

**THE IMPLEMENTATION OF CRITICAL AND REFLECTIVE QUOTES TO
HAVE A GOOD COEXISTENCE AND TO IMPROVE ENGLISH IN SEVENTH GRADE
STUDENTS AT JOSÉ ANTONIO GALÁN HIGH SCHOOL**

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**UNIVERSITY OF PAMPLONA FACULTY OF EDUCATION
FOREIGN LANGUAGES ENGLISH-FRENCH PROGRAM
TEACHING PRACTICUM**

PAMPLONA

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Content

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General presentation

This proposal is divided into four chapters as follows: The first one is the pedagogical component aims at showing the reader how teachers develop pedagogical tools and different strategies in the classrooms.

Moreover, the second chapter is about the research design, which takes into account the academic level of practitioners' reflective spirit. It shows the process of reflection that works with different instruments to gather data that helps to improve the pre-service teachers' teaching process.

Additionally, the third chapter is about the outreach component that informs the reader about the work of the English practitioners in primary school.

Finally, the fourth chapter contains the administrative component that shows the role that a teacher has during school life whose purpose is to help students and teachers to organize all the events during the period of class.

The four chapters present what practitioners offer to the academic community throughout the learning and teaching process.

Introduction

English as a foreign language gives as the opportunity to build the multicultural and bilingual identity. English is a globalized language which is spoken around all the world, it brings a lot of benefits in the labor field. At the same time, it provides people the opportunity to travel and to improve their perspective, knowing the different cultures and customs around the world. But one of the most important benefits of learning English is the power of communication, basically the majority of readings around the world are written in that language, so it allows people to improve their knowledge in an effective way.

Additionally, English language could encourage people to develop a great self-worth and personality. A long time ago, English has started to be a world language and many people have increased their interest for learning it, this is why learning English is today a need and an alternative for students to enlarge their perspectives. Studying a foreign language allows the opportunity to go away which it is the main objective of many people. Learning to communicate in English is important to enter and ultimately succeed in mainstream English speaking countries. Working knowledge of English language can create many opportunities in international markets and regions when looking for a working opportunity.

Moreover, the National Bilingual Program in Colombia, (2014). aims at guarantying the opportunity to all students to become bilingual and improve their communicative skills to be competent in this globalized world

Furthermore, The Colombian Board of Education focuses on developing all the competences to accomplish B1 level according to the CEFR and by doing so students can increase their academic level in Colombia.

In the educative context, teachers have an important responsibility, they are in charge of teaching and create the academic basis, but at the same temps, they have to promote the ethical field. Foreign languages teachers have to work on four skills: 1. speaking; 2. Listening comprehension; 3 writing production and 4: reading comprehension. But nowadays, the educative context shows us that there is some difficulties to create interesting and affective pedagogical strategies for implementing an adequate learning and teaching process. That phenomenon is due to the interest of some teachers to continue using a traditional and ingrained educational system based on different aspects which establish a mental behaviorism on students, that situation was identified during the institutional observation. The institutional observation reveals that teachers are focused on reading comprehension, vocabulary and grammar, but students don't know how to pronounce each word they read, also they cannot express their ideas in the foreign language because there is not an interaction between teachers and students.

Finally, this research was implemented at José Antonio Galán high school with the objective of improving English in seventh grade students, at the same time to promote some values and principles to avoid the violence and the lack of respect in the classroom and in the daily life.

Justification

It is known that the educational system in Colombia needs some changes, but on the other hand, teachers have the responsibility to create alternative to promote and to develop a comfortable environment and an adequate learning and teaching process. There are some factors which could be advantages or disadvantages for the educative process. Nowadays the scholar environment is so hard, due to different behaviors phenomena which produce indiscipline, violence, xenophobia and intolerance during the academic process. Teachers should use different tools to motivate and reach students' attention and interest for English language. Plenty of different strategies are required.

Nowadays, Colombian education does not have to follow a traditional education but a different one because of the new challenges of this globalized world. New generations go faster and technology plays an important role into our lives.

This project was and remedy the educational necessities of the students of the José Antonio Galán high school in Pamplona, by means of critical, analytic and reflective ~~readings and~~ quotes that improve the student language learning process.

Some authors remark the importance of reading, basically reading gives people the capacity to build their knowledge and to understand different phenomena of life. At the same time, reading generates a lot of benefits as a good orthography, a good grammar and it gives some elements and values which allow people to auto determinate their owns life, building their own moral and behaviors.

Objectives

General Objective

- To implement critical, analytic and reflective quotes to reinforce English learning process in seventh students at José Antonio Galán High School in Pamplona.

Specific objectives:

- To develop critical and reflective quotes about educative problems as a transforming tool of the pedagogical and ethical processes of the integral practice.
- To determine the English Teaching demands of Seventh Students in the school
- To participate in the whole administrative activities proposed by the José Antonio Galán high School.

Institutional observation

Introduction

Pamplona, known nationally as the student city, is located at the north of Colombia, in the department of Norte de Santander. Source of a great cultural, historical and architectural wealth; founded on November 1st, 1549 by Pedro de Ursúa and Ortún Velázquez de Velasco under the name of Pamplona de Indias, in homage to Pamplona, Spain. In the same way, Pamplona has established itself as a center of tourist interest, especially its religious and gastronomic traditions;

underlining the ecclesiastical celebrations of Holy Week; the festivities of four of July, where the first independence initiatives during the Viceroyalty of New Granada are commemorated.

Pamplona is also Call the Ciudad Mitrada, La Ciudad de la Neblina, Ciudad Fundadora de Ciudades o Pamplonilla la loca; but without a doubt, what has given it nationally and internationally renowned, it is the pedagogical development; granting it the name of the student city. In addition, education is the fundamental basis of the municipal economy, highlighting the University of Pamplona which allows a sociocultural exchange; and public school education centers such as San José Provincial High School, Normal Superior College, San Francisco de Asís School, among others; and the private sphere like Bethlemitas School and, El Cambridge School.

Inevitably, it is necessary to mention the social work carried out at the Jose Antonio Galan Educational Institution of Pamplona. With the initiative of Monsignor Rafael Tarazona Mora, the Arquidiócesano School of San Francisco de Asís was founded in 1978, which worked in the facilities of the Major Seminary, through Agreement No. 23 of 1990, the Honorable Council of the city created the Archdiocesan College San Francisco de Asís of Pamplona with the modalities of cabinetmaking and technical drawing.

Location of the School

In 2003, with the issuance of department decree 000132 of January 28, the educational institution was created, initially formed by the headquarters San Francisco de Asís, Rafael Afanador y Cadena, José Antonio Galán, Cristo Rey, Las Nieves, Cuatro de Julio, Juan XXIII, San Martín, Santa Marta, Demonstrative Iser and the Oriol Rangel. Due to its situation of

coverage and physical plant, the rectory in common agreement with the City Hall, the community and the students, closed in the same year the headquarter Las Nieves.

For its part, the Oriol Rangel headquarters was segregated in 2006 and later in 2007, the Demonstrative ISER headquarters was segregated. For the year 2013, the headquarters of Rafael Afanador Y Cadena was segregated by the Departmental Education Secretariat and the Brighton educational institution assumed its management. Similarly, as a result of institutional adjustments for greater organization, the San Martín and Juan XXIII offices were abolished.

Educative Authorities

Monsignor Rafael Tarazona Mora retired from the rectory of the establishment in 2000. His successors were Master Amparo Zapata de Lozano, Specialist Marcos Daniel Carrillo Merchán and since 2002 the teacher Bernardo Wilches Gelves who has taken forwards the institution on all educational processes. Subsequently, the academic component is organized by the teachers which are divided by: primary and secondary school teachers. Finally, the community component is established to integrate the school community, in this section is found the parents' association, and students' council.

“Proyecto Educativo Institucional” (PEI)

As an educational institution, the Archdiocesan High School San Francisco de Asís is committed to permanently build coexistence, curricular and historical proposals that guarantee opportunities to compete with quality. For this reason, in the legal context, the institute is

committed to constantly configure the institutional educational project proposal (PEI); assuming it as a document required by law, notwithstanding, as a proposal of life in which all of them participate in its discussion, agreement and adoption, but overall, in its concreteness and applicability.

On the other hand, within the framework of the curricular processes, they understand that with the offer of the technical specialties are providing valid elements to face their economic condition that in their case obeys the most vulnerable population of the city of Pamplona, located in the periphery and that is debated in conditions of unemployment.

Given the large number of students in conditions of vulnerability and / or special educational needs, cognitive, physical and sensory, the educational institution has the obligation to rethink the PEI and therefore the curricular proposals, evaluation and coexistence tending to guarantee social appropriate spaces assumed a sense of inclusion, respect and attention to the entire population of the sector without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability as educational needs, displacement and illiteracy, among others.

The institution needs to review all its processes, identifying them with the quality criteria to achieve the goals set out in the institutional improvement route. Event that requires the adoption and implementation of the documentation that allows improving the administrative, pedagogical and community processes of the establishment. This organizational event has been based on the application of the ISO9001: 2008 standard. Clarifying that this implementation is an organizational exercise that attempts that governments guide the possibility of certification of educational institutions

Vision

At the end of the year 2020, the educational institution must demonstrate competitiveness in the social, cultural, sport and academic areas by gaining recognition at the local, regional and national levels.

Mission

To provide students with suitable training spaces that guarantee them, as well as their families, city, the region and for Colombia, the learning process and life experiences applicable as work alternatives to the solution of their economic problems, so they can go consolidating their life project with responsibility. As a result, the institution will promote projects aimed at strengthening human talent, community participation, preparation for work, inclusion of all without any discrimination in a framework of tolerance and respect for men and women and the natural environment.

Philosophy

Our educational institution attempts with the development of its pedagogical proposals and social coexistence to direct its efforts to the integral formation of its students with objective and concrete criteria such as the respect to the Social State of Law, the recognition of the individuality subject to the precept constitutional of the general interest, to the competitive formation in the academic and the emphasis to the formation in the labor thing like alternative of individual and collective development, as well as to the inclusion of all the students with limitations and / or vulnerability conditions; forming young people capable of transforming agents of their

environment with criteria of community organization, work preparation, with a sense of value, conservation and love for the environment.

Franciscan student profile

Institutional educational processes the Franciscan Student has to be characterized for being:

- **Commitment:** With feelings of institutional identity within the framework of the recognition of their ideals, belonging and appreciation by the concepts and values of what your educational institution has been, with yourself, with your family and with society, being able to be the main actor of personal and social development.
- **Open:** To change, to personal improvement, to grow and develop as a person aware of their identity.
- **Creative:** Based on the personal recognition of their attitudes and aptitudes, which develops their critical capacity and is open to knowledge of technological, organizational and productive advances.
- **Practical:** Able to apply what he/she knows as an alternative to his own development and that of the community. In this same sense, the Franciscan student must be an interactive person open to technology, information, IT and ICT communications and ready to apply them in their daily life.
- **Innovative:** Able to assume and produce personal, social, axiological and conceptual changes.

- Including and solidarity: Formed in respect for the like, altruistic, generous, protagonist of individual and social peace. Respects and admits all people without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic condition, or situations of vulnerability or disability.
- Leader: Promoter, guide and counselor in the processes of social transformation.

Franciscan personnel's profile: teachers, educational and administrative directives

The staff that provides its services to the educational institution should be noted for:

- Identity: Without renouncing the individual, conceptual differences and its pedagogical and social perspectives, the Franciscan staff acquires with the educational institution the irrevocable commitment to be its worthy representative, to speak well of the establishment demonstrating loyalty for the always leaving his name on high.
- Responsibility: The Franciscan worker will be in the local educational context an example of professional ethics, compliance and example.
- Preparation: This is, first, to be updated on the pedagogical and technological advances of your specialization and, second, it is as much as possible, and the staff plant allows it, to articulate their daily work between their training and exercise professional. Likewise, your resume will be lent to monitoring and evaluation processes in elements such as performance and work experience, career ladder, public or private positions, studies, editions or recognitions for written works and other professional experience. In this same sense, the Franciscan worker is an interactive person open to technology, computing and ICT communications and ready to apply them in their professional daily life

- **Dynamism:** Must be a protagonist in all institutional spaces, that is, in the pedagogical and in the development of projects and activities of the educational institution. In turn, the Franciscan worker is a person willing to change, to be evaluated constructively by the educational community.
- **Love and joy:** Understands that the formation of children and young people requires feelings of trust, friendship, sincerity and understanding, likewise, in this framework, the teacher is a facilitator of changes, of social dynamics such as democracy, ideological pluralism, dissent, agreement and agreement in the context of individual differences.
- **Including:** Respects and admits all of your classmates, students and others without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability or disability.

Summary of relevant aspects of the coexistence manual

The Manual of Coexistence is presented as an educational instrument that contains clearly and in detail the principles and criteria that guide the process of training educating, allowing him to become aware of his commitment as a member of a community, knowing their rights and responsibilities, which include respect for life, differences, peaceful coexistence, work, justice, equality, knowledge, freedom, peace and faith that is professed, within a legal, political, economic, social, fair and committed to promote the integration of the Colombian community.

The function of the Manual is to regulate school coexistence, based on the principles, values and social precepts. When all the institutions establish it in practice, contribute to training

in an environment of healthy coexistence based on values of a democratic component of freedom, equality, justice, pluralism and peace, within a legal and participatory framework.

The Manual of Coexistence of the Educational Institution José Antonio Galán, contains briefly and expresses the philosophy and policies that guide the Educational Community to establish clearly and precisely what is expected of each of the members, their commitments and the Institution to them. It also determines the rules and the agreements to ensure a climate of harmony and understanding among all estates.

School's academic calendar

According to board of directors, the academic and administrative activities were approved in order to be implemented during the year 2018. It was considered the school's calendar stipulated by the secretary of education. For the school's academic calendar, three academic periods were established during the current year:

- FIRST ACADEMIC PERIOD from 22nd January to 4th June.
- SECOND ACADEMIC PERIOD From 8th May to 31st August.
- THIR ACADEMIC PERIOD from 3rd September 30th November.

| Horario de Inglés Secundaria

Hora	Lunes	Martes	Miércoles	Jueves	Viernes
7 :00		Sexto B	Séptimo A		Sexto B
7 :55					
7 :55		Sexto B	Séptimo A		
8 :50					
8 :50		Sexto C			
9 :45					
DESCANSO 9 :45	Descanso	Descanso	Descanso	Descanso	Descanso
10 :15					
10 :15	Séptimo A	Séptimo C		Sexto C	Séptimo C
11 :10					
11 :10				Sexto C	Séptimo C
12 :00					
12 :00					
12 :50					

Horario de Inglés Primaria

+

Hora	Lunes	Martes	Miércoles	Jueves	Viernes
7-7:55					
7:55-8:50					Cuarto
8:50-9:45			Cuarto		
9:45- 10:15	Descanso	Descanso	Descanso	Descanso	Descanso
10:15- 11:10			Primero		
11:10-12			Primero		

(Annexes of the schedule in which English classes have been developed in primary and high school)

CHAPTER I

PEDAGOGICAL COMPONENT

Introduction

Education in Colombia has been evolving, and today the Colombian government created the National Bilingualism program, it gives students the benefits to become in English and Spanish as a part of their integral learning and to respond to the social needs.

Furthermore, practitioners have to implement and to put in practice all we have learnt during our university learning process. Practitioners have to give students all the elements for improving students' foreign language skills.

Seventh grade students at José Antonio Galán high school have the ability to express their ideas throughout writing , but they can't through speaking, that's why it was important to deep the other competences and to improve their foreign language proficiency.

Nowadays, Colombia is trying to create a peace culture in which government and citizens could assume a new society based on values and principles, a society which could surpasses the violence and war stage. One factor that institutional observation has allowed to identify has been the indiscipline and the conflicts into the academic spaces, at the same time, students don't have the capacity to remedy the conflicts through pacific alternatives, and they prefer to use the physic, verbal and psychological violence. According to that situation, it is important to create a comfortable environment based on respect and other values and principles which help them to change their perspectives and to build a different thought which responds to the social implications as citizens.

Problem

This proposal aims at combating and remedying the different phenomena and problems discovered during the institutional observation, but at the same time it tries to improve all the virtues identified in students from José Antonio Galán high school in Pamplona. The current academic environment in Colombia demands teachers to adopt not only a critical and reflective position opposite the curricular contents teaching, but also the different factors which have influence into the academic process. Factor as violence, indiscipline and intolerance are presented in all the institutions. That's why teachers have to identify a method or a strategy for contrasting it and for crating solutions which could improve the environment of the class. Seventh grade students at José Antonio Galán High School show some symptoms of indiscipline and intolerance, additionally they have some problems in some competences as oral production, written production, reading comprehension and listening comprehension. They can understand ideas but in some cases the idea is not correct. Another aspect is the lack of motivation showed by some students, the same who create indiscipline and affect the coexistence in the classroom. One of the raisons could be the class monotony and the lack of developing a reflective teaching process. It is fundamental to create some mechanisms for catching the students' attention. The critical, reflective and analytic quotes gives students some elements for understanding the role they have adopt as students and the importance of being critics and reflective about the teaching and learning process, taking into account that education is a way to abolish the poverty and to have good labor opportunities.

Justification

This study is focused on developing the English in seventh grade students by means of critical, reflective and analytic readings with a respective space to discuss and to develop an auto-critical process about the reading done in the classroom. Those quotes activities are adapted to the students' level and needs. It is known that reading is an aspect which is not liked by students, because Colombian educational context shows that students don't like reading, it's why it is fundamental to create some strategies for students to start loving reading, those strategies are dynamics, taking into account the context and the environment of the classes.

English is a fundamental aspect not only in the scholar context but in all the life contexts, basically it gives people the opportunity to deep their knowledge and to open their perspective, at the same time it provides people some skills as grammar, orthography, values and principles to build an integral formation.

Additionally, debates about critical and reflective quotes promote collective and divergent thought based on the respect to the different opinion and the different way of thinking.

Additionally, the debates and the spaces of discussion about critical and reflective quotes promote team interaction and cooperative learning. On the other hand, those spaces are important for learning process, because students could learn about other students' opinion.

Objectives

General Objective

- To implement different critical, reflective and analytic quotes to improve English in seventh grade students and a good coexistence at José Antonio Galán High School.

Specific Objective

- To implement critical and reflective quotes that could contribute to skills and abilities to develop.
- To develop mechanisms and strategies to teach grammar, vocabulary, and pronunciation before implementing the reading activity.
- To generate a space for students and teacher to reflect and to develop critical analysis based on reading implemented.

Theoretical Framework

Reading

The reading process is complex and multi-dimensional; it is a complex activity which gives people a great variety of information for adopting a position and for increasing their knowledge opposite a topic. Effective teachers have an understanding of this complexity and are able to use a range of teaching approaches that produce confident and independent readers.

Reading has some components: 1: attitude and motivation; 2: reading fluency; 3: comprehension; 4: vocabulary; 5: phonological awareness (Professional Development Service of Teachers, 2009).

Pronunciation

Yates (2002) says that Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm.

Vocabulary

Professional Development Service of Teachers, 2009, says that Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals.

Alfaki (2015) proposes that vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.

Reflection

Reflection is an important aspect because it allows people to do a critical and an auto-critical position opposite all the situations during the life. Rodgers (2002) defines:

Reflection as a complex, rigorous, intellectual and emotional enterprise that takes time to do well, at the same time, he establishes that Reflection is a meaning-making process that moves a learner from one's experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas... It is a means to essentially moral ends. (p.843).

Literature Review

This session presents previous studies carried out based on the implementation of readings in the classroom, at the same time the motivation to build a reflective, critic and analytic criteria in students. Those studies are relevant for this study, basically they give some elements to develop the study and they show a way to start researching.

Teaching reading in a foreign language: sentence method or eclectic method?

Samaranayake, 2015.

This study examines different methods of teaching reading in a foreign language context whit some specific references to their merits and demerits in terms of application in the classroom

and in the academic environment. The article describes some methods of teaching reading to beginner students with some indications and examples drawn from real-world situation and then it looks at some of the strategies of reading which intermediate learners may need and require for mastering so they can become proficient readers, doing it well, in a given community.

At the end, it emphasizes why readers need to be critical, reflective and comprehensive in their reading process, given the fact that they are called upon to make decision on a wide range of different issues.

On the other hand, the article shows that reading is the major language skill and teachers has the obligation to help learners to acquire and to improve that skill in their initial stage of learning a foreign language, because students prefer to become readers in their target language, but they don't develop that in the foreign language.

Reading beyond the classroom. Effects and advantages of extensive reading practice focused to be part of the English programs at the Universidad Santo Tomás, Tunja

Nery Yolanda Ruiz de Guerrero ; Gladis Leonor Arias Rodríguez ;

Hallazgos 2009.

This study shows the experience of teaching English in different programs of the Universidad Santo Tomás. Researchers in that context have observed the students' interest to develop the reading skill with more intensity and complexity. This reaction could show that reading is a transformative, relevant and a rigorous tool for being developed from the classroom. This study tries to observe and to describe the effects of doing extensive reading to a group of students who are taking the fifth level of English at Universidad Santo Tomás, this process is part

of the English program. This project supplies students a proper environment for the development of the extensive reading through authentic texts, characterized by the free and controlled practice, where students have the chance to take their own decisions under teacher's supervision. The information was collected through teachers' diaries, oral and written students' reports, and from interviews to the same students.

The idea that originated that project came from the need of a group of students of fifth level of English to improve their abilities in reading real English with a high level, to acquire reading strategies useful for their lives as professionals and also know new ways of approaching to knowledge.

Reflective teaching, reflective learning. Thomas McCann, Larry R. Johannessen, Elizabeth Kahn, Peter Smagorinsky, Michael Smith, 2005.

This study investigate different changes in teaching and seeking to answer how experience of the content of the Birmingham MA course has led to change in attitudes, beliefs, and teaching behaviour. It further quantifies the changes by putting them on the cline of change, characterising them as part of a personal paradigm shift, aspects of continuous change, and incremental change. The first part of this paper will review the literature relating to changes in attitudes, beliefs, and teaching behaviour. The following section will outline the methods used to research and identify change in the teaching since commencing the MA course. Through analysis, discussion and reflection, the changes will be categorised and evaluated. In addition to insights gleaned from introspection and self-reflection, the perspectives provided by other sources will be reported and discussed.

Critics of college teaching. Walter P. Metzger, 1996.

This study tries to show different perspective and different definitions of criticism, basically criticisms of college course offerings and methods of instruction have been a staple of American academic discourse since the decline of the classical curriculum in the mid-19th century and the rise of progressive pedagogy in the early twentieth. Most criticisms of American undergraduate education have been voiced by academics in dialogue with other academics. For the most part, these internal expressions of dissatisfaction have either been inaudible to non-academic or have been dismissed by the broader public as part of the hum of self-uncertainty that emanates from every teaching enterprise and is no more deserving of their attention than, say, the whirl of machines in a manufacturing plant or the clitter-clatter of a busy city street.

Learning Analytics in 21st century education: a review CHIAPPE,

Andres and RODRIGUEZ, Lilian Patricia, 2017.

The study gives a definition of Learning Analytics as topic which improves and could grow interest among educational research community. Throughout the literature review, this study describes the usefulness of Learning Analytics as a key element to support a proper 21st century education and to interview its current crisis from the perspective of different educational stakeholders such as teachers, students' principals and family. Results showed that Learning Analytics provides important inputs for a well-informed decision making of educational stakeholders. Also, despite its importance and educational potential, current implementation of Learning Analytics should no longer be restricted to highly technical profiles but to be open to the academic community and the population in general.

Methodology of research component

The methodology is one of the most important steps of the study, because it gives the way to develop and to implement it. This study has a method of action research because throughout this method, the study did an implementation of a tool to improve the students' learning language process, Wallace (1991) maintains that:

Action research can have 'specific and immediate outcome which can be directly related to practice in the teacher's own context' and is 'an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes (p.94).

Additionally,

Action research is systematic inquiry done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, how they teach, and how well their students learn Mills (2000).

Teachers use action research when:

- When you have an educational problem to solve
- When educators want to reflect on their own practices
- When you want to address school-wide problems
- When teachers want to improve their practices
- When educators want to participate in a research project

Besides, this pedagogical component encompasses an action research based on the use of critical, reflective and analytic readings in order to teach English at José Antonio Galán High School. As it is known an action research plays a relevant role in research considering that it can generate an impact in each center where it is carried out as a study.

Participants

This study was held at José Antonio Galán High School located in Pamplona, Norte de Santander. There were five participants that presented some difficulties when learning English. They were seventh grade students, in this course there were around 30 students in that class.

The participants that were chosen for this study are from seventh grade, they are five students who agreed to be part of this. They are 12 to 15 years old, they were about level A1.

Data collection instruments

Instruments were selected due to the facility to organize the different information and data collection. They are a good source to collect the correct data that is needed to respond to the objectives determined in the study. In addition, they help to avoid collecting unnecessary data, because it allows developing a categorization which improve the data collection and data analysis process.

Non-participant observation

Non-participant observation consists in a limited interaction with the people one observes. Researchers who study how people communicate often want to examine the details of how people

talk and behave together. Non-participant observation involving the use of recording devices might be a good choice.

"The observation process is a three-stage funnel, according to James Spradley, (2017), beginning with descriptive observation, in which researchers carry out broad scope observation to get an overview of the setting, moving to focused observation, in which they start to pay attention to a narrower portion of the activities that most interest them, and then selected observation, in which they investigate relations among the elements they have selected as being of greatest interest. Observation should end when theoretical saturation is reached, which occurs when further observations begin to add little or nothing to researchers' understanding. This usually takes a period of days or months, but, depending on the phenomenon in question, sometimes several years." (Liu & Maitlis 2010)

Non-participant observation is often used in tangent with other data collection methods, and can offer a more "nuanced and dynamic" appreciation of situations that cannot be as easily captured through other methods. (Liu & Maitlis 2010)

Journal

It is used to examine 'personal assumptions and goals' and clarify individual belief systems and subjectivities'. Richards and Lockhart (2007) state 'A journal is a teacher or a student teacher's written response to teaching events'. At the end of the process, 6 journals have been developed.

05/10/2018

Michael Villarreal Ruiz

En esta reflexión expreso que me siento muy motivado con el proceso en el colegio, respecto a la cuestión del proyecto hay algunas dificultades, pero la idea es seguir trabajando para ello.

Esta semana en el colegio hubo bastante movimiento, expliqué los temas de una forma más sencilla y más rápida y pude implementar varias actividades y de paso calificarlas y entregarle a la profe hoy todas las notas que he venido sacando. Algunos estudiantes presentan un gran interés en la clase, he tenido bastante empatía con algunos, sobre todo a aquellos de situaciones humildes y un contexto socio-económico de bajos recursos.

Los espacios de reflexión han sido muy fructíferos, la participación cada vez es más alta y más rica en cuanto a ideas de los y las estudiantes de los cursos, quiero seguir sembrando esa semilla de la reflexión, la crítica y la conciencia ciudadana.

Journal 4

Por otra parte, la relación con la profesora se mantiene igual, ella me hace algunas observaciones muy valiosas para mí y me da motivación constante, me dice que es un proceso y que he mejorado bastante, que todos y todas alguna vez empiezan de cero en un contexto real y que todos y todas al mismo tiempo van escalando y superando retos y objetivos.

Esta semana me llevé la sorpresa de ver a mi tutor en el colegio, no pensé que fuera a llegar a esa clase, pero me sentí muy bien, porque había preparado la clase, como a costumbre y entonces me sentí más seguro de que él me observara.

Creo que esta es la reflexión de la semana, creo que me gusta mucho lo que estoy haciendo y disfruto el proceso, no es tan difícil cuando se hace con gusto.

(Annex of a journal developed)

Interpretative analysis method

Smith and Osborn (2007) states that the aim of interpretative phenomenological analysis (IPA) is to explore in detail how participants are making sense of their personal and social world, and the main currency for an IPA study is the meanings particular experiences, events, states hold for participants.

This interpretative analysis was chosen because it allows researchers to have an active role into the research process; it tries to describe and to interpret different phenomena and behaviours of human beings.

Activity	Description
August 21th- 28th	Institutional observation. First contact with the students.
September 10th	Initiation of classes and implementation of the proposal
September 17th- 21th	Second week of class
September 24^h-28th	Third week of class. Implementation of instruments
October 1st-5th	Fourth week of class. Data collection and organization, results of the study and ending of it until 23th November.

Table 4: Pedagogical methodology chronogram

Methodology of the implementation of the pedagogical proposal.

The conduction of a learning process is a complex task, because there are some vital roles. The teacher plays an important role, because he has to be a multitasking person who must have the capacity to orientate and to guide the students to learn the specific knowledges of his specialized field of the education. But on the other hand, the teacher has to be able to teach students some other aspects of life which are part of an integral education, some of those aspects are: the values, the rights and duties of the society, for promoting a good coexistence and a good citizen who has a critical, analytic and reflective thinking for responding and to contributing to the society improvement. It is why, it is fundamental to develop the classes, connecting the contents of the course with the elements already presented.

The quotes in the classroom and the spaces of debate and reflection are very important for complementing the development of the class.

During the implementation of the research at the José Antonio Galán High School, the practicum has developed some planning in order to cover the contents of the course (**Appendix 1**), but at the same time to implement the idea of this project without interfering to correct and normal process of each class. One of the methodologies that the practicum has developed has been the generation of one debate space for sharing ideas and for give students the necessary elements for building an integral education. Learning a foreign language is a magnificent opportunity to connect the language with the critical thinking, because students are learning a new language, and the teacher could teach that language using some transversal topics associated to the social and citizen education.

In order to accomplish the objective of this chapter, I have decided to implement a sequence of critical and reflective quotes per-class, generating a space of reflection and critical thinking about the quote topic. Some of the thematic of the quotes have been the ecological problems in the world and how we can contribute to combat this phenomenon and the power we have to fight, to change the world and to transform ourselves.

The methodology for implementing the quotes during the classes consisted in writing the quote on the board in English and in Spanish, once written the quote the teacher ask the students if they understood the quote and if they could say something about it.

To complement this explanation, it is important to say that the practicum has established a social approach during the classes, the practicum has used the quotes and the audiovisual tools for transmitting and generating a high conscience level in students. The topics have been various, the practicum has articulate the topics for remark a coherent line of formation. The topics have been: - the environment: its use, its context and the different dangers that affect it, the importance of prevent and protect the nature, the role of each citizen for changing the context of pollution in the world; -the values and the principles: as an important aspect of life, the importance of respect and solidarity, the importance of establishing a life based on principles and values, the need for sharing and promote the values and the principles, the importance of being autonomous when establishing the own moral; -critical, analytic and reflective thinking: the importance of being critics for change the environment and the context, the importance of being part of the social change, the capacity that everyone may have of analyze and to find the ways to remedy the different social, politic and economic phenomena and problems, understanding that they affect all the people.

For illustrating the connection, these are some of the quotes using and the way as they were implemented.

Quote: “*Some people are so poor, all they have is money*”(Appendix2): This quote was implemented at the beginning of the class, the practicum wrote the quote with the translation in Spanish, he read aloud and the students had to repeat after him. Once done some repetitions the practicum gives students a brief description of the quote, in this case, the quote tries to show that money is not the most important aspect of life, but there are other important aspects as love, solidarity, respect, tolerance, peace, coexistence, harmony, emotional stability, spirituality, rights and duties, rationality, etc.. After that, the practicum asked students their own points of view, this demand was always voluntary.

Quote: “*Earth provides enough to satisfy every man’s needs, but not every man’s greed.*” - Mahatma Gandhi (Appendix 3): This quote was implemented at the beginning of the class, the practicum wrote the quote with the translation in Spanish, he read aloud and the students had to repeat after him. Once done some repetitions the practicum gives students a brief description of the quote; in this case, the quote shows that the earth and the nature need to be used in a responsible way, the nature gives us everything we need, but there are some people who use the natural resources for increasing their economic status and the earth does not have the capacity for covering the needs and the greed of humanity. At the same time the quote reflects the way in which people have to see the nature, respecting it and protecting it. After that, the practicum asked students their own points of view, this demand was always voluntary.

Quote: *“There should be no discrimination against languages people speak, skin color, or religion.”* - *Malala Yousafzai* (**Appendix4**): This quote was implemented at the beginning of the class, the practicum wrote the quote with the translation in Spanish, he read aloud and the students had to repeat after him. Once done some repetitions the practicum gives students a brief description of the quote, in this case, the quote teaches that people don't have to discriminate any people. During the history, people have created some stereotypes in order to establish a hierarchy based on some categories between the “type” of person. The quote tries to break this paradigm and to put people in a new mentality based on respect to the diversity and the different way of dressing, thinking and the different people expression and biological constitution. After that, the practicum asked students their own points of view, this demand was always voluntary.

In order to systematize the students' participations and points of view, the practicum has developed two strategies. The first one, it consisted in implementing some personal narratives where the practicum wrote the most important elements provided by students during the debate; the second strategy consisted in asking students for writing in a little piece of paper their appreciation and their option about the quote and the teacher's explanation during the discussion space.

Quotes	Quotes
<p><i>“Some people are so poor, all they have is money”</i> <i>“Algunas personas son muy pobres, todo lo que tienen es dinero”</i></p>	<p><i>“Earth provides enough to satisfy every man’s needs, but not every man’s greed.”</i> - Mahatma Gandhi <i>“La tierra provee lo suficiente para saciar las necesidades de cada hombre, pero no la avaricia de cada hombre”</i> - Mahatma Gandhi</p>
<p><i>“No matter what people tell you, words and ideas can change the world.” – Robin Williams</i> <i>“No importa lo que las personas te digan, las palabras y las ideas pueden cambiar el mundo”-Robin Williams</i></p>	<p><i>“It produces an immense sadness to think that nature speaks while men do not listen”</i> - Victor Hugo <i>“Produce una inmensa tristeza pensar que la naturaleza habla mientras los hombres no escuchan” – Victor Hugo</i></p>
<p><i>“My mission in life is not merely to survive, but to thrive.” –Maya Angelou</i> <i>“Mi misión en la vida no es meramente sobrevivir, sino progresar” –Maya Angelou</i></p>	<p><i>“A nation’s culture resides in the hearts and in the soul of its people”</i> - Mahatma Gandhi <i>“La cultura de una nación reside en el corazón y en el alma de su gente”</i> - Mahatma Gandhi</p>
<p><i>“Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe.” – Frederick Douglass</i></p> <p><i>“Donde se niega la justicia, donde se impone la pobreza, donde prevalece la ignorancia y donde se hace que cualquier clase sienta que la sociedad es una conspiración organizada para oprimirlos, robarlos y degradarlos, ni las personas ni la propiedad estarán a salvo.”- Frederick Douglass</i></p>	<p><i>“Trees are poems that the earth writes upon the sky”</i> <i>“Los árboles son poemas que la tierra escribe sobre el cielo”</i></p>

<p><i>“Both men and women should feel free to be sensitive. Both men and women should feel free to be strong.” –Emma Watson</i></p> <p><i>“Tanto hombres como mujeres deben sentirse libres de ser sensibles. Tanto hombres como mujeres deben sentirse libres para ser fuertes” –Emma Watson</i></p>	
<p><i>“All truly great thoughts are conceived while walking.”</i> - Friedrich Nietzsche.</p> <p><i>“Todos los pensamientos verdaderamente grandes se conciben al caminar.”</i> - Friedrich Nietzsche.</p>	
<p><i>“There should be no discrimination against languages people speak, skin color, or religion.”</i> - Malala Yousafzai</p> <p><i>No debe haber discriminación contra los idiomas que hablan las personas, el color de la piel o la religión.</i> - Malala Yousafzai</p>	

(Figure 4 all the quotes developed during the process of pre-service teacher)

Results

The findings will be shown in the light of three categories that were established as first, *students improve their participation in the class and their critical, reflective and analytic thinking when doing a point of view*; second, *quotes as a good strategy to complement the class development and for Improving the vocabulary and pronunciation in students and English as a tool for promoting the culture, the values and the principles for assuming a responsible citizen role in the society*

Students improve their participation in the class and their critical, reflective and analytic thinking when doing a point of view.

During the implementation of this study, the students have presented some changes which have been notorious. At the beginning of the process of teaching and researching in the high school, students were so timid, they did not participate in the class processes, I asked them using the foreign language, but they did not have the necessary elements for answering in a correct way, so I asked them some questions in Spanish, but they do not have the will for answering (journal 3). I identified some aspects that affect students' participation. The shyness came from the way in which teachers develop the classes. It was perceived that teachers implemented a traditional pedagogical method; they create some frontiers between their students (**Appendix 5**). The pedagogical method is responsible of some negative factors which affect students, not only in the academic field, but also in their quotidian life. As I understood that students were suffering of a learning process based on punishments, threats and cries, I decided to change the process radically. The researcher started for telling them that the role of the teacher is not to punish, but

to conduct and to help students to learn and to profit the educational process. He told them that they could perceive me as a guide who will be attentive of their questions and doubts. On the other hand I started commenting students that the educational process does not consist of transmitting the knowledge, and be passive beings in the society, but using the knowledge for transforming and innovating the context. Once in charge of the courses, the pre-service teacher started implementing my study based on the quotes as an instrument for promoting an integral education and a critic, reflective and analytic student. He implemented the quotes at the beginning of each class, he decided to start with some simple quotes which facilitate the correct understanding by students, and the quotes touched their realities in their quotidian life and in the academic context. Students were so passive, they did not analyze the quotes, and they did not associate the quote with their real life. Having this situation, the possible solution was to demand students to write on a piece of paper what they think and appreciate about the quote (**Appendix 6**). In that process, I could identified that the students' problem was not the part of interpretation of the quote, but they problem was the shyness. Comprehending this situation, the next classes were so didactic for giving students the self-confidence for participating and being more actives when giving a point of view, at the same time, I help them when debating the quote interpretation, I complemented their points of view, and I help them to generate the appropriate environment for developing the discussion in the classroom. During the implementation of the study, students were showing a change in their attitude in the classroom, some students have progressed effectively. Students became more participative and analytic when doing a point of view, at the same time some students could associate the topic of the quotes with some specific examples of their life or of the world. The researcher decided to implement a methodology which consist in

developing the space of discussion in the classroom, at the beginning of the class, but I decided to ask students to write in a piece of paper, voluntary, what they think about the quotes, this writing is develop in Spanish. That task is made in a voluntary way, in the house of each student and in an anonymous way. Some students were not participative at the beginning of this activity, but then, they decided to express their ideas throughout the writing of their personal reflection about the quotes. (**Appendix 7**)

The integral education implies to promote in students some values and principles for living in the society.

According to Alvarez and Villarreal (2018), Colombia is a country which has a complex historical context, where war and conflict have been presented in all the society, including the cities where the conflict has been affecting the population, and the institutions. Education is a key for transforming this context for building a society where the peace, the respect and the good coexistence were the quotidian life. Nowadays, the education is not assuming the role of transforming and change all the negative paradigms of this society, it is why, I have tried to use my role of teacher as a tool for promoting some values and ways of life which contrast the cultural way of life, established during the history in Colombia.

The José Antonio Galán High School is an institution which presents some social problems; in some cases they are so hard. The institution has some problems as drugs, violence, sexism and discrimination, those problems are produced, basically because of the diversity of the population who study in this institution and because the institution, due to educational system in Colombia,

does not promote a culture based on values and principles, but a culture based on competence and rivalry between students.

The implementation of this study aimed at teaching English language, but at the same time at promoting principles and values as respect of diversity, tolerance, solidarity, critical, reflective and analytic thinking in all the environments of life. Throughout the quotes and the spaces of discussion, I tried to teach students that they have to be integrals and they have to accept the commitment of transforming the Colombian context.

On the other hand, this study promotes at the same time the nature preservation. The environment is a field that has been affected during the history, but it is throughout education that we can promote an ecological culture which respects the environment, but at the same time which could fight to conserve the nature and to generate a social responsibility to the lows and the environment rights. The students have been so receptive about this topic, because they know the problematic and they think we are part of the solution. At the same time they think that the solution of the problem comes from education and pedagogy, because according to them, nature is one of the most important aspects of life, because they gives us the opportunity to enjoy the natural resources and the space for develop our own life

Quotes as a good strategy to complement the class development and for Improving the vocabulary and pronunciation in students

One of the big problems in education is the monotony that students have to resist during the classes, the traditional pedagogical approaches are based on some aspects which put to the detriment of a free, integral and human education; students have to go to the school, but they do not go in a voluntary way; the educational system transform the institutions in jails which become students in machines which do not like the learning process. It is why I decided to implement a different space in which students could enjoy the learning process and in which the class was not monotonous. The quotes and the audio visual tools have been interesting tools, I could use them as a strategy for being the class dynamic. The classes have been planned in order to connect the contents of the course with the objectives of this study, and the quotes, the spaces of discussion and the audio visual material have been the connectors between both aspects (**Appendix 8**). At the beginning of the class, the pre service teacher writes on the board the quote, in English and in Spanish, to discuss collectively, and he reads aloud each one, in order to teach the pronunciation in English of each word of the quote, students have to repeat after the teacher in charge. This process has evidenced that students prefer to learn when the topic is familiar and related with their life and the problems they could perceive in the context. At the same time, the quotes allow students to connect the English with other topics that are very important in life. Students learn significant concepts and promote their own social conscience. Respecting to the phonological field of a foreign language, the quotes have been fundamental when pronouncing and when writing, students could differentiate between the writing form and the speaking form, and due to the bass education in English they have had, they thought those new learnings have been so significant for them. At the end of the teaching process, students have improved their writings and

their pronunciation, they have understood some phonological basis that they could use in different contexts and different words with the same similarity.

English as a tool for promoting the culture, the values and the principles for assuming a responsible citizen role in the society

Learning a foreign language implies a complex process which has to have a genesis with a transition to a deep learning process. This process of learning English could stimulate an integral teaching in which students could improve their language learning throughout different topics which are very important for the integral education. So the principle idea of this argument is how teachers could connect the foreign language learning with the ethic, the culture, the integral education in order to promoting citizens who adopt a critical conscience in the society and give elements to the social transformation.

During the implementation of this study, the process of teaching English was focused on improving some language basis and on exploiting the students' interesting in the foreign language, it is why the teaching has been dynamic and it has had an emphasis in some knowledges and abilities that students have not explored. The English language has been so important for teaching students to adopt some principles and values for their life. I have used the classes for teaching English throughout topics as the environmental problems in the world, the stereotypes; the important of respect and solidarity; the importance of abolish racism and sexism in the school and in the general society. Doing this process, I have promoting an activism in the conscience of students and at the same time an improvement in their foreign language skills. Taking into account that process, students said that the environment is very important, because it

gives us the opportunity to live and to enjoy of a good quality of life, continuing, they think that everyone has the responsibility of help the planet, preserving it and teaching people to preserve the nature, they also said that people do not have to discriminate anyone, because it should be equality of rights (**Appendix 9**).

In conclusion, English allows teachers to exploit all the fields of the knowledge, and this process is very important for developing dynamic classes and for catching the students' attention, because they are going to be more interested in the topics they have curiosity and in the significant learning. At the end of the implementation, students have demonstrated some evolutions in their behaviors in the classroom and in their way of using the foreign language, at the same time, they were more participative and more interesting in adopt a critical, reflective and analytic thinking when taking decisions and when developing their quotidian life.

It is fundamental that the process of learning and teaching adopt a pedagogy which could encourage students for being integrals and for understanding that the role of education is not only reflected in the classroom, but in the society, because it is the best strategy and mechanism for innovating and for building a better culture which responds to the social needs and to the next generations demands. Each student has a background that prefigure their behavior and their personality, teachers have to discover that for looking the best way to implement a method which responds to the student's way of learning, taking into account that everyone has different ways to learn and that there are multiple intelligences, and all they are important (**Appendix 10**).

Conclusions and discussion

During this all of this process the pre-service teacher was able to develop different activities; it was very challenging to fix the school schedule to apply them, because of the institution's extracurricular activities and the development of the curriculum necessity. It is important to say that students worked in a better way because of the clear indications and the good explanation of the implementation. They were very receptive about the objectives and the steps, which helped a lot with the time issues. It was easy to find the topics for the quotes to catch students' attention because most of them reflect some social and educative needs so the pre-service teacher had variety of subject to choose that engaged students in the class development, and most of them actively participated in class.

The pre-service teacher process was a challenge, because it shows the real context and all the needs that the educational system has. The teacher's role has been important when catching students' attention and for motivating students to learn English and to open their perspective about life and society.

The implementation of quotes for teaching the vocabulary, the pronunciation and the way in which word are written has given teacher the facility for developing dynamic classes and for exploiting other fields of educations that are not commons in a traditional English class. Students have improved their language skills, giving information in English, understanding the correct use of the grammar field and improving their speaking throughout the regular corrections and feedbacks that teacher did. On the other hand, they learnt the importance of adopt a critical, reflective and analytic thinking about life, society an about the problems and phenomena presented in the world and in Colombia, as the pollution, the sexism, the racism, the violence and

the corruption. Finally they understood that everyone could be part of the solution or of the problem in the different aspects of life already mentioned. It is why they have adopted a responsible position to the climate change and the civic aspects in the society. Finally, as these strategies were acquired, the learning process became easier, more organized and as it was developed it became systematic. Hopefully, students get to apply these strategies in the future and in different areas.

CHAPTER II

RESEARCH COMPONENT

The training of the reflexive spirit on the PLEX pre-service teacher, training tool to qualify the pedagogical practice

Introduction

In the setting of the PLEX background, pedagogical practices of the pre-services teachers are designed as one of the main focal points of interest and update to study and to document for improving the teaching-learning processes, for the education qualification.

Although there is a manifesto of interest in the necessity of understanding and transforming the pedagogical practices, as well as the significant part of the local studies emphasized more on the learning issues than the teaching problems.

It has been considered useful to formulate a project in which the reflective approach is established about the practicum to objectify knowledge, behaviors, and attitudes that leads the educational work; as well as an exteriorization exercise of the pre-service teacher own subjectivity, through the formulation of questions and the research of information, for solving problems to their own self-recognition.

Justification

Formulating this project in the foreign languages students' integral practicum context, it is subscribed in the professional conception of the practicum as the basis to improve the educational processes in the application centers where PRADO is conducted. It has been importantly considered that the role of reflection in the teaching process is the first step to understand the professional difficulties, the appropriate proceedings and to be interested in the knowledge of the concepts, and approaches to attend a problematic situation and to establish an analytical perception of the practicum.

In accordance with the educational philosopher John Dewey, pioneer in the reflective thinking realm applied to the education, we justified the need of this project to bestow the students on analysis and self-observation tools that allow them to distinguish between the routine and the reflective actions. We consider that a reflective approach protects the agents of the traditional context of inertia, and the authority that permeates the school.

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed the institutional life without question are seen as imprints, stable and invariable features that are part of the identity and the school culture.

When the events unfold without major alteration, the teacher runs the risk of being installed in a logical affection that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection does not lead to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is carried out from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier seems to be emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourageS a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students, who carry out their integral practice, self-evaluate AND install a critical and constructive look at their work in the teaching role.

Statement of the problem

Therefore, this study is carried out by some guiding questions:

- How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent to development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Research questions

1. How does reflection contribute to the transformation of pedagogical processes during the practicum?
2. How does reflective practice influence the pre-service teachers' critic spirit and allow the analysis of their pedagogical performance?

General objectives

1. To implement reflection as a tool to transform internal pedagogical processes of the practicum.

Specific objectives

1. To promote pre-service teachers' critic spirit development that allows them to analyze their pedagogical performance.
2. To consolidate a pre-service teachers group with a critic spirit, a group able to reflect and present proposals to face any problem in their practicum.
3. To socialize criteria, to share ideas and guidelines to assume all pedagogical practicum aspects.
4. To identify and analyze the strategies used by the pre-service teachers in his/her practicum.
5. To implement reflective workshops and to develop didactic units that guide pre-service teachers' reflection.

6. The pre-service teacher will analyze his/her beliefs about teaching performance and student's behavior,

Theoretical Framework

Among the points addressed, some concepts and theories are mentioned in this component, such as: teaching profession, reflection, reflexive practice and pedagogical practicum. To provide a broader understanding of each one of them, they are going to be covered subsequently.

Teaching profession

The teacher is one of the most important elements of each educational institution, and he/she has the function of imparting knowledge based on a science or art. But also, he/she has the responsibility TO... his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization OF WHAT and a way to operate in the planning and management of human resources regarding to provide a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area since the first intellectual requirement of an expert is the level on which he/she develops his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content for learning by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

Reflection

Talking about reflection implies different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a process.

Reflecting is carried out starting from a series of cyclic stages as the result of a process. According Schön (1983) cited by Correa et Molina (2010) reflecting about the experiences which implies “a sort of reflective dialogue with the situation, where the language would promote the access to the individual’s experiences, which would permit to extract a new structuring of the situation” The stages of reflection as a process are shown in the following figure.



Reflection as a theme

Grimmet et al (1999) cited by Correa et al (2010) states that reflection may be focused on a specific theme or subject. This type of reflection is based on three perspectives: reflection as instrumental mediation of action, reflection as deliberating among competing view of teaching, and reflection as reconstructing experience. The first two perspectives take the external authority (aspects) as the source of knowledge, whereas the third one is focused on contextual aspects. Among the mediating elements, which contribute to the process execution, are found action, context, partners and the same reflective person.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts...

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

Pedagogical practicum

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

Academic practicum

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

Social efficiency practicum

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced 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.

Development

Teaching is based on the interests and development of students, and, at the same time, it considers the development as a teacher and as a person.

Social reconstruction

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

Generic

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

Reflection triggers

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

Critical element on reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of knowledge

1. Knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts

The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are

presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The principles organization is autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process has to be as a socialization and systematization of itself.

This study belongs to A qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent TO the description, identification and analysis of the own pedagogical practicum. For data collection in this project, those instruments are implemented.

Reflective workshops

The reflective workshops' purpose is to guide the pre-service teachers' reflection, but at the same time to socialize and share experiences of each teaching process to enrich their training and to insert new tools that allow them to transform their pedagogical practices.

The reflective workshops have as fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum. Those three reflective shops helped us out to share all the thought we have on our minds and tell the experiences lived in the school.

Narrative

The exercise of reflection allows pre-service teachers to express themselves about their experiences as a way to provide sense to each everyday event of teachers' life. During the pre-service teacher process, ten narratives were developed per week. At the end of the process, 10 narrative were developed per week

3/6/10/2018

Michael Villarreal Ruiz

En esta narrativa quiero ser muy minucioso en un punto que quiero expresar.

1. El proceso de práctica me motiva en cuanto a los estudiantes, pero respecto a la metodología educativa del colegio sí tengo varias críticas, que desde mi punto de vista, van en detrimento al objetivo que es educar y formar personas. Esto lo digo ya que veo más un afán de la institución por cumplir contenidos programáticos, sin tener en cuenta si el estudiante en realidad está aprendiendo. Por otra parte, hay una gran necesidad de sacar muchas notas y la expectativa es que estas sólo sean aprobadas por unos pocos y que se mantenga un promedio de máximo 3.6 en una nota. Finalmente, esta semana se presentó un suceso que me creó bastante indignación: he tratado de enseñar a los estudiantes a interpretar las preguntas para que las puedan responder en inglés de una forma correcta, utilizando los pronombres personales adecuados y creo que los estudiantes me han copiado la idea y ya se ven más analíticos en ese sentido, pero resulta que la profesora en su afán de sacar más notas de las que ya hay, que son aproximadamente 12 notas, me pidió el favor que le regalara unos minutos de mi clase para implementar una evaluación del tema que se estaba viendo y dentro de las preguntas formuló la siguiente: "Are you Luis?".

Narrativa 6

Según el tema que veíamos, short answers, lo lógico era que los estudiantes siguieran mi indicación de que cuando se pregunta utilizando el "you" como sujeto, respondieran usando el "I" para que no se confundieran. Eso fue lo que hicieron varios estudiantes, porque yo mismo lo noté y de repente un estudiante le pregunta a la profesora si su respuesta era correcta: "no, I am not" y la profesora le dice que no, que la respuesta era con el pronombre "he". Esta situación me preocupó porque no dije nada en el momento para no causar problema, pero la situación sí crea una desinformación y un error en el proceso de aprendizaje, ya que la mayoría perderá ese punto y dirán que yo les enseñé mal y la verdad no es así.

En general puedo decir que me da nostalgia que, a pesar de que es un colegio popular, donde la mayoría de sus estudiantes son de barrios humildes, a los cuales toda la sociedad y las oportunidades les dan la espalda y lo lógico sería que el colegio fuera su refugio para formar y re direccionar sus vidas, pero la realidad evidencia que es todo lo contrario, porque existe discriminación y marginación. Me da nostalgia porque yo sí quiero ser esa persona que pueda darles otro rumbo a esos estudiantes y me duele que el sistema educativo en ese contexto esté diseñado para todo lo contrario.

(Annex. Example of narrative developed)

Conclusions

The component is applied from a reflexive point, where the practitioner has the capacity to make a critical evaluation of the process, the methodology, and the pedagogical, professional and formative skills taken by the teacher. From narrative reflections, the pre-service teacher

understands and analyzes the shortcomings, strengths, and conceptions to be improved in order to lead an integral process focused on meeting the needs of the students.

However, the reflective process is based on the perceptions and events attributed to the teacher in practice; an internal thought process where labor, social and pedagogical conditions are evaluated. It is also seen as a joint work activity where the tutor and supervisor know more in depth the conditions that the teacher in practice must face every day.

The reflection is executed throughout the narratives, once per week, in those narratives, the practitioner has the opportunity to analyze the process done during the week, contrasting the negative and the positive events perceived by the practitioner (**Appendix 11**).

Personally, this process of reflection is fundamental in the educational field, because it allows teachers to improve the methods and their way of implementing the classes, at the same time, it shows the positive aspects in order to improve the and to improve the teaching process in a general way.

The reflection process allows to identify the student's progress during the pre-service teacher process. At the beginning, students were so timid and they did not have the necessary elements for expressing their ideas in English, at the same time, the pedagogical process was very traditional and teachers did not have the interest of giving a good educational process to students, teachers only seemed to be interested in cover the regular contents of each course. The process was evolving, the students started to be more interested in learning English through the transversal elements of the educations for citizens. At the end of the process, students were evolved increasingly, they were more participative and they have another attitude in the English classes. (Narratives 1 to narrative)

To conclude, the reflective process is very important in all life aspects, because it allows to criticize the actions and it gives people the capacity to be critics of the process they develop in order to transform the methods and the attitude every day. The reflective process has to be continuous, prolonged and honest at the same time it is a multidimensional process, because people have to analyze and to reflect about all the aspects perceived. So the reflection improves the teaching process and gives teachers the opportunity to be more effective and more dynamics when teaching.

Narrativa 2

21/09/2018

Michael Villarreal Ruiz

La reflexión para esta semana no trae tantos elementos como la anterior, ya que el tiempo que comprende no es tan extenso. Primero que todo me he venido adaptando a las dinámicas del colegio, a pesar de que no practico ninguna religión, me ha tocado empezar a hacer las oraciones de la mañana, esto como parte de la dinámica religiosa que maneja la institución.

Por otra parte, en la cuestión académica, he venido trabajando con mi supervisora de una manera amena, ella me ha hecho diferentes orientaciones, pero muchas veces siento que hay orientaciones que no van con mi forma de enseñar, ya que no comparto la forma tradicionalista que se ha impuesto en las instituciones educativas desde antaño, y las orientaciones muchas veces

responden a seguir este modelo, orientaciones tales como el castigo y alzar la voz, orientaciones tales como abolir la libertad del estudiante por preguntar un tema que no entiende, con el pretexto de que hay que seguir un planeador de una forma estricta y casi mecánica. Otro aspecto muy importante y positivo al mismo tiempo es el sentimiento que he presenciado dando las clases, creo que estoy haciendo un proceso que nace y no una imposición, he sentido empatía con varios estudiantes, sobre todo con aquellos que en sus caras reflejan el sufrimiento y la vida dura, con ellos y ellas he tratado de ser más incidente y de enfatizar más cada tema y reflexión hecha en clase.

Respecto a la situación en la escuela, creo que los niños y las niñas son seres magníficos, es como moldear arcilla pura, y para ellos siempre trato de llevar la mayor disposición y de contrastar los gritos y el mal trato al que los docentes de dicha institución los han acostumbrado; también a me gusta generar un espacio de reflexión sobre temas en general que nos tocan a todos y que se forjan desde pequeños/as.

En general, creo que el sistema educativo plantea un enfoque camuflado de transformador, pero en realidad es una pedagogía que concibe la institución como una fábrica de súbditos, sin pensamiento propio y sin visión crítica de la sociedad, es por esto que mi rol dentro de la institución, o mi objetivo ha sido contrastar este enfoque y mostrarles a los y las estudiante otra forma de concebir la educación, una clase humana, una clase inclusiva y una clase que se preocupa por los actores dentro de ella, al mismo tiempo una clase con reflexión y crítica a diferentes aspectos sociales y ambientales.

Esta visión diferente me ha llevado también a recibir algunas observaciones y orientaciones de la docente encargada, mi supervisora, frente a esta situación lo que he hecho, es tratar de encajar, sin perder la esencia, tratar de seguir sus orientaciones, sin dejar a un lado los aspectos que nombraba en el párrafo anterior.

En conclusión, puedo decir que el proceso de práctica dentro de la institución ha sido una experiencia muy motivadora, pero también ha sido la experiencia en la cual nos encontramos con el mundo real, con las miles y miles de contradicciones que nos corroe, pero con las ganas de construir y de cambiar la educación y su forma de ser actualmente. Porque como les citaba, la semana pasada, a los chicos y chicas del colegio: “La educación no cambia el mundo, la educación cambia a las personas que cambiarán el mundo” Paulo Freire; “La educación no es un acto de transmitir ideas, sino de crearlas y recrearlas” Paulo Freire.

CHAPTER III

OUTREACH COMPONENT

Awareness to the English language for primary schools in Pamplona

Introduction

Learning English as foreign language in Colombia has become a right for the kids in most school in which the Colombian government has established a principal purpose of teaching English to the basic primary in pursuance of giving children the opportunity to participate in cultural exchanges which allows them to have a great personal and social development.

In terms of improving the learning of English as foreign language the Ministerio de la Educación Nacional launched a bilingual politic which principal objective is: “to have capable citizens in English communication, with international standards to be inserted in universal communication process of the country, in the global economic and cultural opening” . Thus, MEN has been implementing a great variety of strategies in the different educational levels with a view to accomplish this goal, a clear example of this is the creation of the English quality standards for primary and secondary education, the definition of a solid and coherent evaluation system and the description, and training plans.

These programs have been developing in all the country and it has integrated the work done for educational secretaries, public and private universities, and language centers, however

the obtained results until now have not been very encouraging because many of the educational institutions have not yet been impacted for the program itself.

With respect to primary school, National government endeavors for the coverage expansion of the English teaching to children, because many of these educational establishments sometimes do not count with an English teacher who guides a teaching-learning process thereby the evaluation results applied at the national level are not encouraging.

The University of Pamplona, Colombia in its nature of public institution trainer of trainers and more specific the Foreign Language Department, it has closed to the school's reality in Pamplona regarding to the bilingualism national politics, many of the educational institutions of this city do not count with an English teacher to attend the needs of formation in primary school.

In recognition of this social reality and the generated problematic, the current proposal of social projection aims to attend the needs of English formation, the children community of the primary schools in Pamplona and integrate the training in foreign languages of the Foreign Languages department's students. The educational truth of this sector for attempting to reduce the gap among public and private school in foreign language field.

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

Justification

Foreign language learning and acquisition, allows to be at vanguard of the own needs that nowadays are required by the world. Therefore, it is required to implement this project as well as working on it since the children beginnings of schooling in order to conclude with its basic learning cycle in which it has foundations to continue with such secondary, high-school vocational, and higher education learning process in teaching to achieve that more people be training in this field.

The following Project aims to raise awareness of English teaching in primary schools in Pamplona, contributing to the basic training in foreign language which is required and essential in these levels. For that reason, it is carried out as part of the integral practicum of foreign language students in its outreach component; this component is conducted by the tenth semester students, as a way of contributing to the English teaching empowerment in primary school.

The project development promotes a higher degree and mutual way to both educational institutions and the children community in Pamplona, as well as the Foreign Language Department and students who carry out the integral practicum. These benefits turn out to be the possibility that children have in primary schools the appropriate contact with the foreign language and at the same time with training process of the students who are finishing their studies in order to understand the needs and educational realities of the institutional environment, so that they will be able of co-help, intervening in the process, to impact the improvement of such needs.

Objectives

- To meet the English Teaching demands of child population in primary school in Pamplona city.
- To integrate the foreign language training of the Foreign Language Department to the educational reality of the primary schools in Pamplona.

Specific objectives

- To familiarize school children of Bethlemitas Brighton School with fundamental knowledge of English.
- To teach English through games as a didactic TOOL to develop speaking skills in 2° grades at Bethlemitas Brighton school.
- To create lesson plans adapted to the learners' learning needs.
- To promote strategies that foster students' participation in each class and implement didactic material for learning of different topics.

Chronogram

	ACTIVITIES	AUGUST				SEPTEMBER				OCTOBER			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Institutional Observation												
2	Writing the proposal												
3	Implementation of the proposal												
	ACTIVITIES	NOVEMBER				DECEMBER							
		I	II	III	IV	I	II	III	IV				
1	Implementation of the proposal												
2	Final report												

3	Data analysis and findings								
4	Socialization								

Conclusions

At the same time, the Jose Antonio Galan School of Pamplona has important seat, which leads to an inclusive education, and which welcomes without any discrimination the Pamplona population. One of them is the 4th Julio primary school, located in the peripheral area, specifically next to the José Antonio Galán high school. As well, one of the purposes of the 4th Julio School is to adopt a model based on benefiting the most isolated sectors, seeking to satisfy the need for an education committed to cognitive and pedagogical development, establishing strategies emphasizing integral education Both in practice integrates in high school and primary, is essential to create class plans where they establish the topics to work, the objectives, stages of the class, and the different methodological strategies such as games, songs, guides and tests. There are two courses, preschool and transition, the first is a group with the ability to write and read in Spanish, also transcribe words in English. However, transition children do not have written and reading skills developed in Spanish; reason why repetition classes are essential.

Modifications have been made on the topics to be worked on and the activities to be implemented due to the level of English of the students. In order to comply with the requirements outlined in the curriculum: but the primary objective in the primary stage is the apprehension of new vocabulary through songs, flashcards, and other teaching methods (**Appendix 12**).

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction

An educational institution is responsible not only for sharing knowledge, but also for the education of a student, which involves different activities in order to integrate the whole educative community to create a good environment among students and teachers. In other words, this administrative component involves the pre-service teacher as part of the community with the responsibility to be present and collaborate in all the extra-curricular events. In this sense, being part of the institution will provide trainee teachers some experience with a real teaching context assuming the complete role of a teacher.

Justification

To have the opportunity of being part of these spaces that will be gained is significant for an undergraduate work experience as well as the impact that pre-service teachers can generate in a public school. In addition, it shows the needs, strengths and weaknesses of an educational community, which ensure the work of the integral practicum offered by the Foreign Languages Program

Objectives

General Objective

- To participate in all the administrative activities proposed by the José Antonio Galán School administration staff.

Specific Objectives

- To become an active member of the institutional community as a pre-service teacher.
- To appreciate the importance of the every extra events during this school year.
- To help and motivate students to do an exceptional performance in the presentations.

Methodology

The procedure in this component is based on the attendance to extra events that are part of the institution, as well as the collaboration with any job proposed by the José Antonio Galán School. In this sense, it is important to let them know our availability and to cooperate during this integral practice in order to get involved and be immersed in the activities proposed such as cultural events, meetings , exams week, and so forth

The pre-service teacher is not focused only in her work as a teacher, but also as a part of the institutional community. That is why it is presented in every aspect proposed by the institution concerning not only the educational field but also the social field.

The pre-service teacher participated in two extracurricular activities:

- Family day:

This activity took place on Friday 1st, September during the whole morning; only the teachers, the parents and the pre-service teachers assisted to the activity. There were some performances by the teachers and two students, presents and a holly mass.

Jornada de salud by the local hospital in Pamplona. (Appendix 13)
Izada de bandera. (Appendix 14)
Cultural day. (Appendix 15)
Halloween
Final grades

Conclusion

Apart from the academic work, the organization of events or any other administrative procedure are relevant functions of the pre-service teacher. It allows the preservice teacher to witness the role that a teacher has during school life in order to become acquainted with the academic activities in the institution. In that way, the researcher always tries to be available to the teacher when they need her presence.

This component concerns the pedagogical activities that were developed in Jose Antonio Galan School, in order to involve all the educational community. As it was observed the majority of the planned activities and events were settled in the institution with the idea of engaging and involving both teachers and students, and so they could communicate satisfactorily in the target language. At the same time, those activities were helpful for the pre-service teacher in order to recognize the administrative procedures at any educative establishment. (to evidence some activities carried out in the institution go to the appendix 10)

Chronogram

Description	Date
September 15 th	Amor y Amistad
September 25 th	Jornada de salud by the local hospital in Pamplona. (Appendix 13)
October 24th	Izada de bandera. (Appendix 14)
October 25th	Cultural day. (Appendix 15)
October 31th	Halloween
November 19th	Final grades
November 19th – 21th	Semana de recuperaciones. (Appendix 16)

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Appendix

Appendix 1



Plan n°7

Institución	Representante	Educador en formación
Colegio José Antonio Galán	Gloria Duarte	Michael Villarreal Ruiz
Grado	Temas	Programa
7A 7C (2 horas de clase)	✓ Environment	Licenciatura en lenguas extranjeras
Objetivos	Fecha	Observaciones
<ul style="list-style-type: none"> ✓ Comprender el uso la importancia de cuidar el ambiente ✓ Aprender vocabulario sobre el ambiente y la 	<p>29 de Octubre</p> <p>2018</p>	

contaminación.		
✓ Adoptar una consciencia más responsable con el cuidado del ambiente.		

Temática a desarrollar	Descripción de la actividad	Recursos
Actividad para iniciar la clase	<ul style="list-style-type: none"> ✓ Para iniciar la clase, el profesor saludara a los estudiantes. ✓ Después de esto el profesor escribirá una frase reflexiva acorde con la edad y el nivel de los estudiantes. <p>Una vez los estudiantes hayan copiado la frase en el cuaderno, el profesor les pedirá que hagan una pequeña reflexión sobre el significado de la frase</p> <p><i>“Earth provides enough to satisfy every man’s needs, but not every man’s greed.”</i></p>	

- Mahatma Gandhi

"La tierra provee lo suficiente para saciar las necesidades de cada hombre, pero no la avaricia de cada hombre"

- Mahatma Gandhi

"It produces an immense sadness to think that nature speaks while men do not listen"

- Victor Hugo

"Produce una inmensa tristeza pensar que la naturaleza habla mientras los hombres no escuchan" – Victor Hugo

Una vez terminada la reflexión el profesor anunciará a los estudiantes que para la próxima clase cada estudiante deberá escribir una reflexión en el cuaderno, usando alguna de las frases que más le haya llamado la atención durante las clases.

	Después de esto el profesor anunciará a los y las estudiantes que recogerá la tarea para calificarla.	
Explicación del tema	<p>✓ Para establecer la dinámica de la clase el profesor presentará el nuevo tema de la clase y dirá que esté está asociado a la frase que se reflexionó anteriormente. Para esto el profesor escribirá en el tablero el tema como título principal:</p> <p><i>Environment / Ambiente</i></p> <p>El profesor comenzará la explicación del tema diciendo que las el ambiente es el espacio en el que se desarrolla la vida de los seres vivos y que permite la interacción de los mismos. Cuando nos referimos a seres vivos hablamos de la fauna y la flora.</p> <p>Fauna: Conjunto de todas las especies animales, generalmente con referencia a un lugar, clima, tipo, medio o período geológico concretos</p> <p>Flora: Conjunto de plantas de una zona o de un período geológico determinado.</p> <p>✓ Una vez hecha esta explicación, el profesor</p>	<p>Marcadores</p> <p>Tablero</p> <p>Borrador</p> <p>Cuadernos</p> <p>Impresión del quiz</p>

	<p>preguntará a los estudiantes ¿por qué es importante cuidar el ambiente?</p> <p>✓ Después que los estudiantes respondan, el profesor les dirá lo que él piensa y procederá con el orden de la clase.</p> <p>✓ El profesor empezará a copiar en el tablero el vocabulario más común sobre el ambiente y los estudiantes buscarán en el diccionario su definición:</p> <ul style="list-style-type: none"> - <i>Biosphere: Biosfera</i> - <i>Endangered species: Especies en peligro de extinción.</i> - <i>Atmosphere: atmosfera</i> - <i>Insecticide: Insecticida</i> - <i>Rainforest: Bosque lluvioso</i> - <i>Smog: Niebla tóxica</i> - <i>Pollution: Contaminación</i> - <i>Poacher: Cazador furtivo</i> - <i>Conservation: Conservación</i> - <i>Habitat: Hábitat</i> - <i>Extinct: Extinto o extinguido</i> - <i>Evolution: Evolución.</i> 	
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	<ul style="list-style-type: none"> - <i>Biodiversity: Variedad de especies animales y vegetales de un lugar</i> - <i>Climate: Clima</i> - <i>Climate change: Cambio climático</i> - <i>Deforestation: La destrucción de bosques a causa de cortar los árboles</i> - <i>Energy: La electricidad, comúnmente obtenida del petróleo o del agua.</i> - <i>Energy conservation: El proceso de conservar la energía.</i> - <i>Extinction: La extinción o desaparición de una especie en peligro.</i> - <i>Flood: Inundación</i> - <i>Natural resources: Recursos naturales.</i> - <i>Rubbish: Basura</i> ✓ Una vez que los estudiantes terminen de copiar en sus cuadernos la lista de vocabulario, el profesor leerá cada palabra en voz alta y los estudiantes repetirán cada una para comprender la pronunciación. 	

<p>Actividad de producción</p>	<ul style="list-style-type: none"> ✓ Para poner en práctica el tema estudiado, el profesor anunciará a los estudiantes que realizarán una actividad sobre el tema visto en la clase. (Anexo 1) ✓ Para esto el profesor leerá en que consiste la actividad La actividad consiste llenar una sopa de letras con las palabras indicadas. ✓ Después de realizar esta actividad, el profesor mostrará una serie de videos cortos (Anexo 2) los cuales, al final de verlos, se discutirán de forma colectiva. ✓ Una vez hecha esta discusión, el profesor pedirá a los estudiantes que en una hoja pequeña escriban algunas frases que les haya dejado el vídeo. ✓ Cabe resaltar, que el profesor estará dispuesto en cada momento para ayudar a los estudiantes a cumplir con la tarea de producción. ✓ Después de esto, el profesor hará una evaluación sobre el vocabulario aprendido en la clase 	<p>Guías Cuadernos Lápices</p>
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	(Anexo 3)	
Clausura	<p>✓ Para finalizar la clase, el profesor pedirá a los estudiantes que escriban en mínimo media página, la respuesta a las siguientes preguntas:</p> <ol style="list-style-type: none"> 1. Con sus propias palabras diga ¿qué es el ambiente? 2. ¿Por qué es importante cuidar el ambiente? 3. ¿Cómo podemos cuidar el ambiente en nuestra cotidianidad? <p>✓ Finalmente el profesor agradecerá a los estudiantes por la disposición y se despedirá</p>	Guías

Anexos

Anexo 1

Name _____ Date _____

Environment Word Search Worksheet Directions;
All words are positioned left to right, right to left, and diagonally.

C A A T J Q C E Q J Z L I X Y D V U M J E K U
 R L T C J Z H I X Y D V G N H I O S M D S N Y
 L T N M M Y Y L L T O H O B Y O P P I S L O E
 X W S T O H X H K H I I M J D F C C E T I I M
 R P D S U S P F Q X T N S G L W I R Z T J T O
 E R T E O K P U P U S L C C O T E P Y A B U G
 H L K R G V L H L Q W Y J T C H N I G T A L J
 C R M O M Z J O E I Q X P E P M J B L I S L A
 A G I F I C V U L R F J S S O B M L A B D O P
 O P G N J E X E I T E N O Q U G J N B A F P O
 P I P I Z W N D G M I I U H O R R O N H J J A
 D T N A P J F C J V B M U H I E Z O R J G Y V
 E K W R E N D A N G E R E D S P E C I E S P
 A D M B Y O X C O N S E R V A T I O N D Q F W
 W C N R L D E S U U G I Z S B S J F I L X S B
 J A F J O C O Z O N E M G B K X L L S Y M M U
 W T M U B P R R Q B A W F Z V X A D Q L V G N
 G F K H T V S B Q Y K Q W Q H L G B H L Z W A

BIOSPHERE	INSECTICIDE	POLLUTION	EXTINCT
ENDANGERED SPECIES	RAINFOREST	POACHER	EVOLUTION
ATMOSPHERE	SMOG	CONSERVATION	
	OZONE	HABITAT	



MAN

<https://www.youtube.com/watch?v=WfGMYdalCIU&t=8s>



Wake Up Call (Animated Short Film by Steve Cutts)

<https://www.youtube.com/watch?v=uG8bNDw6Ftc>



The Present - Steve Cutts

<https://www.youtube.com/watch?v=9W-iWlqkzFI>



It's our world (Steve Cutts / Yann Tiersen) FullHD 1080p

https://www.youtube.com/watch?v=eXC4X_dsmCc

Anexo 3

Environment quiz

Name _____ Class _____ Date _____

❖ Asociar la palabra en inglés con la definición correcta

- | | |
|---------------------------------|---|
| 1. <i>Endangered species:</i> | 1. <i>Basura</i> |
| 2. <i>Rainforest:</i> | 2. <i>Especies en peligro de extinción.</i> |
| 3. <i>Smog:</i> | 3. <i>Bosque lluvioso</i> |
| 4. <i>Pollution:</i> | 4. <i>Niebla tóxica</i> |
| 5. <i>Poacher:</i> | 5. <i>La destrucción de bosques a causa de cortar los árboles</i> |
| 6. <i>Biodiversity:</i> | 6. <i>La electricidad, comúnmente obtenida del petróleo o del agua.</i> |
| 7. <i>Climate change:</i> | 7. <i>Variedad de especies animales y vegetales de un lugar</i> |
| 8. <i>Deforestation:</i> | 8. <i>Contaminación</i> |
| 9. <i>Energy:</i> | 9. <i>La extinción o desaparición de una especie en peligro.</i> |
| 10. <i>Energy conservation:</i> | 10. <i>El proceso de conservar la energía.</i> |
| 11. <i>Extinction:</i> | 11. <i>Cazador furtivo</i> |
| 12. <i>Flood:</i> | 12. <i>Cambio climático</i> |
| 13. <i>Natural resources:</i> | 13. <i>Inundación</i> |
| 14. <i>Rubbish:</i> | 14. <i>Recursos naturales.</i> |

Appendix 2



Plan n°2

Institución	Representante	Educador en formación
Colegio José Antonio Galán	Gloria Duarte	Michael Villarreal Ruiz
Grado	Temas	Programa
7A 7C (2 horas de clase)	<ul style="list-style-type: none"> ✓ <u>Imperative</u> ✓ <u>Going to</u> 	Licenciatura en lenguas extranjeras
Objetivos	Fecha	Observaciones
Reforzar modo imperativo Comprender el uso del futuro a través del <u>going to</u>	24 de septiembre 2018	



Temática a desarrollar	Descripción de la actividad	Recursos
Actividad para iniciar la clase	<ul style="list-style-type: none"> ✓ Para iniciar la clase, el profesor saludara a los estudiantes. ✓ Después de esto el profesor escribirá una frase reflexiva acorde con la edad y el nivel de los estudiantes. <p>Una vez los estudiantes hayan copiado la frase en el cuaderno, el profesor les pedirá que hagan una pequeña reflexión sobre el significado de la frase</p> <p><i>“Some people are so poor, all they have is money”</i> <i>“Algunas personas son muy pobres, todo lo que tienen es dinero”</i></p> <p>Una vez terminada la reflexión el profesor anunciará a los estudiantes que al final de la clase deberán dejar sus cuadernos para hacer la respectiva corrección de la tarea y de esta forma poder darles la respectiva calificación</p>	

Appendix 3



Plan n°7

Institución	Representante	Educador en formación
Colegio José Antonio Galán	Gloria Duarte	Michael Villarreal Ruiz
Grado	Temas	Programa
7A 7C (2 horas de clase)	✓ <u>Environment</u>	Licenciatura en lenguas extranjeras
Objetivos	Fecha	Observaciones
<ul style="list-style-type: none"> ✓ Comprender el uso la importancia de cuidar el ambiente ✓ Aprender vocabulario sobre el ambiente y la contaminación. ✓ Adoptar una consciencia más responsable con el cuidado del ambiente. 	<p>29 de Octubre 2018</p>	



Temática a desarrollar	Descripción de la actividad	Recursos
Actividad para iniciar la clase	<p>✓ Para iniciar la clase, el profesor saludara a los estudiantes.</p> <p>✓ Después de esto el profesor escribirá una frase reflexiva acorde con la edad y el nivel de los estudiantes.</p> <p>Una vez los estudiantes hayan copiado la frase en el cuaderno, el profesor les pedirá que hagan una pequeña reflexión sobre el significado de la frase</p> <p><i>"Earth provides enough to satisfy every man's needs, but not every man's greed."</i> - Mahatma Gandhi</p> <p><i>"La tierra provee lo suficiente para saciar las</i></p>	
	<p><i>necesidades de cada hombre, pero no la avaricia de cada hombre"</i> - Mahatma Gandhi</p> <p><i>"It produces an immense sadness to think that nature speaks while men do not listen"</i> - Victor Hugo</p> <p><i>"Produce una inmensa tristeza pensar que la naturaleza habla mientras los hombres no escuchan"</i> – <u>Victor Hugo</u></p> <p>Una vez terminada la reflexión el profesor anunciará a los estudiantes que para la próxima clase cada estudiante deberá escribir una reflexión en el cuaderno, usando alguna de las frases que más le haya llamado la atención durante las clases.</p> <p>Después de esto el profesor anunciará a los y las estudiantes que recogerá la tarea para calificarla.</p>	

Appendix 4



Plan n°6

Institución	Representante	Educador en formación
Colegio José Antonio Galán	Gloria Duarte	Michael Villarreal Ruiz
Grado	Temas	Programa
7A 7C (2 horas de clase)	✓ <u>Tag-questions</u>	Licenciatura en lenguas extranjeras
Objetivos	Fecha	Observaciones
Comprender el uso de <u>tag questions</u> y utilizarlas	22 de Octubre 2018	



Temática a desarrollar	Descripción de la actividad	Recursos
Actividad para iniciar la clase	<ul style="list-style-type: none"> ✓ Para iniciar la clase, el profesor saludara a los estudiantes. ✓ Después de esto el profesor escribirá una frase reflexiva acorde con la edad y el nivel de los estudiantes. <p>Una vez los estudiantes hayan copiado la frase en el cuaderno, el profesor les pedirá que hagan una pequeña reflexión sobre el significado de la frase</p> <p><i>“All truly great thoughts are conceived while walking.</i> - <i>Friedrich Nietzsche.</i></p> <p><i>“Todos los pensamientos verdaderamente grandes se conciben al caminar.</i> - <i>Friedrich Nietzsche.</i></p>	

“There should be no discrimination against languages people speak, skin color, or religion.

- Malala Yousafzai

No debe haber discriminación contra los idiomas que hablan las personas, el color de la piel o la religión.

- Malala Yousafzai

Una vez terminada la reflexión el profesor anunciará a los estudiantes que para la próxima clase cada estudiante deberá escribir una reflexión en el cuaderno, usando alguna de las frases que más le haya llamado la atención durante las clases.

Después de esto el profesor anunciará a los y las estudiantes que recogerá la tarea para calificarla.

Appendix 5

Narrativa 2

21/09/2018

Michael Villarreal Ruiz

La reflexión para esta semana no trae tantos elementos como la anterior, ya que el tiempo que comprende no es tan extenso. Primero que todo me he venido adaptando a las dinámicas del colegio, a pesar de que no practico ninguna religión, me ha tocado empezar a hacer las oraciones de la mañana, esto como parte de la dinámica religiosa que maneja la institución.

Por otra parte, en la cuestión académica, he venido trabajando con mi supervisora de una manera amena, ella me ha hecho diferentes orientaciones, pero muchas veces siento que hay orientaciones que no van con mi forma de enseñar, ya que no comparto la forma tradicionalista que se ha impuesto en las instituciones educativas desde antaño, y las orientaciones muchas veces responden a seguir este modelo, orientaciones tales como el castigo y alzar la voz, orientaciones tales como abolir la libertad del estudiante por preguntar un tema que no entiende, con el pretexto de que hay que seguir un planeador de una forma estricta y casi mecánica. Otro aspecto muy importante y positivo al mismo tiempo es el sentimiento que he presenciado dando las clases, creo que estoy haciendo un proceso que nace y no una imposición, he sentido empatía con varios estudiantes, sobre todo con aquellos que en sus caras reflejan el sufrimiento y la vida dura, con

ellos y ellas he tratado de ser más incidente y de enfatizar más cada tema y reflexión hecha en clase.

Respecto a la situación en la escuela, creo que los niños y las niñas son seres magníficos, es como moldear arcilla pura, y para ellos siempre trato de llevar la mayor disposición y de contrastar los gritos y el mal trato al que los docentes de dicha institución los han acostumbrado; también a me gusta generar un espacio de reflexión sobre temas en general que nos tocan a todos y que se forjan desde pequeños/as.

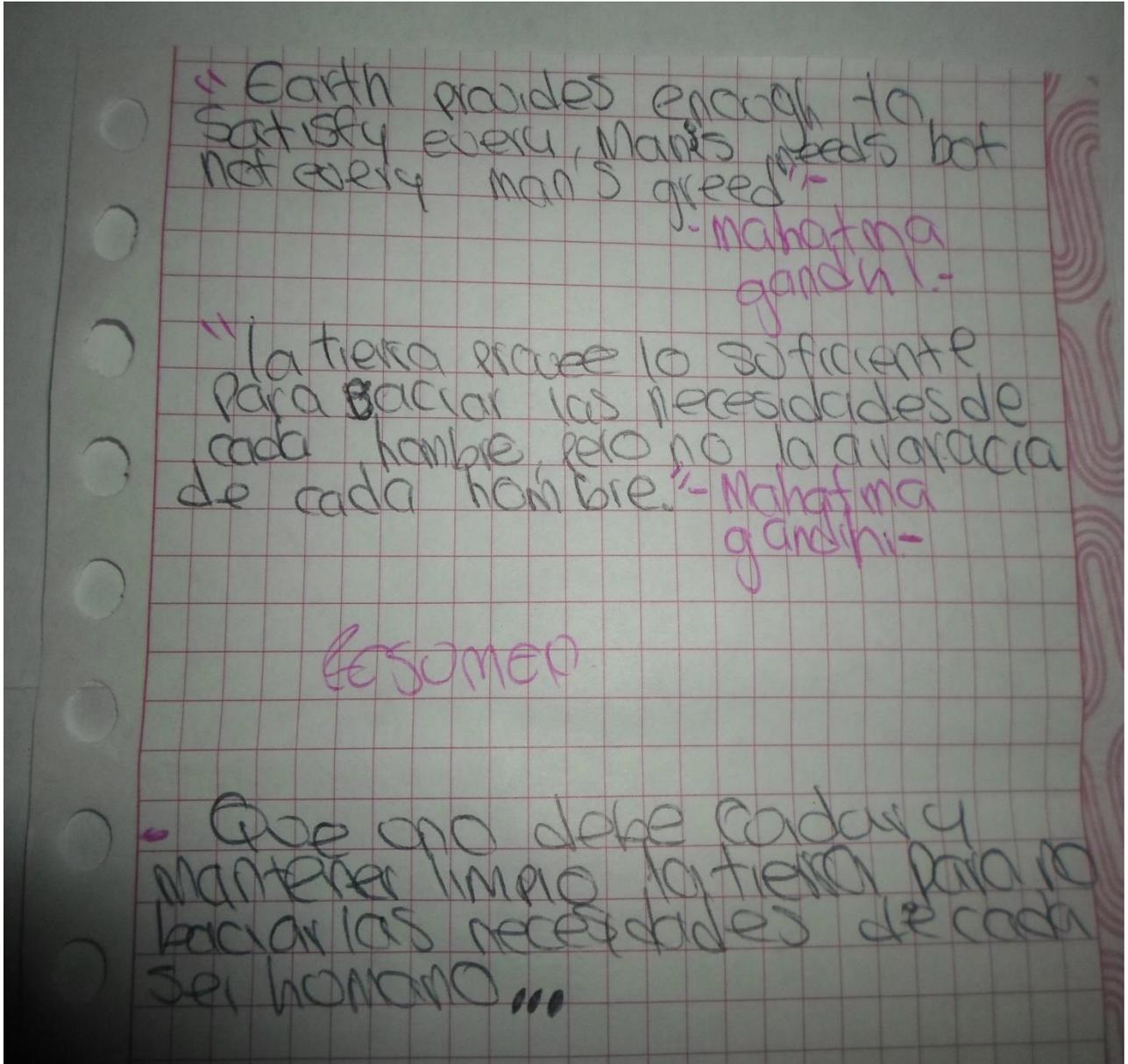
En general, creo que el sistema educativo plantea un enfoque camuflado de transformador, pero en realidad es una pedagogía que concibe la institución como una fábrica de súbditos, sin pensamiento propio y sin visión crítica de la sociedad, es por esto que mi rol dentro de la institución, o mi objetivo ha sido contrastar este enfoque y mostrarles a los y las estudiante otra forma de concebir la educación, una clase humana, una clase inclusiva y una clase que se preocupa por los actores dentro de ella, al mismo tiempo una clase con reflexión y crítica a diferentes aspectos sociales y ambientales.

Esta visión diferente me ha llevado también a recibir algunas observaciones y orientaciones de la docente encargada, mi supervisora, frente a esta situación lo que he hecho, es tratar de encajar, sin perder la esencia, tratar de seguir sus orientaciones, sin dejar a un lado los aspectos que nombraba en el párrafo anterior.

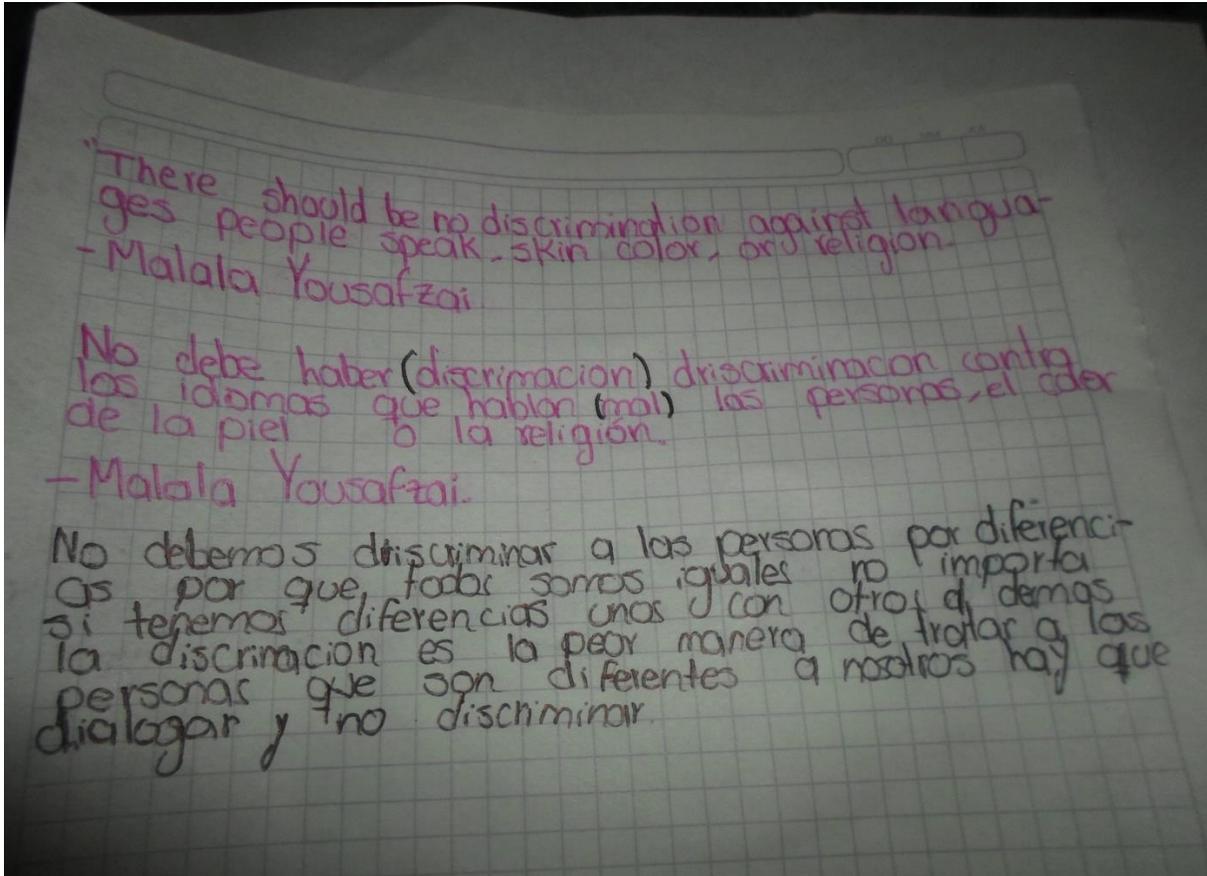
En conclusión, puedo decir que el proceso de práctica dentro de la institución ha sido una experiencia muy motivadora, pero también ha sido la experiencia en la cual nos encontramos con el mundo real, con las miles y miles de contradicciones que nos corroen, pero con las ganas de

construir y de cambiar la educación y su forma de ser actualmente. Porque como les citaba, la semana pasada, a los chicos y chicas del colegio: “La educación no cambia el mundo, la educación cambia a las personas que cambiarán el mundo” Paulo Freire; “La educación no es un acto de transmitir ideas, sino de crearlas y recrearlas” Paulo Freire.

Appendix 6



Appendix 7



• EARTH PROVIDES ENOUGH TO SATISFY EVERY MAN'S NEEDS, BUT NOT EVERY MAN'S GREED - MAHATMA GANDHI

• la TIERRA Provee lo suficiente PARA SACIAR las NECESIDADES DE CADA HOMBRE, PERO NO la AVARICIA DE CADA HOMBRE,

- Mahatma Gandhi

Reflexión

No estás deprimido estás distraído disperso de la vida que te ha tocado o de la vida que tu mismo te has creado.

Maria belen Gamboa Hernandez

"Earth provides enough to satisfy every man's needs but not every man's Greed - Mahatma Gandhi"

"La tierra, provee la suficiente para hacer las necesidades de cada hombre pero no la avaricia de cada hombre"
Mahatma Gandhi

resumen

por que debemos que cuidar el medio ambiente tenerlo limpio los rios limpios los lagos y todo el pais por que no fuera por el nombre no lo viamos viviendo aca

Appendix 8

	<p>clase. (Anexo 1)</p> <ul style="list-style-type: none"> ✓ Para esto el profesor leerá en que consiste la actividad La actividad consiste llenar una sopa de letras con las palabras indicadas. ✓ Después de realizar esta actividad, el profesor mostrará una serie de videos cortos (Anexo 2) los cuales, al final de verlos, se discutirán de forma colectiva. ✓ Una vez hecha esta discusión, el profesor pedirá a los estudiantes que en una hoja pequeña escriban algunas frases que les haya dejado el video. ✓ Cabe resaltar, que el profesor estará dispuesto en cada momento para ayudar a los estudiantes a cumplir con la tarea de producción. ✓ Después de esto, el profesor hará una evaluación sobre el vocabulario aprendido en la clase (Anexo 3) 	
<p>Clausura</p>	<ul style="list-style-type: none"> ✓ Para finalizar la clase, el profesor pedirá a los estudiantes que escriban en mínimo media página, la respuesta a las siguientes preguntas: <ol style="list-style-type: none"> 1. Con sus propias palabras diga ¿qué es el ambiente? 2. ¿Por qué es importante cuidar el ambiente? 3. ¿Cómo podemos cuidar el ambiente en nuestra cotidianidad? ✓ Finalmente el profesor agradecerá a los estudiantes por la disposición y se despedirá 	<p>Guías</p>

Anexo 2



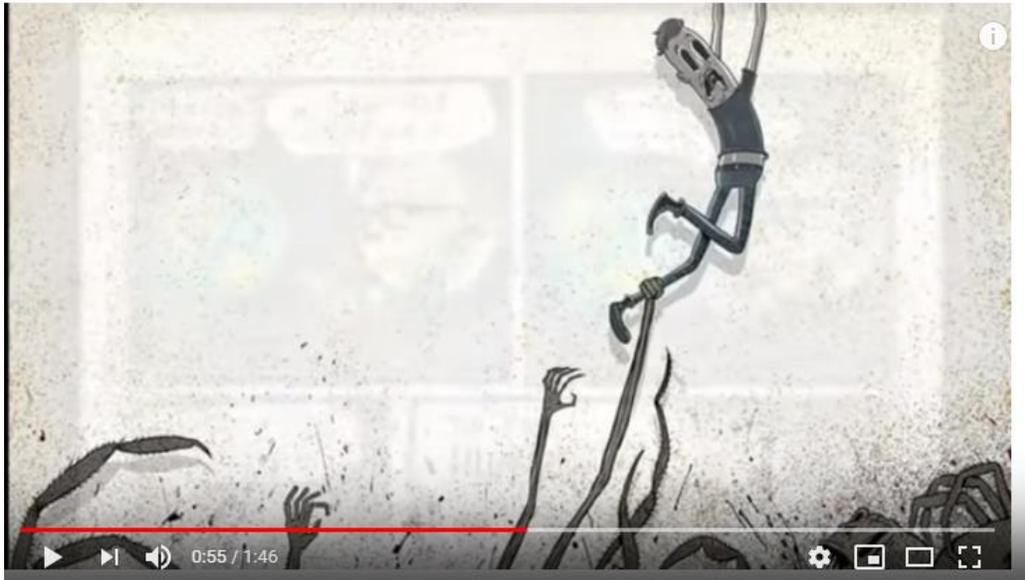
MAN

<https://www.youtube.com/watch?v=WfGMYdalCIU&t=8s>



Wake Up Call (Animated Short Film by Steve Cutts)

<https://www.youtube.com/watch?v=uG8bNDw6Ftc>



The Present - Steve Cutts

<https://www.youtube.com/watch?v=9W-iWlqkzFI>



It's our world (Steve Cutts / Yann Tiersen) FullHD 1080p

https://www.youtube.com/watch?v=eXC4X_dsmCc

YESSICA Paola Convasal Poés

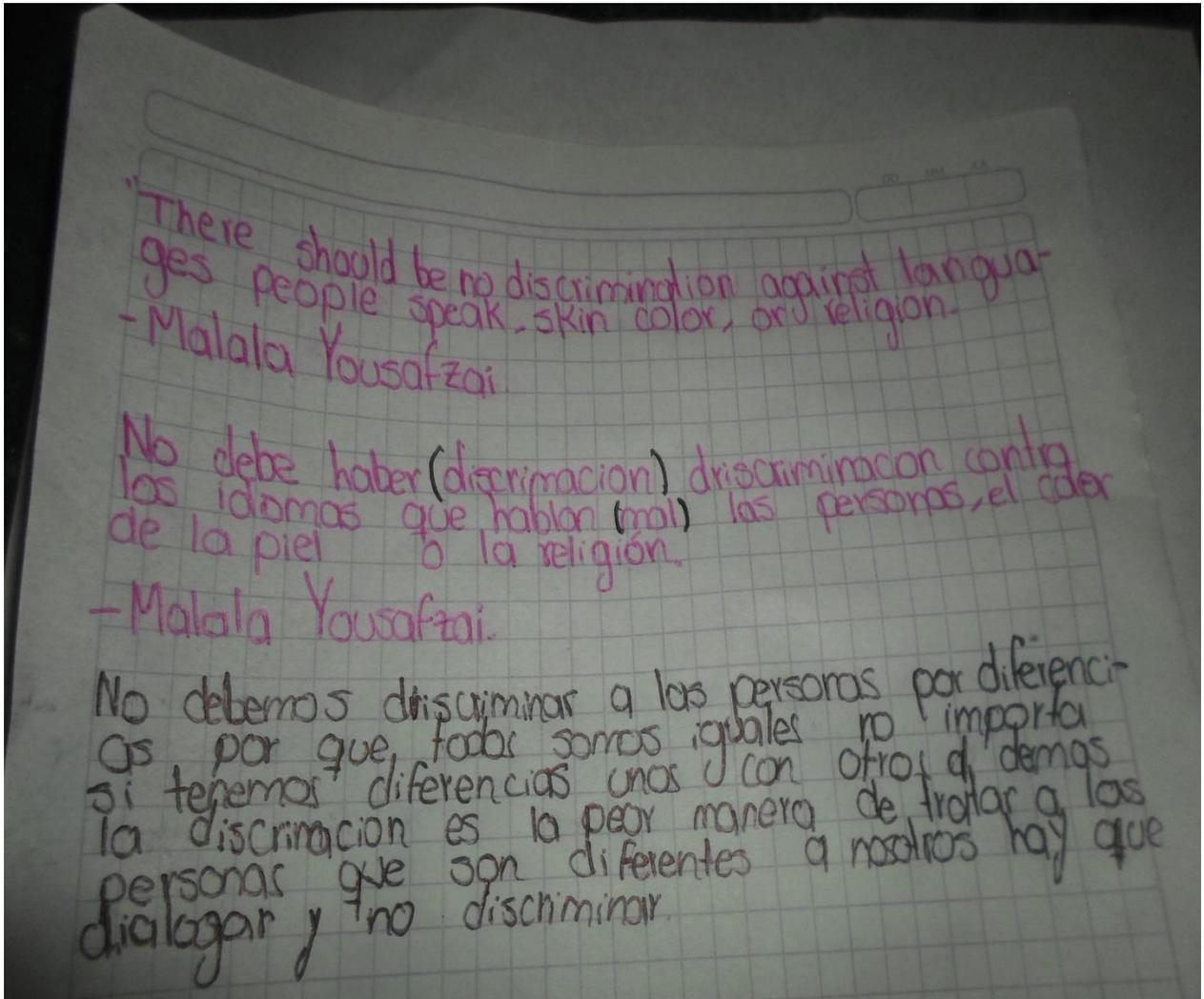
"Earth provides enough to satisfy every man's needs, but not every man's greed" - Mahatma Gandhi

"la tierra provee lo suficiente para
satisfacer las necesidades de cada
hombre pero no la avaricia de cada
hombre" - Mahatma Gandhi

REFLEXIÓN

Que la tierra nos da a cada
hombre las necesidades
suficientes pero no nos da la
avaricia y no demos abusar de
la tierra.

Appendix 9



Maria belen Gumboa Hernandez

"Earth provides enough to satisfy every man's needs but not every man's Greed - mahatma Gandhi"

"la tierra, proveene la suficiente para
barrar las necesidades de cada hombre
pero no la habancia de cada hombre"
mahatma Gandhi

resumen

por que debemos que cuidar el
medio ambiente tenerlo limpio los
rios limpios los lagos y todo el pais
por que no fuera por el nombre
no lo vietamos viviendo aca

MIRA LO MEJOR EN LAS PERSONAS, DESE-
CHA LO MALO, CONFIAN EN TI MISMO Y EN
TUS HABILIDADES PARA SEGUIR LUCHAN-
DO CONTRA OBSTACULOS, Y CUMPLIR TUS
METAS.



KEYLIN YARITH SIERRA
VILLAMIZAR



VALERIE TOABELA MEZA BENAVIDES
01-11-18

② EARTH PROVIDES ENOUGH TO SATISFY
EVERY MAN'S NEEDS, BUT NOT EVERY
MAN'S GREED 99

② LA TIERRA PROVEE LA SUFICIENCIA
PARA SACIAR LAS NECESIDADES DE
CADA HOMBRE, PERO NO LA AVARICIA
DE CADA HOMBRE 99

Reflexión

NO TENEMOS QUE APROVECHARNOS DE
LA NATURALEZA PORQUE ELLA ES
LO MAS ESENCIAL DE LA TIERRA
PARA LOS SERES HUMANOS, TODOS
TENEMOS QUE CUIDAR.

Appendix 10

Journal 4

05/10/2018

Michael Villarreal Ruiz

En esta reflexión expreso que me siento muy motivado con el proceso en el colegio, respecto a la cuestión del proyecto hay algunas dificultades, pero la idea es seguir trabajando para ello.

Esta semana en el colegio hubo bastante movimiento, expliqué los temas de una forma más sencilla y más rápida y pude implementar varias actividades y de paso calificarlas y entregarle a la profe hoy todas las notas que he venido sacando. Algunos estudiantes presentan un gran interés en la clase, he tenido bastante empatía con algunos, sobre todo aquellos de situaciones humildes y un contexto socio-económico de bajos recursos.

Los espacios de reflexión han sido muy fructíferos, la participación cada vez es más alta y más rica en cuanto a ideas de los y las estudiantes de los cursos, quiero seguir sembrando esa semilla de la reflexión, la crítica y la conciencia ciudadana.

Por otra parte, la relación con la profesora se mantiene igual, ella me hace algunas observaciones muy valiosas para mí y me da motivación constante, me dice que es un proceso y que he mejorado bastante, que todos y todas alguna vez empiezan de cero en un contexto real y que todos y todas al mismo tiempo van escalando y superando retos y objetivos.

Esta semana me llevé la sorpresa de ver a mi tutor en el colegio, no pensé que fuera a llegar a esa clase, pero me sentí muy bien, porque había preparado la clase, como acostumbro y entonces me sentí más seguro de que él me observara.

Creo que esta es la reflexión de la semana, creo que me gusta mucho lo que estoy haciendo y disfruto el proceso, no es tan difícil cuando se hace con gusto.

Appendix 11

Narrativa 1

14/09/2018

Michael Villarreal Ruiz

Esta reflexión comprende mi inicio en el proceso de práctica integral. Es fundamental decir que existen dos contrastes bastante opuestos, el primero corresponde al proceso investigativo, que me ha dado algunos problemas ya que he tenido una idea clara de que mi proceso como docente no puede jamás limitarse a enseñar lo concerniente a un contenido programático, sino que por el contrario este debe ser un proceso transformador, donde pueda incidir en mis estudiantes, aportando elementos trascendentales para que asuman un compromiso transformador dentro de la sociedad, para ilustrar este pensamiento, no está de más mencionar al gran pedagogo Paulo Freire, quien persistía en afirmar que la educación será el punto el motor principal para que las personas cambien el mundo. Creo que el sistema educativo colombiano es sumamente mediocre y mercantil, creo que no nos educan para pensar y ser actores sociales, sino para ser obedientes y seguir un sistema basado en la desigualdad social, donde las personas que los contemplan no hacen nada para transformarlo. Este inconformismo que tengo me hace proyectarme como un docente alternativo, un docente que plante semillas de pensamiento crítico y reflexivo en sus estudiantes, un docente que tenga la capacidad de afrontar las diferentes situaciones que se presentan a diario en estas fábricas de súbditos llamadas instituciones educativas. Por esto mismo, decidí que mi proyecto de práctica fuese diferente a los que ya había

leído y analizado, que entrara un poco más en la parte humana, en la parte socio-económica de mis estudiantes, pero me siento un poco frustrado al ver que no he podido concebir el proyecto como lo imaginaba, no he podido aterrizarlo y esto se debe a la ambición que he tenido de hacer cosas transformadoras en los y las estudiantes a los cuales les doy clase. A modo de reflexión y auto-crítica, creo que debo seguir mi convicción, continuando con el enfoque que le quiero dar al proyecto, pero esta vez buscando ser más concreto a la hora de su formulación. Por otra parte, en lo que corresponde a las clases en la institución José Antonio Galán y en la escuela 4 de Julio, tengo que decir que me siento satisfecho, es muy excelente poder implementar la docencia en un colegio tan popular, donde mis estudiantes son personas humildes de clase obrera, es por esto que me siento tan motivado, porque siento que cada clase que doy, los empodero a ser personas integras y activas dentro de todos los campos sociales. Muchas veces en el ambiente universitario nos enfrascamos en la comodidad y en el lujo que tenemos por acceder a este grado de educación (superior) y muchos olvidan que la educación es un derecho y que acá en Colombia no existe la educación gratuita y mucho menos de calidad, es por esto que dentro de mi carrera muchas veces me sentí incomodo porque veía mucha gente llena de máscaras con complejos de superioridad respecto a personas que no pudieron ingresar a la universidad. Ahora que estoy en un campo natural y de acción, me siento más confortable, me siento más cómodo porque estoy con el pueblo, estoy con la gente que le toca la vida así como a mí me tocó y me siento entonces en familia.

Respecto a la parte curricular, creo que no he tenido inconvenientes con las clases, entiendo que son muchachos hiperactivos, algunos con problemas complejos en su vida diaria, pero eso me motiva aún más a seguir y a dar todo de mí para que ellos puedan superar esos

obstáculos y para que algún día ellos asuman una posición crítica de la sociedad y nos veamos juntos en el terreno de la transformación social por una vida digna y una justicia social.

Finalmente, es importante mencionar que con mi supervisora he tenido una buena relación, hasta ahora todo ha marchado normal, aunque no comparto los enfoques pedagógicos tradicionales del colegio, he tratado de acoplarme y empezar a sembrar semillas de reflexión en los estuantes desde actos pequeños. Como los que hago al iniciar cada clase que consisten en escribir una frase reflexiva y crítica en el tablero y hacer un pequeño espacio de reflexión con los estuantes, quienes al mismo tiempo muestran mucho interés y disfrutan del espacio.

Narrativa 3

28/09/2018

Michael Villarreal Ruiz

Esta reflexión comienza con un tris más de motivación, creo que esta semana fue muy genial, ya que he visto un avance en el manejo de los diferentes grupos, hay más confianza en el ambiente educativo y a pesar de que los y las estudiantes son muy hiperactivos, se han venido comportando de una manera muy correspondiente, hemos trabajado de forma amena y ha habido una participación más activa.

Creo que la educación y el hecho de ser profesor debe estar basada en varios principios y valores, pero hay un factor que me parece muy fundamental y es sentir vocación e identidad con lo que se hace, a pesar de que no llevo mucho tiempo con los y las estudiantes, he empezado a

sentir un afecto hacia ellos y he llegado a pensar que los voy a extrañar bastante cuando termine este ciclo, me gustaría seguir compartiendo con ellos y poderlos empoderar de cosas buenas para sus vidas, al mismo tiempo, teniendo en cuenta de que no hay muchas posibilidades de poder continuar con ellos y ellas, me gustaría poder verlos en un futuro, de pronto luchando por ser mejores cada día, sobre todo a aquellos y aquellas de bajos recursos, a los cuales la sociedad y el sistema educativo los vive rechazando a diario, a los que les ha tocado vivir una vida dura y diferente a la de muchos chicos y chicas que cuentan con recursos y un núcleo familiar estable y fraterno. Hablo de los chicos y chicas sufridos, ya que con ellos y ellas es que he llegado a sentir más empatía y más motivación de influir en sus vidas.

Por otra parte, la relación con la profesora se mantiene igual, ella me hace algunas observaciones muy valiosas para mí y me da motivación constante, me dice que es un proceso y que he mejorado bastante, que todos y todas alguna vez empiezan de cero en un contexto real y que todos y todas al mismo tiempo van escalando y superando retos y objetivos. Esta semana me llevé la sorpresa de ver a mi tutor en el colegio, no pensé que fuera a llegar a esa clase, pero me sentí muy bien, porque había preparado la clase, como acostumbro y entonces me sentí más seguro de que él me observara.

Creo que esta es la reflexión de la semana, creo que me gusta mucho lo que estoy haciendo y disfruto el proceso, no es tan difícil cuando se hace con gusto.

Narrativa 9

16/11/2018

Michael Villarreal Ruiz

Esta semana tengo una reflexión más limitada, ya que no fue una semana muy dinámica, la semana se redujo prácticamente a implementar las pruebas de calidad en los diferentes grupos, pero también hice proceso de calificación de esas pruebas implementadas.

En realidad, no me gusta mucho el proceso de implementación de pruebas, ya que se limita a cuidar que los estudiantes no hagan trampa entre ellos, ni indisciplina. Tampoco me gusta la metodología que se trata de implementar desde el colegio, para cuidar a los estudiantes, ya que se evidencia un trato diferente y preferente en el sentido de que algunas acciones son tolerables depende de quién las haga, por lo tanto me parece un poco discriminatorio de parte de los profesores.

Traté de cuidar los cursos, motivando a los estudiantes a desempeñarse de forma consciente para que obtuvieran buenos resultados.

Por otra parte, creo que fue una semana muy dura, ya que me debía despedir de los estudiantes, porque en teoría, hasta hoy iban las clases normales, ya la otra semana sólo asisten los que perdieron materias. Fue muy dura la despedida, ya que había establecido una empatía con los estudiantes, de forma muy agradable. Por mi parte, les deseé muchos éxitos y lo mejor en todo lo que decidieran hacer, les dije que confiaba en que ellos iban a cumplir sus sueños y los motivé a nunca dejar de luchar por lo que se quiere; también les dije que ojalá el destino o la vida nos volviera a reunir para sentir más orgullo aún de sus logros. Finalmente les dejé mi número por si querían volver a comunicarse conmigo o si necesitaban alguna asesoría, explicación, reflexión o inclusive un consejo sincero.

Appendix 12

	INSTITUTO TECNICO ARQUIDIOCESANO SAN FRANCISCO DE ASIS PAMPLONA- NORTE DE SANTADER		
	Prueba de calidad area: English		
	Fecha:	grado: 3° periodo	
Estudiante: _____			

A. Choose the correct answer. (Esojo la respuesta correcta teniendo en cuentas las imágenes) Valor: 2.5 puntos

1.  A. Short
B. Fat
C. Thin
D. Green

2.  A. Old
B. Short
C. Black
D. Young

3.  A. Life
B. Small-Big
C. Big-Small
D. White

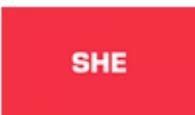
4.  A. Tennis
B. Basketball
C. Soccer
D. Road

8.  A. Ten
B. Seven
C. Six
D. Nine

9.  A. Fat
B. Son
C. Red
D. Thin

10.  A. Brown
B. Old
C. Fat
D. Young

11.  A. Tall-Short
B. Short-Tall
C. Old
D. Boring

12.  A. Are
B. Is
C. Yellow
D. Am

5.



- A. Tennis
- B. Soccer
- C. Football
- D. Basketball

6.

I

- A. Are
- B. Is
- C. In
- D. Am

7.

we

- A. Is
- B. It
- C. Are
- D. Am

13.



- A. Black
- B. White
- C. Green
- D. Red

14.



- A. T-shirt
- B. Shoes
- C. Blue-jean
- D. Gloves

15.



- A. Short
- B. Pants
- C. T-shirt
- D. Cap

- B. Fill the gaps with the correct form of the verb to be (Completo los espacios en blanco con la forma correcta del verbo to be) Valor: 1.5 puntos

Example: I am Rick

1. She _____ Paola
2. We _____ students
3. Peter _____ a doctor
4. They _____ intelligent
5. You _____ a good person

- C. Answer the following question (responda la siguiente pregunta) Valor: 1 punto

What are your parents doing in this moment?

¿Qué están haciendo sus padres en este momento?

Example:

My mother is working

My father is cooking





Appendix 13







Appendix 14





Appendix 15





Appendix 16

