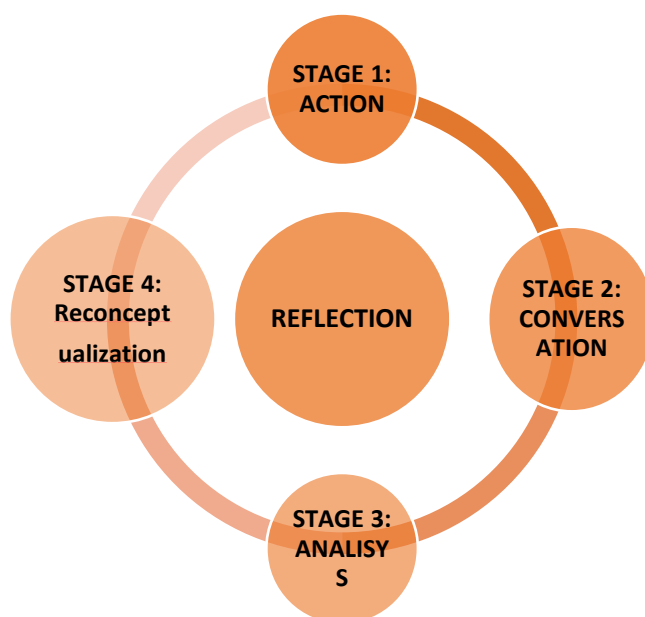
Figure 10 Reflection as a process

Reflection as a theme

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al. (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience. For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice

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

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

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

According to Van Manen (1997), there are various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes

place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analyzed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom.

Pedagogical practicum

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

Academic practice

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

Practice of social efficiency

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

From development

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

Social reconstruction

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

Generic

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

Reflection triggers

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

The critical element in reflective thinking

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

These authors established some classification categories of knowledge

1. Knowledge of the content

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, among others.)

4. Teaching knowledge and professional configuration

5. Students' knowledge and their features

6. Knowledge of educational contexts

7. Knowledge-based on the philosophical, historical, axiological basis

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

Methodology

The teaching work shows much more after criticism, analysis and in-depth reflection of the events and situations that were experienced. Reflection becomes an indispensable tool to appropriate the exercise of teaching and improving aspects that tend to be ignored during action. Thus, the Brighton Betlemitas educational institution and the University of Pamplona are the first institutions related to this component; However, reflection and proper use of the analysis of the teaching exercise will accompany the pre- service teacher in their professional future and will be reflected in any institution and with their future apprentices. On the other hand, the main beneficiaries were the practitioners who perfected their spirit of reflection and their critical gaze, giving them tools to face and improve situations that arise in the future, then the students who had the opportunity to experience favorable changes and a new vision. and renewed teaching work were also benefited from this process.

The proposed methodological strategy has as central axis the continuous reflection that contemplates additionally the fulfillment of meetings to strengthen the practice's collective as an initial space for tackling the educational and labor problem. The principles of organization are autonomy, planning and self-observation. To review the incidence of the reflection proposal about this practice process, it will carry out a process of socialization and systematization of itself. This study is focused on the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself. For the process of data collection in this project, it is proposed the application of the following instruments:

Reflective workshops

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

practice. During this process, three workshops were carried out, from which the different experiences of the pre- service teachers could be shared, learning from the different experiences and highlighting that regardless of the workplace, the teaching work essentially shares many particularities, moments, reflections and especially teachings

Objectives

    □   To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

    □   To socialize criteria, share ideas and guidelines to be assumed during their practicum.

    □   To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation card

       The main objective of the self-observation card is to guide the student-practitioner towards a proper view of his practice as teacher and his role in the classroom and in the environment of the educational community where he belongs. Two observations were made, from which it was possible to acquire greater awareness about the teaching process and the importance of reflection before and after the teaching work.

Narrative

       The reflection exercise will allow the student to express himself about his work from the narrative of his experience as a way to endow of meaning the everyday life of the teacher. During this process, six narratives were carried out, which were a great tool to thoroughly analyze the interventions made by the pre- service teacher, taking into account relevant aspects that usually go unnoticed, but which greatly influence the process of teaching and acquiring English and Spanish. thus improve them.

Class recordings

       By keeping a track record of student-practitioners' performance in class, class recordings facilitated the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings had an external and constructive look at their pedagogical practices.

TIMETABLE FOR DATA COLLECTION									
	1	2	3	4	5	6	7	8	
Narratives report	X	X	X	X	X	X	X	X	
Self-observation checklist		X		X			X		
Reflective workshop			X			X		X	

Figure 11 research component timetable.

NARRATIVA SEMANA 4

Durante la semana N° 4 se desarrolló el workshop número uno con los estudiantes de sexto grado, quienes representan la población de mi proyecto, de igual forma se llevaron a cabo encuentro con cuarto y quinto de primaria. Durante el encuentro con sexto grado implementé la planeación previa de forma satisfactoria, a pesar de haber tenido un percance con la conexión y que muchos de los estudiantes no volvieran a conectarse; las actividades planeadas se cumplieron, el material propuesto fue utilizado y los recursos virtuales funcionaron de forma satisfactoria. A partir del primer workshop me muestro optimista ya que la gran mayoría los estudiantes se mostraron activos y participativos, ya que enviaron los pantallazos de las actividades en clase y enviaron la actividad de producción propuesta como tarea el día acordado.

Por otro lado, durante el encuentro con cuarto y quinto grado me percaté de que los niños requieren más acompañamiento durante el desarrollo de las guías quincenales, esto debido al número de dudas que aún tenían sobre las actividades e incluso faltaba un día para la fecha de entrega acordada. De igual forma pude percibir el bajo uno de recursos virtuales o actividades o juegos dinámicos; ya que el uso de un recurso virtual durante corto tiempo desvelo emoción e internes de parte de los estudiantes.

Durante la semana N° 4 comprendí mejor el valor del juego y el dinamismo para llamar y mantener la atención de los estudiantes, de igual forma gracias al tema del workshop N°

Ilustración 22

NARRATIVA 5

Con cada semana que pasa el proceso de prácticas que hace más claro, las clases se desarrollan con mas normalidad y los estudiantes ya no me perciben como un invitado que estará de paso. Gracias a ello, considero que las sesiones son amenas y el tiempo apremia para realizar varias actividades. Los estudiantes presentan más atención y son más participativos y parece que me tienen más en cuenta, considero que eso es gracias a que desde el primer día uso sus nombres cuando los saludos, los despidos y me dirijo a ellos para hacerles preguntas, observaciones o simplemente cumplidos.

Considero que el uso de los recursos en línea son una herramienta de suma importancia, ya que desde mis sesiones puedo percibir que los estudiantes se muestran más interesados por la clase; considero que a los estudiantes no solo les llama la atención en realizar actividades diferentes con recursos que involucren la tecnología, sino también el hecho de usar esos recursos en sus horas de estudio.

Finalmente, con cada semana que pasa se me hace más fácil visualizarme en un futuro desarrollando la labor docente.

Ilustración 23

SEMANA 6

Las actividades se han desarrollado con normalidad y sin contratiempos, gracias al uso de los recursos virtuales los estudiantes se muestran motivados y atentos. Muchos de ellos piden las direcciones de los recursos virtuales para continuar utilizándolos. por otro lado, la comunicación con la supervisora es efectiva y sin inconvenientes.

Ilustración 24

SEMANA 7

Durante esta semana se llevó a cabo el ultimo encuentro con grado sexto, durante esta ocasión hablamos de las actividades que pueden a hacer en vacaciones y durante el confinamiento, fomentando el cuidado. Los estudiantes se mostraron interesados en las actividades propuestas e incluso muchos de ellos compartieron las actividades que ya realizan; una vez más los recursos virtuales fueron de vital importancia y captaron la atención de los niñxs.

SEMANA 8

Luego de finalizar mis encuentros sincrónicos, es momento de diseñar la prueba final. Así mismo, durante esta semana es momento de calificar y pasar las notas a el registro, me di cuenta de la importancia de afianzar los canales de comunicación con los estudiantes , ya que muchos de ellos envían las guía de forma desorganizada y eso complica el trabajo del docente porque hay quías en el grupo del curso e incluso mi numero personal y hasta mi correo persona; por primera vez con respecto a esta situación me pongo en el zapato de mis docentes cuando yo no seguía con los canales de comunicación acordados.

Ilustración 25

Findings

After developing the instruments mentioned and described above, three categories emerged from all process as follows: 1) Reflection as a transforming tool in the pedagogical processes. 2) Development of a critical spirit to provide alternative solutions. 3) Creation of strategies to deal with classroom situations concerning the virtual methodology.

Reflection as a transforming tool in the pedagogical processes

During the practicum process, as a new pre-service teacher, many situations were a test to reflect and think about the huge process for becoming a teacher these days. Therefore, the practitioner after each week, carried out different strategies to develop this process, such as the use of narratives, in which the pre-service teacher could describe every moment of the week concerning the methodology, students, supervisor, activities, discipline and behaviors.

Moreover, the teacher made usage of reflective workshops and class recording which allow to see different perspectives from others teachers and from ourselves, in the same way these activities let to show real feelings and express what happened really at the school, because in some many cases it was difficult to continue the process due to several situations that as new teacher we had to face alone. For that reason, it was really important to be part of theses spaces when everyone could get something off their corner.

Development of a critical spirit to provide alternative solutions

Throughout this process, when making use of reflection, a critical spirit emerged as well. Nowadays every teacher needs to be creative, witty, patient and a comprehensive person, not only the person who provides knowledge. However, the teacher was always willing to listen to his students and take opinions as constructive ones, also students were respectful when they were asked to.

Otherwise, colleagues were by the side of the pre-service teacher giving advices and explaining to her how she must manage those situations where students tend to be rude and

break the rules stablished inside the classroom. As possible solution, the practitioner always talked with the supervisor firstly and then follow the pertinent protocol, besides she listened to them before and even she proposed some strategies inside the classroom, if students followed instruction, problems were far.

Creation of strategies to deal with classroom situations

Being inside and outside the classroom are two completely different worlds, because things run too much different when being in the classroom with student as it was planned previously. As a consequence, it is always required to have a plan b every time it was needed and specially taking into account the virtual methodology where anything could happen.

Strategies as unexpected evaluations, developing exercises individually, giving extra points for behaving correctly and participate actively during classes, worked perfectly, students knew the teacher's methodology and when they followed as stablished at the beginning of classes, better results they obtained.

Conclusions

The use of reflection as a tool of the practicum process was the main idea of this part. Working on this tool helped at transforming the process of the practicum because it was needed the analysis of each part of the procedure developed in class, for the purpose to improve every day and acquire a different perspective for the criticism of the results. Furthermore, the use of diverse instruments contributed for having a successful during the process.

Studying the weekly narratives, helped the pre- service teacher to evidence the experiences and situations lived by the practitioner, most of them stated the way she had to face the classroom management in the real context, the grammatical aspects she needed to focus on and how pleasant have been the experience when working with children. Besides, through the narratives, the pre-service teacher affirmed the development of the classes, how the setting was, the strategies used and how the daily perceptions were towards these situations.

On the other side, the reflective workshops helped to analyze deeper the different situations occurred during the classes, and to express the own experiences and issues undergone in the classroom. Also, this process helped to express her own experiences and issues lived in the practicum stage and also to give a point of view where it is important to socialize what it is thought.

Finally, the process of reflection is required to apply in any kind of situation, because it is easier to consider the decisions made or the process developed and to reflect if the community necessities was achieved, especially on students.

Chapter VI. Outreach component

"Awareness project to English language in elementary schools in Pamplona, Colombia"

Introduction

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

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

This program has been developed throughout the country in which the work done by the secretaries of education, public and private universities and English language centers has been integrated. However, the results obtained to date have not been very encouraging since many educational institutions at a national level have not been impacted by this project yet.

In reference to primary school, the National Government advocates for the augmentation of the English language teaching to children coverage, since many of these educational institutions do not usually have an English teacher that guides the teaching and learning of the English language and for this reason, the results of the evaluations applied at a national-level are not very promising.

The University of Pamplona in Colombia considered as a public training institution for trainers, and more specifically the Foreign Languages B.A. degree in English and French, has approached the reality that the primary schools in the city of Pamplona often face in terms of The National Bilingualism Policy; many of the educational establishments in this city do not have an English teacher to respond to the training needs of the primary sector.

By recognizing this reality and the difficulties that it generates, this proposal of social projection aims not only to respond to the English language educational needs, those of the primary school children in the city of Pamplona but also to integrate foreign languages' students training at the B.A degree in Foreign Languages English and French to the educational reality of this sector so that the gap between public and private schools in the area of foreign language can be minimized.

Governmental policies identify the issue, however, the attention to these problems goes beyond mere regulations, there is a lack of funding support, educators in the foreign languages area so that the outcomes in terms of exams, tests, and students' results are in agreement with Colombia's proposal of being the most educated country of the region.

Nonetheless, it is important to mention that this proposal will be implemented at Brighton Bethlemitas high school.

Justification

Learning and acquiring a foreign language provide us with the opportunity to be up with the requirements of today's world current needs. That is why it is necessary to implement and work towards this process since the beginning of children's schooling path so that at the end of their basic education cycle, they have the foundations that will allow them to continuous learning process in the secondary, technical and superior education, to get more people to be trained in this area.

The main purpose of this project is to raise awareness towards English language teaching in primary schools in the city of Pamplona, by contributing to the basic training in a foreign language which is essential and required at these levels. For that reason, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching in primary school.

The implementation of this project benefits greatly and reciprocally both, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Objectives

General objectives

By conducting this outreach project, from the degree in Foreign Languages English - French of the University of Pamplona, the main objectives to work on are the following:

• To respond to the English language teaching needs of the child population in primary school in Pamplona, Note de Santander, specifically, at Brighton Bethlemitas high school.

• To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at primary school level.

Specific objectives

To have a better comprehension of the aspects previously stated, this proposal will attempt:

• To familiarize primary schools' children of Pamplona with the fundamentals of the English language.

• To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at a primary school level in the community of Pamplona.

• To articulate the teaching training that students from the B. A. Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to all the institutions in which the integral practicum will be developed and which offer primary

education in Pamplona. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal is connected with social projection and goes beyond the institutional scope and makes facilitates the articulation of the Foreign Languages program to the community of Pamplona.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Lines of contribution

At the heart of this project lie the following lines that aim to contribute to:

• Academic training in foreign languages.

• Citizen training (addressing educative problems in order to reduce inequality in the educational system)

• School community outreach as University and as Foreign Languages program.

Theoretical framework

Languages teaching

International language policies

The UNESCO has worried for several years for the role of the languages in the world context. In the general conference of 1999 adopted the term "multilingual education" to refer the use of at least three languages: the mother language, a regional or national language, and the international one. This resolution departed from the idea of that the requirements of national and global participation, and the cultural attention of the particular needs of communities and linguistically different, only it can be attended across the multilingual education. Cruz, Loyo, & Mendez, (2011).

UNESCO (2003) considers that: languages are not only a mass media, but they represent the real factory of cultural expressions; they are holders of identities, values and visions of the world. Thus, it proposes as principle for the cultural diversity, to support and to strengthen the diversity of the languages (including those nomadic or isolated populations) and, at the same time, to support the learning of international languages that offer access to the global communication and to the information exchange. To achieve what is previously stated, the UNESCO suggests to promote the multilingualism and the intercultural dialog, as well as to develop policies for the translation, in all the possible means of written and visual materials in order to promote the traffic of ideas.

According to Lima M, (2006) "The learning of foreign languages is currently an inevitable necessity, but learning from the cultures they represent is also inseparable. Languages constitute the spirit and conscience of folks, points out the poet; they are the best instrument for accessing other cultures, other stories, other ways to see and understand the world; they erase distances and also bring us closer to science and technology". All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in

different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir faire.

National Program of Bilingualism.

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with three specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

The following table shows the levels aspired by the national program of bilingualism to the year 2019:

Population	Level of language
Students from 3° grade of basic primary school.	A1 (Beginner)
Students from 7° grade of basic secondary school.	A2 (Basic)
Students from 11° grade of basic media school.	B1 (Pre-intermediate)
Graduate Higher education	B2 (Intermediate)
Graduate from degrees in foreign languages or related	C1 (Advanced)
Actual teachers of basic primary school and teachers of other areas.	A2 (Basic)
English teachers	B2 (Intermediate)

Figure 12Tomado de: Cárdenas, R.; Miranda, N. (2014).

Bilingualism.

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context

in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

English teaching in elementary schools.

In such a way, the importance of getting to the point of comprehending how children learn and incorporate a foreign language, it is necessary to analyze the theoretical foundations that explain the learning or acquisition of a second language (L2) or a FL (Foreign Language), and how this process relates to the process of the mother tongue". From this statement, Krashen (1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of acquisition and learning regarding the FL. "The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language".

"This distinction has been questioned because it is difficult to separate both terms which are part of a continuous process between the unconscious and conscious" (Richard-Amato 1996). Authors show their point of view regarding the topic and they differ "for this dissertation, the terms learn and acquire indistinctly because SL can be acquired through recreational activities inductively and naturally that also involves learning processes" it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in

children and support the Total Physical Response (TPR) proposed by Asher (1976). According to

Krashen and Terrel (1983) a child acquires the language in three stages. Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the

development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, we can state according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) "La capacidad que tienen los niños de aprender, comprender, descubrir y formular formas comunicativas en un lenguaje extranjero subyace principalmente en la necesidad de establecer nuevos acercamientos sociales" (p. 467). Consequently, Children construct meanings of the world around them through language and establish their criteria for semiotic interpretation of each concept they discover. For this reason, learning SL must start from previous knowledge and the schemes of the mother tongue since the representations developed in previous learning and previous experiences constitute the scaffolding to build new mental schemes or expand those already existing. Yesser A & Chacon C, (2011), cite Ausubel (1986) who stated:

"From cognitive psychology, it explains that there are differences between the cognitive capacities of the child and the adult about cognition and affectivity, which are manifested in the motivation, creativity, spontaneity, and flexibility that characterize children and that they are very different from the adult, who, in general, is more prone to affective block when expressing himself in another language. From the previous approaches, it appears that age is a factor that affects the learning of English as SL, particularly in the acquisition of pronunciation. That is, the younger the age, the greater the probability of the child to develop the pronunciation of a native speaker"

Why to teach a Foreign Language in elementary schools?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who affirm that "there are different kind of reasons that justify the learning of a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on various studies, it is indicated that:

- o Children who start studying a foreign language at school tend to keep a level of performance more positive than others.
- o Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers' and adults'.
- o Children not only tend not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.
- o Children are at a stage in which the plasticity of their brains makes it easier for them to learn languages.

To sum up, human beings' learning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that the learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

Methodology:

Within the framework of education, the use of a second language, in this case English, becomes an essential tool for the formation of holistic students capable of facing the challenges of professional life. That is why the acquisition of a second language must start from an early age; However, the formation of Colombian students is influenced by the various opportunities and possibilities of having access to a high quality education. This is one of the reasons why pre-service teachers at the University of Pamplona hold English language awareness sessions in elementary grades.

In the case of the Brighton Bethlemitas educational institution, the population that took part in the awareness sessions were students from fourth and fifth grades of elementary school. Thus, the direct beneficiaries of this awareness project were the students of the Brighton Bethlemitas educational institution who had the opportunity to enrich their vocabulary, as well as practice the four linguistic skills. On the other hand, the indirectly benefited population were the pre- service teachers, since they had the opportunity not only to put into practice the knowledge acquired regarding the teaching of the English language, to have an approach to the professional teaching life; but also to resort to reflection as the main tool to improve professional practice and teaching work.

Regarding the work carried out in this component, activities related to grammatical themes were carried out, such as history telling, for which family stories were listened to and read by the students; Reinforcing the ability to listen and read, we also worked with virtual resources, which attracted a lot of the students' attention and reflected a great participation; working on vocabulary related to actions. Finally, making use of the current situation, vocabulary related to the health emergency and activities that can be carried out during vacations and confinement were worked on.

It is well known that when children learn a foreign language they do not try to understand complex verb forms or create long sentences, they learn by listening and trying to pronounce simple words even if the meaning is unknown to them, with this in mind, through songs this process is becomes important for children. Therefore, this proposal aims to implement songs as a useful tool for teaching and learning English as a foreign language. According to Borraz, "Using songs to teach English breaks with the daily routine and adds new elements such as enjoyment or fun" (2013 p.16). Therefore, music, specifically songs, has the power to create more effective English classes in elementary school, giving preference to creating a pleasant environment for learning.

School context

This proposal was developed at Brighton Bethlemitas high school a public educational institution located at Pamplona.

Timetable

The table below shows the schedule which was implemented to carry out this component.

Date	Topic	Materials
October 1st	4th grade: Globalization 5th grade: mass media	guia 1. 4° guia 1 5°
October 15th	4th grade: actions 5th grade : story telling	guia 2 . 4° guia 2 5°
October 22th	4th grade: present continuous 5th grade: Past simple	guia 3. 4° guia 3. 5°

Figure 13 Outreach Component timetable

GUIA – TALLER # 1 – CUARTO PERIODO

CURSO: 4°01, 02-03   **ÁREA:** IngléS

DOCENTES: Consuelo Cristancho – Practicante Ana Rúa

FECHA: _____   **FECHA DE DEVOLUCION:** _____

NOMBRES Y APELLIDOS DEL ESTUDIANTE: _____

PREVENGAMOS EL CONTAGIO DEL VIRUS (COVID-19) MENSAJE A TENER EN CUENTA

Hay que lavarse muy bien las MANOS.

FRASE DE MOTIVACIÓN

Dime y lo olvido, enséñame y lo recuerdo, involúcrame y lo aprendo (Benjamin Franklin)

TEMA DE APRENDIZAJE:
GLOBAL VILLAGE

Ilustración 26

CONCEPTUALIZACIÓN

La aldea global describe el fenómeno del mundo entero convirtiéndose en un sitio interconectado como resultado de la propagación de las tecnologías a través del mundo. Algunos de los elementos que interconectan el mundo son:

Internet	technological gadgets	social media

1. Une las palabras con la imagen correcta (busca el significado de las palabras en el diccionario)

meal	decide	crowded	safe	enough	hungry	instead	village

GUIA – TALLER # 1 – CUARTO PERIODO

CURSO: 5°01, 02-03   **ÁREA:** IngléS

DOCENTES: Consuelo Cristancho – Practicante Ana Rúa

FECHA: _____   **FECHA DE DEVOLUCION:** _____

NOMBRES Y APELLIDOS DEL ESTUDIANTE: _____

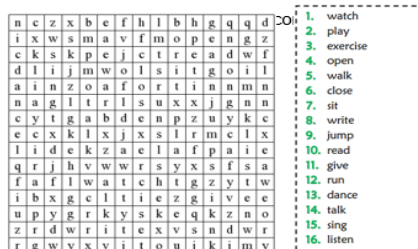### PREVENGAMOS EL CONTAGIO DEL VIRUS (COVID-19) MENSAJE A TENER EN CUENTA

Al jugar mantén la DISTANCIA.

FRASE DE MOTIVACIÓN

Dime y lo olvido, enséñame y lo recuerdo, involúcrame y lo aprendo (Benjamin Franklin)

TEMA DE APRENDIZAJE:
MASS MEDIA

Ilustración 27

---

mínimo de tiempo:

Internet	radio	Television

1. Escribes las palabras en la columna correcta, algunas pueden ir en más de una columna. Usa la ayuda del diccionario

Talk show   Comics   Documentary   Sitcom   Traffic report   Tabloid
Phone-in   Soap opera   Current Affairs Programme
Weather forecast   Quiz show   Cartoon   Reality show

Radio programmes	TV programmes	Magazines / Newspapers

GUIA – TALLER # 2 – CUARTO PERIODO

CURSO: 4°01, 02-03   **ÁREA:** Inglés

DOCENTES: Consuelo Cristancho – Practicante Ana Rúa

FECHA: _____   **FECHA DE DEVOLUCION**: _____

NOMBRES Y APELLIDOS DEL ESTUDIANTE:
_____

PREVENGAMOS EL CONTAGIO DEL VIRUS (COVID-19) MENSAJE A TENER EN CUENTA

Ilustración 28

TEMA DE APRENDIZAJE:

==ACTIONS==

CONCEPTUALIZACIÓN

Las acciones nos indican que una persona, animal o cosa está haciendo algo, está actuando (de manera voluntaria o involuntaria, de pensamiento, palabra u obra), lo que normalmente implica movimiento   estado o situación y generalmente afecta en una persona, animal o cosa.

write   read   CRY

co...   ...onario. Marca cada imagen con su nú-

1. watch
2. play
3. exercise
4. open
5. walk
6. close
7. sit
8. write
9. jump
10. read
11. give
12. run
13. dance
14. talk
15. sing
16. listen

GUIA – TALLER # 2– CUARTO PERIODO

**CURSO:** 5°01, 02-03   **ÁREA:** Inglés

DOCENTES: Consuelo Cristancho – Practicante Ana Rúa

FECHA: _____   **FECHA DE DEVOLUCION:** _____

NOMBRES Y APELLIDOS DEL ESTUDIANTE:
_____

Ilustración 29

PREVENGAMOS EL CONTAGIO DEL VIRUS (COVID-19) MENSAJE A TENER EN CUENTA

At first, ... Al principio, ...	Then, ... Luego, ...	Later, ... Más tarde, ...
After that, ... Después de eso, ...	After ten minutes, ... Después de diez minutos, ...	Ten minutes / Two days later, ... Diez minutos / Dos días más tarde, ...
Suddenly, ... De pronto, ...	At the end, ... Al final, ...	

FRASE DE MOTIVACIÓN

"Con esfuerzo y perseverancia, podrás alcanzar tus metas"

TEMA DE APRENDIZAJE:
==STORYTELLING – VOCABULARY==

CONCEPTUALIZACIÓN

La narración "storytelling" hace referencia al recuento de eventos en pasado o simplemente de rutinas que se llevan a cabo a diario o con frecuencia. Sin embargo, es importante tener en cuenta que para que nuestra narración tenga sentido es necesario el uso de palabras que nos ayudan a darle orden cronológico y sentido a nuestra narración.

GUIA – TALLER # 3 – CUARTO PERIODO

CURSO: <u>4°01, 02-03</u>   **ÁREA:** <u>IngléS</u>

DOCENTES: Consuelo Cristancho – Practicante Ana Rúa

FECHA: _____   **FECHA DE DEVOLUCION**:
_____

NOMBRES Y APELLIDOS DEL ESTUDIANTE:
_____

PREVENGAMOS EL CONTAGIO DEL VIRUS (COVID-19) MENSAJE A TENER EN CUENTA

Ilustración 30
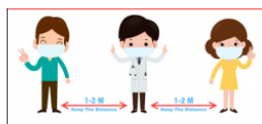
CONCEPTUALIZACION

El presente continuo (presente continuos) es empleado para hablar de acciones que se están llevando a cabo en ese momento. Observa el siguiente video:

https://www.youtube.com/watch?v=bpQPQ2DurL4&ab_channel=AlejoelConejoquesa-beINGL%C3%89S

Ahora, observa la siguiente tabla con las formas afirmativa, negativa e interrogativa y su formación:

GUIA – TALLER # 3– CUARTO PERIODO

CURSO: <u>5°01, 02-03</u>   **ÁREA:** <u>Inglés</u>

DOCENTES: Consuelo Cristancho – Practicante Ana Rúa

FECHA: _____ **FECHA DE DEVOLUCION**: _____

NOMBRES Y APELLIDOS DEL ESTUDIANTE:
_____

PREVENGAMOS EL CONTAGIO DEL VIRUS (COVID-19) MENSAJE A TENER EN CUENTA

Ilustración 31

"para hacer realidad los sueños hay que perder el miedo a equivocarse"

TEMA DE APRENDIZAJE:

PAST SIMPLE (REGULAR VERBS)

CONCEPTUALIZACIÓN

El **past simple**, también conocido como el simple past, es el tiempo verbal que se usa en el idioma inglés para narrar hechos que ocurrieron en un momento específico en el pasado.durante las siguiente guía trabajaremos el pasado simple enfocándonos en los verbos regulares (los verbos que forman su pasado participio con **"d"** o **"ed"**) los cuales no sufren grandes cambios de presente a pasado.

Mira le siguiente video y resuelve las actividades:

https://www.youtube.com/watch?v=18IJ8B_mbn4&ab_channel=AlejoelConejoquesabel-NG

Conclusion:

The process of familiarization and awareness of a foreign language is pleasantly satisfying and goes hand in hand with patience and organization. At the beginning of this process, the students were shy and apathetic, however, thanks to the help and support of online resources, their motivation, interest, and participation were noticeably increased. The activities carried out focused on reinforcing vocabulary and comprehension of audiovisual documents, something that motivated students to continue with the acquisition of English and to perceive it not as just another subject, but as an extremely important tool for the future. Finally, it is important to emphasize a phrase from many students that encompasses what was previously stated "teacher, tonight I'm going to dream in English"

Chapter VI: Administrative component

Introduction

The role of the teacher in training not only covers the practice of teaching English in the school to an assigned number of courses but also being part of the institution by actively participating in cultural, academic, religious, and institutional events scheduled in the current school calendar.

As part of the internship process, the teacher in training must be a participant in all the extracurricular activities proposed by the school to complement the teaching work. During the period of 8 weeks in which the professional practice is carried out, the teacher in training plays the role of any other teacher in the school who has to be part of the events, activities, parades, among other extracurricular activities; This process of involvement not only contributes to the execution of these activities but also to the teacher training process as it has been experienced in other contexts.

Objectives

General objective

- o To participate actively in the academic and administrative activities organized by the institution during the practicum stage.

Specific objectives

- o To recognize and become familiar with the administrative features at school and how they work on a daily basis taking into account the health emergency.

- To attend to all the events responsibly and according to procedure established by the educational institution

- To acquire experience from the integral practicum process by performing administrative roles in the educational institution with the aim of assuming a beginner teacher role in nearly future.

Methodology

As part of the internship stage, the teacher in training was actively involved with the activities and events proposed by the school, to acquire knowledge, highlight participation within the community. In this way, the teacher-in-training plays the role of guide for students, teachers, and people who want to participate in any English event or who want to perform songs in English, a theater play, role-playing games, or any other type of event. However, due to the health emergency and the use of the virtual modality, the events usually carried out may be modified such as the English festival or the talent show week and the festival of the English song.

Timetable of the activities

Date	Topic	Participants	Role	Learning / evidences
September 8th	Presentation of the English and Spanish pre-service teachers to the head of the institution, area coordinator and teachers.	• Head of the institution. • language area coordinator. • English area teachers. • Spanish area teachers. • English area pre-service teachers. • Spanish area pre- service teachers.	Passive: introduce myself, be welcomed to the institution	The importance of following the rules regarding the admission of pre- service teachers to the institution. evidence 1
September 12th	Presentation of the methodology used by the English teachers, assigning dates for delivery of	• English teachers. • Pre-services teachers.	passive / active At first I received information and then I had the opportunity to propose ideas.	the value of organization and teamwork. evidence 2

|				
	guides and holding meetings. first preparations for the English song festival.			
October 2nd	Progress report and review of tasks of pre-service teachers, presentation of the work carried out to the tutor of the pre-service teachers.	• English teachers. • Pre-services teachers. • Tutor.	passive The teachers presented the work to the tutor and I received recommendations.	the importance of maintaining good communication with your supervisor or work team and having more than one backup plan. evidence 3
October 28th	Broadcasting of the English song festival	• English teachers • Pre-services teachers • Students • Parents	Active we were responsible for presenting the performances, editing the video and being part of the main event.	the importance of teamwork and delegation of tasks. the value of having more than one backup plan. evidence 4

Figure 14 Activities school calendar
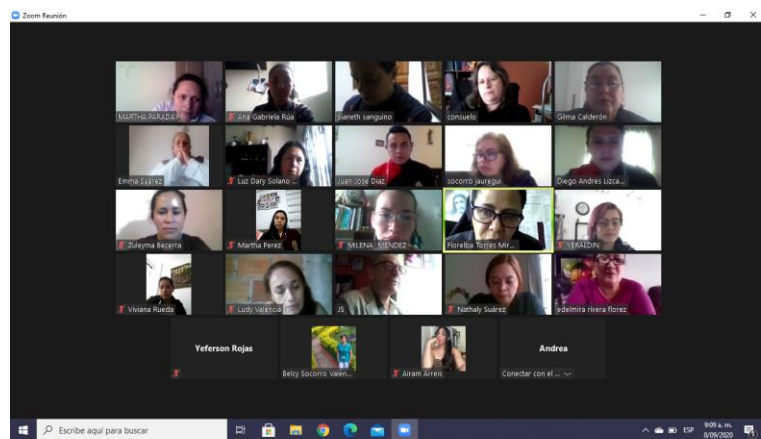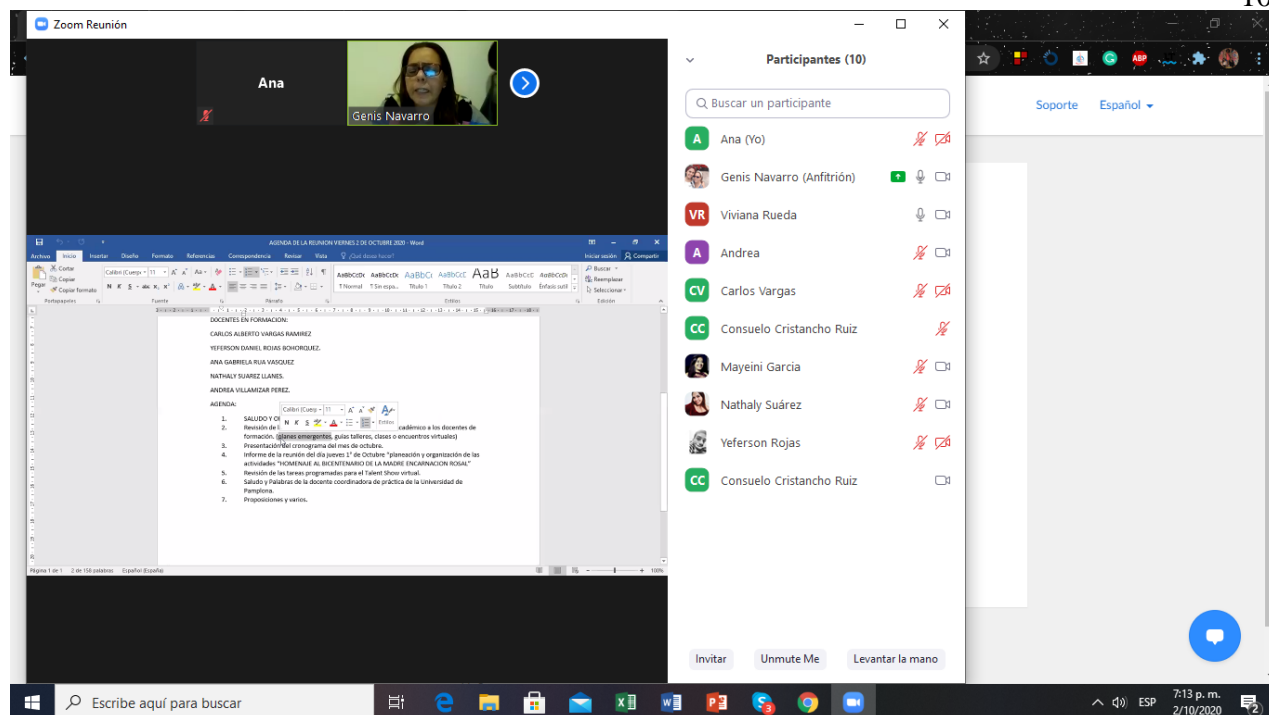
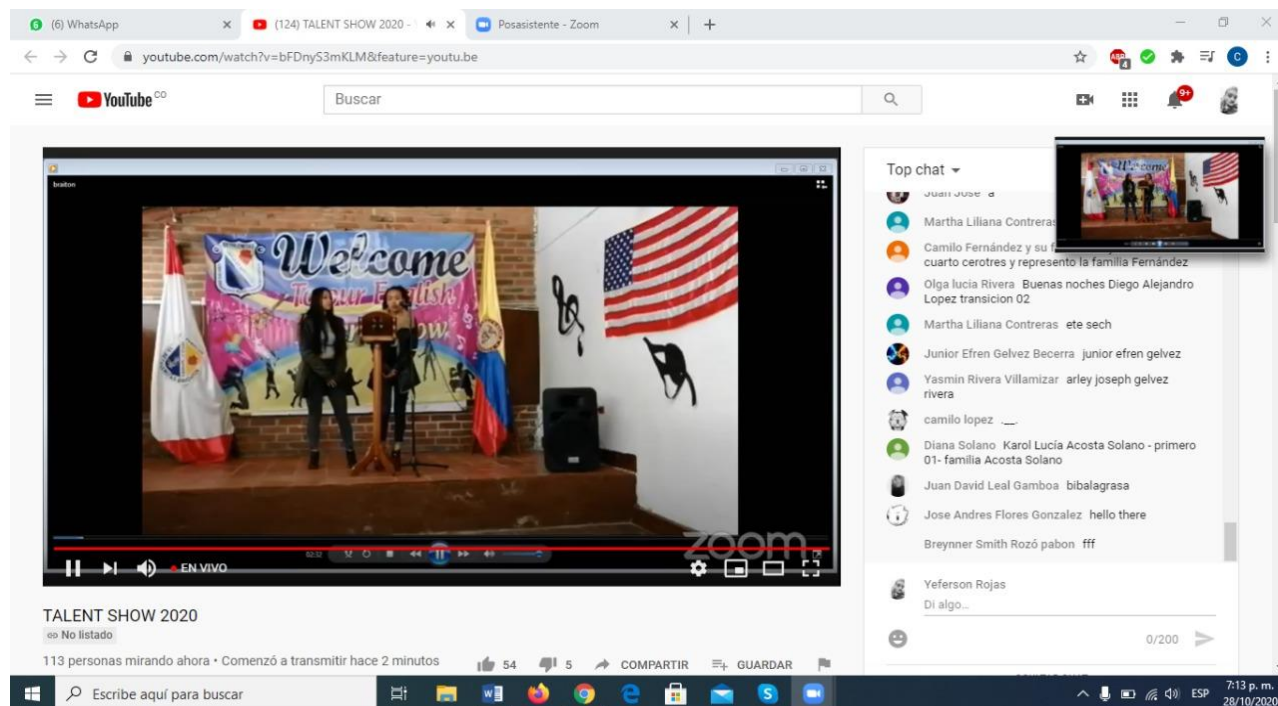*Ilustración 33*
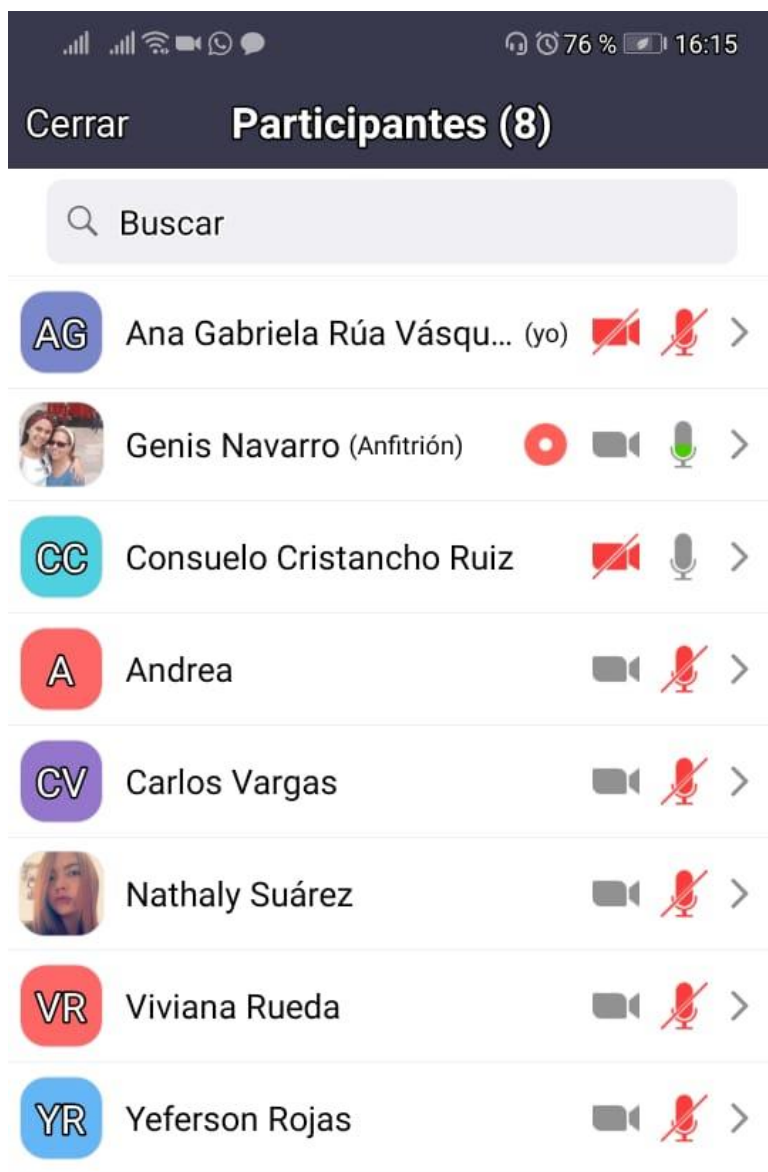
Ilustración 32

Ilustración 34

Ilustración 35

Conclusion:

The organization and being part of the teaching staff represented a great teaching in terms of the organization not only of class plans, but also of curricular activities such as "the talent show". During this stage it was possible to demonstrate the importance of teamwork and especially the responsibility of the assigned tasks. On the other hand, being part of the meetings with the teachers was a snack on the other side of the teaching practice, the relationship with colleagues and the work involved in organizing what is brought to the classroom. In addition, the role played in the institution was a clear example that the teaching work is not governed by established hours or days, since as an intern I found myself available to my supervisor and students seven days a week and at different times.

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