

**The implementation of didactic activities during the class to strengthen the writing
skill of 7th grade students in a Colombian public school: An Action Research.**

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Chapter I: General presentation of the Proposal

Presentation of the chapters

As the closing stage of the professional career called Degree in French and English foreign languages at the University of Pamplona, the future teacher had to draw up a pedagogical investigation. The process of this investigation consists of six chapters; between those, there are three important components stipulated by the guidelines of the direction of practices which are: Institutional observation and diagnosis report; Pedagogical and investigative component and Community outreach component; and the last one, Component of intra-institutional activities, adding one more called Reflexive approach on integral practice which is the sixth and last chapter.

Before describing the proposal that was implemented in the pedagogical field and describing everything found in the real context of the institution, in the first chapter the different sections that make up this thesis are presented in an orderly and chronological manner, taking into account the importance of the application of the pedagogical-investigative proposal, objectives and conclusions.

The second one chapter, it is evident that an institutional and observational diagnosis was made to find a problem or inefficiency that students have to be treated; following the regulations of the school such as the PEI (Institutional Educational Project), coexistence manual, study plans carried out by the teachers and the methodologies used by the teaching staff.

In addition, in the third chapter, the pedagogical and investigative component support the proposal on the use of didactic activities to reinforce the writing linguistic skill in English of the 7th grade students of a Colombian public school. This idea arose thanks to

the observation made earlier in the seventh grade; emphasizing that they also, apart from improving their writing, need the motivation to do so. Moreover, in the community outreach component, the incorporation of interns to the primary school is sought, attending their training or learning English, taking into consideration the need for the lack of teachers clearly in the area of English and the pedagogical needs in English as a foreign language since childhood.

In the fourth chapter, which is intra-institutional activities, the intern was part of the different events proposed by the Educational Institution with the aim of acquiring the experience of what a teacher really does in a real educational environment; context that includes attending extracurricular activities, events such as teacher meetings, delivery of grades, flag raising, ceremonies, among others.

Introduction

Being the most widely spoken language in the world with some 2 billion speakers, which represents approximately 30% of the world's population, and with one of the easiest learning systems, English has become an essential part of our lives.

This is why in an increasingly interconnected world, having a common language that connects people in different parts of the world becomes more and more essential. Therefore, the importance of the English language in education is indisputable. Having English as part of our education is a key point that will open doors to many opportunities. It will allow us to have a much broader network of relationships, in addition to being able to start conversations on staffs of culture, religion, sport, technology, trade, diplomacy, as well as science, development in general. But to learn English, we have to follow some instructions; for that, there are some organizations such as the Common European

Framework of Reference, the Ministry of Education of Colombia and the curriculum stipulated for each educational institution, which are in charge of suggesting a correct way to teach it and that is how we as teachers must do it.

For the exposed, this research is focused on analyzing the impact of didactic activities in relation to themes rooted in the class in the seventh grade students of the Gilberto Alzate Avendaño Educational Institution. This is how the mixed approach with action design is taken into account to carry out this investigative process.

This is how the idea of applying a didactic proposal arises that calls the attention of the schoolchildren in wanting to learn and improve their writing in English in a fun and enriching way since it is evident the low motivation and little knowledge that the students have at the time to use English in writing. Therefore, it is sought to make correct use of activities made by hand by the practicing teacher to motivate them to study more everything related to writing.

In addition, the practicing teacher had to extend the attention to the basic elementary students, providing his knowledge by applying a proposal different from that of the investigative teaching component, adding that the teacher had to join the different intra-institutional activities proposed by the institution. And to finish, he had to reflect on the process and experience acquired during the integral practice.

Justification

As is known, the knowledge of a foreign language, taking the English language as a starting point, in our sense has become of great importance and interest, this being what gives us accessibility to communicate with each other, between dissimilar cultures.

Moreover, knowing how to speak, listen, write and read in English is an AZ up our sleeve to face the developed and globalized world in which we find ourselves in order to become effective and compete for a better position, be it economic, professional, among others.

Colombia is not the exception; this country has gradually become familiar with English, thus creating policies such as the basic teaching and learning standards of the Ministry of Education in relation to bilingualism and even polyglotism, which energize and promote the various educational programs in primary, secondary and university education.

Learning and developing the various linguistic skills in English such as speaking, listening, reading and writing is of importance so that our future professionals can become highly qualified people for the competitive world in which we live. Despite the importance and relevance of knowing English and the distinctive instructions of the different organizations, there are problems in relation to this language since the students of the different grades do not have the domain corresponding to the level that they should have established by the basic standards competencies for teaching and learning English. Among the skills that the student must amplify we find writing, a skill on which this research focused; as it is one of the four preeminent ways to achieve accurate communication. However, writing in English is difficult and carries a great responsibility for students since it requires explanation of grammatical subjects and there is no easy and fun way to do it.

This proposal arose after the week of observation that was carried out in the different secondary grades of the institution, especially in the 7th grade, where it was determined that the vast majority of student present inefficiencies in written production; adding that schoolchildren present insecurities and fears when writing due to the conventional and not very didactic explanation of the teacher; so students write incorrectly

or they just do not do it. That is why, as an objective, it seeks to improve writing skills directly in addition to motivating them to continue learning everything related to English.

It is also pertinent to emphasize that this proposal is not only focused on the pedagogical and investigative component, but also on the community outreach component in which the practitioner intends to have contact with primary school children, focusing on the area of English since there is no teacher, and finally, the component of intra-institutional activities where the intern participated in the various events of the institution such as raising the flag, delivery of grades to parents, meetings with parents, etc.

Objectives

General objective

To carry out the stage of integral and systematization practice as a teacher, part of the team of the educational institution and researcher.

Specific objectives

To implement didactic activities to improve written production in English in 7th grade students at the Gilberto Alzate Avendaño Educational Institution in Villavicencio.

To attend the training needs in English of primary school students at the Gilbert Alzate Avendaño Educational Institution in Villavicencio.

To involve the teacher in training in academic activities in a real context that allow him to have a notion of how to function as a teacher.

Conclusion

For the completion of the final report, various aspects whose names were mentioned had to be taken into account. As was well stipulated, before creating a pedagogical-

investigative proposal, an observation had to be made which would help create a proposal according to the needs of each student and/or grade. After an agreed proposal was created, the search for methodologies, approaches and investigative reports were useful to achieve a correct application of the proposal in the students; although not only was the search for these investigations helpful, but also knowing how a teacher should develop in a real context because this was important since it is not possible to come to a public institution to teach applied master classes in universities. All this was a general and nutritious coverage which helps us to establish ourselves as future teachers.

Chapter 2: Institutional Observation and Diagnostic Report

Institutional Observation

The institutional observation was the starting point of the process of integral practice and systematization of the future teacher in the educational establishment in which he was immersed, whose name is Gilberto Alzate Avendaño Educational Institution. The observation was of the utmost importance since it helped the intern to learn about different aspects such as knowing the real context of the institution, how the school was organized and how the intern worked as part of the team of teachers on a temporary basis. For this, the guidelines gave a week for the intern to make the appropriate observation so that he could get to know the institution as a first step, in order to be able to develop this chapter, which has aspects to follow such as the PEI, the study plan given by the different organizations and the methodology implemented by English teachers.

Documentary Analysis

Topographical location

The Gilberto Álzate Avendaño School Educational Institution is located in a strategic place in La Vega neighborhood of the city of Villavicencio, Meta, Colombia ([See figure 1](#)), bordering Los Comuneros, Macunaima and La Alborada neighborhoods. The neighborhood stratum is between levels two and three; and the economy of the sector is based on a great diversity of occupations, starting with the informal taking into account small businesses, shops, beauty salons, drugstores, bakeries, restaurants and internet classrooms. It is pertinent to underline that 65% heads of households are employees of public and private companies. The community that surrounds the institution has the presence of shopping centers such as Homecenter, Viva Villavicencio, Villa Centro and

Llano Centro, and nationally recognized hotels such as El Gran Hotel and El Hotel Estelar; There is also a health center located in La Esperanza neighborhood, which is nearby and can be very useful for all members of the educational community as long as they carry the health card issued by the school. Also, the institution can count on the multifunctional services (cinema, sculpture, painting, art in general and conferences) offered by one of the Emblematic Monuments of the City of Villavicencio called Germán Arciniegas Library. Currently, 90% of the population of the educational center come from other places to seek a better future, but they are easily attracted to this land thanks to the customs, the food, the dance, the music, the traditions that are impregnated and they defend them with a sense of belonging.

The address of the Gilberto Alzate Avendaño educational institution is Avenue 30 and 5th street, La Vega neighborhood, Villavicencio, Meta.

Figure 1: Map of Villavicencio



Institutional History

The school was created by Ordinance 077 of November 4, 1992 at the initiative of the Governor Doctor Armando Baquero Soler, with Mr. Jesús María Gómez as Secretary of

Education and Doctor Juan de Dios Bermúdez Díaz as Secretary of Works. The rapporteur of the project was the honorable Deputy Juan Agustín Rodríguez Ortiz of the Independent Conservatism who proposed the idea of giving it that name.

The institution provisionally began administrative work on February 1, 1993 at the John Fitzgerald Kennedy School facilities under the direction of Nahin Manosalva Arévalo, Bachelor of Educational Administration, and Mrs. Luz Ángela Castiblanco as Paying Secretary.

Academic activities began on February 22, 1993 with 200 scholars who were divided into four groups of 50 students each: three sixth graders (6th) and one seventh grader (7th) under the supervision of 7 licensed teachers.

On October 22 of that same year, Engineer José Estiliano Acosta, Secretary of Municipal Planning, issued a technical concept to the departmental governor on the location of the school in green areas, lot No. 5 with 4,588 square meters, lot No. 6 with 2,070 square meters for a total of 6,658 square meters in Barrio La Vega.

In 1994, the number of scholars rose to 310 distributed in 6 groups: three from sixth grade (6th), two from seventh grade (7th) and one from eighth grade (8th) and the list of teachers was increased to 14.

At the end of this same year, the construction contract for the 1st level of the physical plant worth \$136,000,000 million pesos was awarded to Architect Oswaldo Niño Morales.

For the year 1995, the number of schoolchildren enrolled reached 500; distributed in 11th grades; six in the morning and five in the afternoon: five from sixth grade (6th),

three from seventh grade (7th), two from eighth grade (8th) and one from ninth grade (9th) and the list of teachers it reached 20, 16 nationalized and 4 departmental. In this year, the construction of the first level of the physical plant began and an agreement was established with the Villa Bolívar School for the projection of the basic primary and preschool levels.

In 1996, the number of students was 630, distributed in 14 groups of 45 each: four sixth grades (6th), four seventh grades (7th), three eighth grades (8th), two ninth grades (9th), one tenth grade (10th) and the teaching list rose to 26: twenty nationalized, five departmental and one municipal. On February 21, a part of the institution was inaugurated by the President of the Republic Ernesto Samper Pizano, which consisted of six classrooms, a multiple classroom, two health units and administrative units for the rectory, secretariat, coordination, payroll and training yard and recreation.

During 1996, with the school's own resources and the collaboration of the parents, the teachers' room, the computer room equipped with 20 computers, an underground tank with a capacity of 56,000 liters of water and the nursing and sports facilities were built. Likewise, by management of the Institutional Board of Directors, a project for \$36,000,000 pesos was channeled for endowment through agreement No. 4129-95 of the FIS and the Villavicencio Mayor's Office. In 1997, enrollment amounts to 720 students divided into 16 grades, eight in the morning and eight in the afternoon: four grades from sixth (6th), three from eighth (8th), three from ninth (9th), two of tenth (10th) and one of eleven (11th), first promotion of commercial baccalaureate with emphasis in computer science. The list of teachers reached 30: twenty-four nationalized, five departmental and one municipal.

During the course of this year, with the school's own resources and voluntary contributions from parents, with the collaboration of the Villavicencio Public Works

Secretariat, the cafeteria and the physics and chemistry laboratories were built. Similarly, through the management of the Institutional Board of Directors, the approval of a co-financed project worth \$160,000,000 pesos was achieved through agreement No. 6158-96 between the FIS and the department for the construction of six classrooms and one for educational aid at the second level, the total enclosure of the area. In addition, the adjudication of the lot of the green zone No. 6 of La Vega Urbanization was managed for the construction of a sports center with the collaboration of the Mayor's Office of Villavicencio, works that were executed in 1998.

For 1998, an enrollment of 800 schoolchildren distributed in 18 classrooms is projected: three sixth grades (6th), four seventh grades (7th), three eighth grades (8th), three ninth grades (9th), three of tenth (10th) and two of eleven (11th) and the teaching list was expanded to 35. The accelerated growth of the members of the institution was due to the influence of a large densely populated residential area, with almost 80,000 inhabitants made up of the neighborhoods: La Esperanza, Villa Bolívar, La Vega, Rosa Blanca, Las Acacias, Carulú, El Palmar, Piamonte, Sesquicentenario, Santa Marta, Coralina, La Alborada, Serranía and other surrounding areas.

As of the year 2002, according to resolution 1956 of 2002, it acquires a new company name “I.E. Gilberto Alzate Avendaño Departmental School” and adopts the Preschool, Basic and Technical Middle levels.

As of 2010, scholars have the option of taking the Technician specialties in integration with SENA. In Register of Accounting Operations or the specialty of Technician, in Document Management Assistance. In addition, the I.E. graduates its

students with a double degree: Technical Bachelor in Commerce and Computer Science and in integration with SENA; in one of the two specialties.

Currently, the Gilberto Alzate Avendaño School offers, in integration with SENA, the specialties of Accounting Technician for Commercial and Financial Operations and Administrative Assistance Technician, made possible through the agreement signed between the Municipal Education Secretariat and the National Apprenticeship Service, and academic media.

The Educational Institution has been guided by Ms. Nahin Manosalva Arévalo, founding Rector (RIP), from 1992 to 1999, Ms. Martha Yolanda Muñoz, year 2000, Ms. Ruth Rodríguez de Amaya from 2000 to May 2008, Ms. Blanca Leticia Tacha de Montegre, from May 2008 to July 2013 and its current Rector, engineer Robinson Ferney Romero Contento.

In relation to the shield, at the meeting, the rector Lic. NAHIN MANOSALVA AREVALO and a group of teachers at the JOHN F. KENNEDY Headquarters primary school contributed their ideas for the design [\(See figure 2\)](#). This represents the vision and mission of our Institution in terms of the appropriation of knowledge placed at the service, advancement and evolution of science, technology, art and culture. For this reason, an open book with the words SCIENCE AND CULTURE, a lamp that symbolizes CREATIVITY, a pen and an inkwell symbol of ingenuity and brilliant ideas is represented in it.

Figure 2: Shield Gilberto Alzate Avendaño Educational Institution



In relation to the flag ([See figure 3](#)), each color is shown with the respective meaning:

GREEN. Which is a symbol of balance and weighting, invites us to move forward, reminds us of the relationship with nature and the immensity of our plain. Identifies being youthful, friendly and good partner.

BLUE. It reflects the sky that covers our plain. The intelligence, the truth and wisdom that our young Rising Ones have.

WHITE. It represents the innocence and tranquility of our schoolchildren. It evokes the greatness of our plain and the peace that should reign in the plains society and our country.

YELLOW. It represents the wealth of the plains region and mainly the wealth that exists within each human being who enters the rebel community.

Figure 3: Flag of Gilberto Alzate Avendaño Educational Institution



Institutional objectives

The objectives are triggered in objectives common to all areas, objectives of preschool education, objectives of basic primary education, specific objectives of basic primary education and objectives of secondary education.

Objectives common to all areas.

The primary objective of each and every one of the educational levels is the comprehensive development of students through structured actions aimed at:

- a) To form the personality and the capacity to assume with responsibility and autonomy their rights and duties;
- b) Provide solid ethical and moral training, and encourage the practice of respect for human rights;
- c) Promote in the educational institution, democratic practices for learning the principles and values of citizen participation and organization and stimulate autonomy and responsibility;

- d) Develop a healthy sexuality that promotes self-awareness and self-esteem, the construction of sexual identity while respecting the equality of the sexes, affection, mutual respect, and preparing for a harmonious and responsible family life;
- e) Create and foster an awareness of international solidarity;
- f) Develop school, professional and occupational orientation actions;
- g) Form an educational conscience for effort and work;
- h) Promote interest in and respect for the cultural identity of ethnic groups.

Objectives of preschool education.

In all official or private establishments that offer formal education, it is mandatory at the levels of preschool, basic and secondary education, to comply with:

- a) The study, understanding and practice of the Constitution and civic instruction, in accordance with article 41 of the Political Constitution;
- b) The use of free time, the promotion of diverse cultures, the practice of physical education, recreation and training sports, for which the Government will promote and stimulate its dissemination and development;
- c) The teaching of the protection of the environment, ecology and the preservation of natural resources, in accordance with the provisions of article 67 of the Political Constitution;
- d) Education for justice, peace, democracy, solidarity, fellowship, cooperativism and, in general, the formation of human values;
- e) Sex education imparted in each case according to the psychic and affective needs of the scholars according to their age.

Objectives of basic primary education.

- a) Promote general education through critical and creative access to scientific, technological, artistic and humanistic knowledge and its relationships with social life and with nature, in such a way that it prepares the schoolchild for the higher levels of the educational process. and for its connection of society and work;
- b) Develop communication skills to read, understand, write, listen, speak and express themselves correctly;
- c) Broaden and deepen the logical and analytical reasoning for the interpretation and solution of the problems of science, technology and everyday life;
- d) Promote knowledge and understanding of the national reality to consolidate the values of Colombian nationality such as solidarity, tolerance, democracy, justice, social coexistence, cooperation and mutual aid;
- e) Promote interest and the development of attitudes towards research practice;
- f) Promote social, moral and other values of human development.

Specific objectives of basic primary education.

- a) The formation of fundamental values for coexistence in a democratic, participatory and pluralistic society;
- b) The promotion of the desire to know, of personal initiative in the face of knowledge and in the face of social reality, as well as the critical spirit;
- c) The development of basic communication skills to read, understand, write, listen, speak and express themselves correctly in Spanish and also in the mother tongue, in the case of ethnic groups with their own linguistic tradition, as well as the promotion of the love of the reading;

- d) The development of the ability to appreciate and use language as a means of aesthetic expression;
- e) The development of the mathematical knowledge necessary to handle and use simple calculation operations and elementary logical procedures in different situations, as well as the ability to solve problems that involve this knowledge;
- f) The basic understanding of the physical, social and cultural environment at the local, national and universal level, according to the intellectual development corresponding to age;
- g) The assimilation of scientific concepts in the areas of knowledge that are the object of study, according to intellectual development and age;
- h) The assessment of the hygiene and health of the body itself and training for the protection of nature and the environment;
- i) The knowledge and exercise of one's own body, through the practice of physical education, recreation and sports appropriate to their age and leading to physical and harmonious development;
- j) Training for children's participation and organization and the proper use of free time;
- k) The development of civil, ethical and moral values, of social organization and of human coexistence;
- l) Artistic training through body expression, representation, music, visual arts and literature;
- m) The acquisition of elements of conversation and reading in at least one foreign language;
- n) The initiation in the knowledge of the Political Constitution;
- o) The acquisition of skills to function autonomously in society.

Objectives of secondary education.

- a) Initial basic job training;
- b) The preparation to join the productive sector and the training possibilities it offers;

Appropriate training for the objectives of academic secondary education, which allows the schoolchild to enter higher education.

Institutional organization chart

The organization of the institution starts from the state offices such as the department's Secretary of Education, the Local Economic Development Unit (UDEL) and the Rector's Office. [\(See figure 4\)](#)

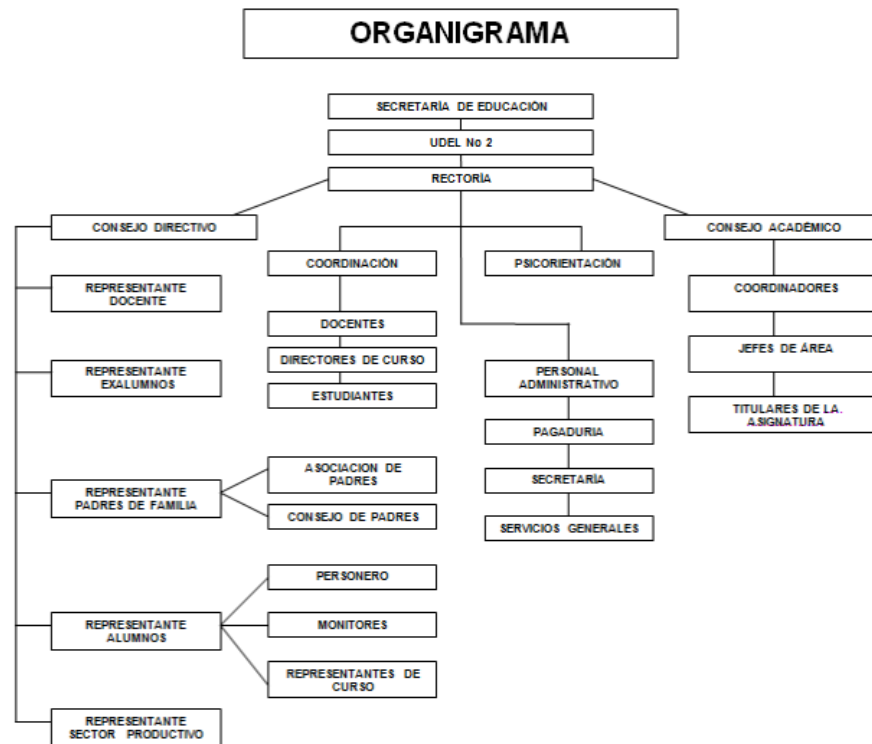
On the other hand, the institution is made up of two important internal bodies such as the Board of Directors and the Academic Council, these being managed by the Rector's Office.

The Board of Directors, on the one hand, is made up of the Teaching Representative, the Alumni Representative, the Parents' Representative (which, in turn, is divided into the parents' association and the parents' council), the Student Representative (which, in turn, is divided into the official, the monitors and the course representative) and, finally, the Representative of the Productive Sector.

The Academic Council, on the other hand, is made up of the coordinators, the heads of the area and the heads of each subject.

And, finally, the Rector's Office is made up of the administrative staff, the pay office, the secretariat and general services; in addition to psychoorientation, coordination, teachers, directors of each course and students.

Figure 4: Institutional organization



Institutional principles

The fundamental principles of the Gilberto Alzate Avendaño Educational Institution are:

1. Humanize and personalize man in his being and in his action.
2. That he integrates him into the social process in his environment, in permanent change.
3. That he exercises a critical function in the face of the realities that he lives personally and in community.
4. That guides the learner as a subject not only of their own development but also at the service of the development of the community.

5. That there be an exchange of points of view: educating educator in an equitable relationship.
6. That motivates the teacher, students, parents and coordinator to exchange points of view with the other members of the educational community.
7. That encourages the schoolchild to be mentally active, to be curious, to have initiative, to be critical and to relate things. To have confidence in their own ability to figure out problems.
8. That all members of the educational community must be active subjects in the process of change and development, both in the establishment and in the environment.
9. That encourages the teacher to assume himself as a professional in education, that is, as a subject of pedagogy, science and research.

Vision and mission

Vision.

In 2020, our institution will be recognized in the region for its high academic and technical quality, with humanistic training based on communication, coexistence and an entrepreneurial spirit.

Mission.

We are an educational institution with the levels of preschool, basic, academic and technical, of an official nature that offers education with high rates of academic quality, based on the formation of humanistic values, communication, coexistence, entrepreneurial

spirit and sense of belonging, with the purpose of contributing to the development of society.

Institution Philosophy

The philosophical ideal of our Gilberto Alzate Avendaño Educational Institution is:

"With a sense of progress, honesty and good manners, we will be the citizens who shape our future and our own quality of life."

In the educational community, parents, directors, teachers and students are integrated and participate in a true dialogue, each one according to their function, in search of an integral formation of those who will govern the destinies of society. The philosophical foundations of the current curriculum educational content contain the conception of man projected towards his cultural, historical and social character, presenting him as a protagonist, responsible for his destiny, both in his personal and social dimension. Education is one of the processes used by society to mold in its image the new generations. Through it, it recreates in the schoolchildren their means of thinking, feeling and acting and offers them the possibility of developing their personality in the transformation of reality. Therefore, by locating ourselves within the framework of the universal, national, regional and local problems. The Gilberto Alzate Avendaño School Educational Institution intends to guide the formation of useful men as well, to the family, to society and to the country, within the postulates of human respect, solidarity, efficiency and responsibility of all its acts.

Institutional values

There is no specific paragraph that speaks of consolidated values. However, some values are named in the objectives of the institution. For example, the institution encourages and strengthens students through a comprehensive education taking into account the institutional principles and values. In addition, scholars must be committed to moral and citizen values, helping them to be forging beings of a democratic and humanistic society.

In primary grades it is convenient to be accompanied by tutors or parents to create habits of responsibility, hygiene and formation of values such as respect and solidarity and minimize the risks that may arise. As well as putting into practice individual knowledge and values to develop their personality. The fundamental objective regarding the above is the integral formation of the student based on the development of human values, citizen, basic, general and labor competencies to provide our society with a productive person with a high sense of social service. In the same way, the values of participation, culture, research and the stimulation of artistic creation in its different manifestations are encouraged.

Criteria for the preparation of the Curriculum - Article 33 Decree 1860 of 1994

The development of the curriculum is the product of a set of organized activities leading to the definition and updating of criteria, study plans, programs, methodologies and processes that contribute to comprehensive training and national cultural identity in educational establishments. The curriculum is developed to guide the academic work and must be conceived in a flexible way to allow its innovation and adaptation to the characteristics of the cultural environment where it is applied. In accordance with the provisions of article 78 of Law 115 of 1994, each educational establishment will maintain

curricular development activities that include research, design and permanent evaluation of the curriculum (INSTITUCIONAL, 2017)

In accordance with the provisions of article 77 of Law 115 of 1994, formal education institutions enjoy the autonomy to structure the curriculum in terms of content, teaching methods, organization of training, cultural and sports activities, creation of options for choice of schoolchildren and introduction of adaptations according to regional or local conditions. However, the design of the curriculum made by each educational establishment must take into account:

- a. The aims of education and the objectives of each level and cycle defined by the same law;
- b. The achievement indicators defined by the Ministry of National Education;
- c. The guidelines issued by the Ministry of National Education for the design of curricular structures and the procedures for their creation;
- d. The organization of the different areas that are offered.

Relevant Aspects of the Community Handbook

The School Coexistence Regulations (or Community Handbook) are part of the school's internal regulations, and serve to guide the behavior of students, teachers, parents, education assistants and managers.

The purpose of this Coexistence Manual of the Gilberto Alzate Avendaño Educational Institution is to group the initiatives of parents, students, teachers, managers and administrators into a set of concerted and coherent guidelines that govern social and

academic behavior of the educational community; guidelines that correspond to the changing situations of history to the needs and demands that education raises in our days and to the responsibility of training men and women with a true integration based on scientific knowledge, tolerance and respect for others in their human rights.

It takes elements of Law 1098 of 2006 (Law of Children and Adolescents) that enshrines universal basic principles such as comprehensive protection, in the recognition as subjects of rights, guarantee and fulfillment of the same for which it established the need to create policies and plans, as well as allocate physical, human and financial resources for their protection (Art. 9 Law 1098 of 2006 - Law on Children and Adolescents).

Likewise, this manual contemplates fundamental aspects of the Political Constitution of Colombia such as respect for human rights, peace and democracy, with a true participation of the school community in the new conception of educational administration. Therefore, each and every one of the members of the Alzatista community remain seriously and responsibly committed to its strict compliance.

Chapters of the Community Handbook.

The chapters made up by the coexistence manual are:

1. Historical review.
2. Chapter I. Generalities of the institution.
3. Chapter II. Of the admission, registration and permanence of the students.
4. Chapter III. of the school government.
5. Chapter IV. Of the students.
6. Chapter V. Regime of coexistence and due process.
7. Chapter VI. Coexistence school committee, care route, classification of situations and protocols.
8. Chapter VII. From the rector, coordinator, teachers, admitted staff.
9. Chapter VIII. Of the evaluation.
10. Chapter IX. From the parents.

11. Chapter X. General provisions.

Regulations in the face of the health emergency of the Educational Institution

COVID-19 has drastically changed the way we live. Humanity has had to adapt to new forms of interaction that incorporate the so-called social distancing. The educational sector has not been immune to these changes and the continuity of the educational process faces great challenges. In recent months, we have been collecting very valuable experiences and learning that have guided us on how to continue accompanying the families of the ALZATISTA community, maintaining quality standards and providing support for work at home. We are convinced of our role and commitment to public policies aimed at guaranteeing the gradual and progressive return of our students to the classroom and face-to-face education, under the strictest safety standards and always guaranteeing the quality of the academic process. Under the new protocols that govern Colombia, the following biosecurity measures have been defined, which include the main actions that will govern our school against the return of students, teachers and managers.

Steps to follow for attendance

For students.

The steps to follow to avoid the spread of Covid-19 in this resumption of attendance are:

1. Parents will take the temperature of their children, in case of symptoms of cold, high temperature, stomach pain, among others, do not send them to school.

2. Each schoolchild must carry in their backpack the necessary supplies for the day of class, since loans will not be allowed.

3. Students are not allowed to bring toys, headphones or any object that may be contaminated.

4. Students will attend in uniform; the shirt, at a minimum, must be washed every day. The day they must wear the physical education uniform, wear the school sweatshirt.

5. You will not be able to enter the school if you have been in contact with someone with symptoms of Covid-19; having to quarantine, as established by the Ministry of Health.

6. It is suggested that students with chronic, diabetic, asthmatic, immunological diseases and/or who live with people at high health risk refrain from attending face-to-face classes.

7. Scholars who travel by public transport are encouraged to change their clothes when entering school, put on the uniform and keep the clothes they used to travel in their suitcase.

For parents.

As for parents, keep in mind:

- Adopt the measures established by the institution against visits and entry to the school facilities.
- Ensure the completion of the health conditions survey sent to each student.
- Encourage self-care standards in children.
- Inform the school if the student has been in contact with patients under study or in isolation due to suspicion or confirmation of Covid-19.
- The physical education class will be passive and sports will not be practiced together.

- They will not hold meetings or general assemblies of students or teachers in physical form.

Infrastructure

The Gilberto Alzate Avendaño Educational Institutional currently has 2 locations, which have a physical plant structured as follows: The Villa Bolívar location, in which the primary school operates, has the following structure [\(See table 1\)](#):

Table 1: Villa Bolívar Headquarter

CLASSROOMS	NUMBER
Classrooms	6
Systems classroom	1
audiovisual classroom	1
Auditorium	1
Reading room	1
OFFICES	NUMBER
Rectory	1
Coordination	1
Teacher's room	1
Psycho-orientation	1
ANOTHER	NUMBER
Cafeteria	1
School restaurant	1
Reception	1
Bathrooms	2

Sports Center	1
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And the main or high school headquarters located in La Vega sector currently has the following physical plant [\(See table 2\)](#):

Table 2: La Vega Headquarter

CLASSROOMS	NUMBER
Classrooms	10
Systems classroom	2
Multiple room	1
Sports room	1
OFFICES	NUMBER
Rectory	1
Coordination	1
Psycho-orientation	1
Teachers' room	1
Secretary	1
Pay Office	1
Store	1
ANOTHER	NUMBER
Cafeteria	1
library	1

Laboratory	1
Reception	1
Bathrooms	4
Sports Center	1
Main courtyard	1
Parking	1

Pedagogical aspect

The pedagogical action is an information exchange activity using different media, from physical to electronic, to achieve enculturating purposes, whose objective is to teach and learn knowledge, gain abilities and skills and competencies to operate and act in this highly competent world. The object of the pedagogical action is to instill a behavioral model, whether ethical-cultural, social, cognitive or instrumental. With the above, the teachers of the English area, in the return to presence, have used various strategies for teaching the topics proposed in the standards of the Ministry of National Education (MEN) explaining a grammar topic every two weeks per course and leaving activities for during and after class.

Teacher methodology

At the beginning of each class, the teacher calls the list to record the presence of the scholars, then explains the grammatical new topic or resumes if there is already a half-explained grammatical topic. The teacher has the habit of explaining the topic and then leaves an activity that the students must develop during the class; this work is only left for home in case of little time in the classroom and the next class she reviews and/or corrects

Institutional resources

As far as the institution is concerned, the institution has several resources for the development of the classes of the different subjects. Each classroom has a smart TV and special wiring for the internet service to connect it to the computers; It also has a sports room, a scientific room or laboratory, a cafeteria, a teachers' room, the nursing room and others.

On the other hand, the Colombian Ministry of Education facilitates the use of bibliographic resources such as Way to Go and English Please Fast Track found cybernetically in Colombia Aprende for scholars of the various grades of an educational institution. The topics that are explained in class are taken from these books. However, teachers do not follow the schedule given by the planned, rather they have a slow pace, that is, they take into account the learning rate of the average schoolchild.

Syllabus

The educational facility at the beginning of the year programs certain grammatical topics according to each grade, following the guidelines of the basic English standards of the MEN.

The syllabus of seventh and ninth grade are shown since they are groups that the intern will have in charge.

Seventh grade

1°, 2°, 3° and 4° periods ([See figure 6](#))

Figure 6: Syllabus of 7th grade

AREA: HUMANIDADES

ASIGNATURA: INGLES

GRADO: SEPTIMO

PERIODO: UNO

IHP: 30

AÑO: 2019

ESTÁNDARES:

1. Utilizo vocabulario adecuado para darle coherencia a mis escritos
2. Comprendo una descripción oral sobre una situación, persona, lugar u objeto.
3. Identifico en textos sencillos, elementos culturales como costumbres y celebraciones

⊕ **FACTOR:** escucha, lectura, monologo, escritura y conversación. (C 3). Lingüística = 1 Pragmática = 2 Sociolingüística = 3

EJE TEMÁTICO	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN EVIDENCIAS	ENSEÑANZAS TRANSVERSALES
Habilidad Comunicativa De Producción <ul style="list-style-type: none"> Simple present tense- verb want + infinitive /direct object noun W question who, what, where, when , why, and whose The process of socialization Likes and dislikes / favorites Hobbies – Free time activities – traditional games Indoor and outdoor activities Giving and requesting information about daily activities Personal <u>care</u> and <u>nutrition</u> Adverbs of frequency Family members Making plans The present continuous for plans Wh questions Expression for making plans Means of communication Poster – emails Slogans – <u>infographics</u> Informative sentences and paragraphs 	BAJO: Redacto preguntas y respuestas para indagar por acciones relacionadas con mis pasatiempos BÁSICO: DBA 1. Participa en conversaciones cortas en las que brinda información sobre sí mismo, sobre personas, lugares y eventos que le son familiares DBA 2. Describe, de manera oral, personas, actividades, eventos y experiencias personales ALTO: Escribo textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Para la escritura se ayuda de una secuencia de imágenes y un modelo preestablecido SUPERIOR: Escribo textos expositivos empleando las formas del verbo presente progresivo, el verbo haber, el verbo	Aplico las normas gramaticales y enriquezco el vocabulario desarrollando las actividades del <u>workbook</u> 1. What Do You Do in Your Free Times? 2. What are Your Hobbies? 3. Playing traditional Games 4. Healthy Eating 5. Be <u>Smarter</u> : Do <u>exercise</u> 6. Being clean Is Cool and fun Aplico gramática, vocabulario, desarrollando las actividades del <u>workbook</u> 1. Getting To Know Yourself 2. Getting in With Others 3. It's a matter of Communication Mediante el desarrollo de los talleres propuestos en clase aplico el vocabulario y las normas gramaticales vistas. Likes and dislike, favorites, Hobbies	COMPETENCIAS CIUDADANAS: Comprendo que el espacio público es patrimonio de todos y todas y por eso lo cuido y respeto. COMPETENCIAS LABORALES: Construyo una visión personal de largo, mediano y corto plazo, con objetivos y metas definidas, en distintos ámbitos TRANSVERSALIDAD Promueva la colaboración y la cooperación en el aula de clase Colaborar vs. Cooperar en el aula (<u>Prompt the child</u> to collaborate in class activities)

AREA: HUMANIDADES

ASIGNATURA: INGLES

GRADO: SEPTIMO

PERIODO: DOS

IHP: 30

AÑO: 2019

ESTÁNDARES:

1. Completa información personal básica en formatos y documentos sencillos.
2. Establezco comparaciones entre personajes, lugares y objetos
3. Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición

⊕ **FACTOR:** escucha, lectura, monologo, escritura y conversación. (C 3). Lingüística = 1 Pragmática = 2 Sociolingüística = 3

EJE TEMÁTICO	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN EVIDENCIAS	ENSEÑANZAS TRANSVERSALES
Habilidades comunicativas de comprensión y producción <ul style="list-style-type: none"> The simple present Feelings and emotions Making and asking for apologies Connectors/conjunctions For this reason, because of, since, as a result Sequence adverbs Modals Giving advice and requesting information Social issues Sicknesses and health Past simple was /were Imperative 	BAJO: Traduzco textos y deduzco información sobre situaciones del entorno escolar BÁSICO: DBA 3. Escribo textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares DBA 4. Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto ALTO: Entiendo la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Para la comprensión del texto, me apoyo en palabras y frases familiares relacionadas con el juego, el deporte, y promuevo campañas contra el <u>bullying</u>	Aplico gramática, vocabulario, desarrollando las actividades del <u>workbook</u> 1. <u>On your marks</u> 2. <u>Fair play</u> 3. <u>We are the champions</u> 4. <u>School trips</u> 5. <u>Amazing people</u> Leo y comprendo, desarrollando las actividades del <u>workbook</u> 1. <u>This is my story</u> 2. <u>Class president</u> 3. <u>Don't be a bully</u> 4. <u>Let's unite against bullying</u>	COMPETENCIAS CIUDADANAS: Identifico las necesidades y los puntos de vista de personas o grupos en una situación de conflicto, en la que no estoy involucrado. (En un problema, escucho a cada cual para entender sus <u>opiniones</u> ...) COMPETENCIAS LABORALES: Comprendo el impacto de las acciones individuales frente a la colectividad TRANSVERSALIDAD Estilos de vida saludable Permito que los estudiantes soliciten ayuda cuando sea necesario y desarrolle estrategias de aprendizaje colaborativo utilizando <u>How to use Google apps</u>

AREA: HUMANIDADES

ASIGNATURA: INGLES

GRADO: SEPTIMO

PERIODO: TRES

IHP: 30

AÑO: 2019

ESTÁNDARES:

1. Identifico el significado adecuado de las palabras en el diccionario según el contexto. (C 1.2)
2. Aplico estrategias de lectura relacionadas con el propósito de la misma. (C 2)
3. Hago exposiciones muy breves, de contenido predecible y aprendido (C 1.2)
4. Describo con oraciones simples mi rutina diaria y la de otras personas. (C1.2)
5. Utilizo códigos no verbales como gestos y entonación, entre otros. (C 3)

⊕ **FACTOR:** escucha, lectura, monologo, escritura y conversación. (C 3). Lingüística = 1 Pragmática = 2 Sociolingüística = 3

EJE TEMÁTICO	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN EVIDENCIAS	ENSEÑANZAS TRANSVERSALES
Habilidades comunicativas de comprensión y producción <ul style="list-style-type: none"> Imperative: let's + infinitive Have to + verb I can't Modal verb can/ can't Let's do something? Vocabulary Descripciones The simple present and the simple past Describing situations and events 	BAJO: Identifico las estructuras del verbo en diferentes modos y tiempos BÁSICO: DBA 5. Reconoce información específica relacionada con objetos, personas y acciones cuando le son conocidos y le hablan de manera pausada. Para esto, puede llegar a requerir de ayudas visuales tales como imágenes o textos. DBA 6. Da y recibe instrucciones, recomendaciones y sugerencias sobre temas relacionados con su entorno cotidiano. ALTO: Identifico el tema general y los detalles relevantes en conversaciones, exposiciones, enriquezco el vocabulario y participo en campañas y exposiciones sobre los temas ambientales	Identifico el significado adecuado de las palabras según el contexto resolviendo las actividades e <u>workbook</u> 1. Colombia: a country of <u>wonders</u> 2. <u>Our diverse natural world</u> 3. <u>Let's protect our native species</u> 4. <u>The world around us</u> 5. Our natural resources What are we doing to our world? Hago exposiciones muy breves, de contenidos predecibles en temas relacionados con el <u>workbook</u> 1. A place for <u>everything</u> 2. <u>Let's prevent water pollution</u> 3. <u>We must save energy</u>	COMPETENCIAS CIUDADANAS: Ubico los recursos en los lugares dispuestos para su almacenamiento. COMPETENCIAS LABORALES: Comprendo el impacto de las acciones individuales frente a la colectividad TRANSVERSALIDAD (<u>Guide the child</u> to <u>build up his/her identity</u>) Guíe a los estudiantes a construir su identidad Proyecto lector. Enriquezco mi vocabulario relacionado situaciones del entorno familiar

ÁREA: HUMANIDADES

ASIGNATURA: INGLES

GRADO: SEPTIMO

PERIODO: CUATRO IHP: 30

AÑO: 2019

ESTÁNDARES:

1. Identifico en textos sencillos, elementos culturales como costumbres y celebraciones. (C 2.3)
2. Identifico la acción, los personajes y el entorno en textos narrativos. (C 2)
3. Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido. (C 1.2. 3)
4. Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares

⚙️ **FACTOR:** escucha, lectura, monologo, escritura y conversación. (C 3). Lingüística = 1 Pragmática = 2 Sociolingüística = 3

EJE TEMÁTICO	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN EVIDENCIAS	ENSEÑANZAS TRANSVERSALES
Habilidades comunicativas de comprensión y producción <ul style="list-style-type: none"> • <u>Comparatives and superlatives</u> • <u>Comparing contrasting different countries</u> • <u>The present continous</u> • <u>Pasts continouns</u> • <u>Pasts simple</u> 	BAJO: utilizo el verbo to be para hacer y responder preguntas en afirmativo e interrogativo, verbos regulares e irregulares	Identifica en textos sencillos, elementos culturales como costumbres y celebraciones en las actividades del <u>workbook</u>	COMPETENCIAS CIUDADANAS: Analizo cómo mis pensamientos y emociones influyen en mi participación en las decisiones colectivas.
	BÁSICO: DBA 7. Describe acciones relacionadas con un tema de su entorno familiar o escolar. Para esto, usa oraciones Sencillas y se apoya en imágenes	<ol style="list-style-type: none"> 1. <u>Amazing countries</u> 2. <u>Crossing borders</u> 3. <u>World citizens</u> 4. <u>The biggest cities</u> 5. <u>Incredible places</u> 6. <u>The Colombian Caribbean</u> 	
	ALTO: Escribo textos sencillos describiendo hechos del entorno cultural y las celebraciones tradicionales	Aplico normas gramaticales y sintácticas en las actividades del <u>workbook</u> <ol style="list-style-type: none"> 1. <u>Great experiences</u> 2. <u>Cultural diversity</u> 3. <u>Celebrate traditions</u> 	
	SUPERIOR: Escribo textos argumentativos aplicando <u>Contries and nationalities, Holidays and celebrations around the world, Comparatives and superlatives, Comparing</u>	Redacto textos argumentativos utilizando: <u>Contries and nationalities, Holidays and celebrations around the world, Comparatives and superlatives, Comparing contrasting</u>	
			COMPETENCIAS LABORALES: Comprendo el impacto de las acciones individuales frente a la colectividad
			PROYECTOS TRANSVERSALES Proyecto día científico: <u>Encourage participation in other children's activities</u> (Estimular la participación de los estudiantes en actividades propias de su edad). Proyecto lector: reconozco en textos cortos la estructura del verbo

Ninth grade

1°, 2°, 3° and 4° periods (See figure 7)

Figure 7: Syllabus of 9th grade

AREA: HUMANIDADES

ASIGNATURA: INGLES

GRADO: NOVENO

PERIODO: UNO

IHP: 30

AÑO: 2019

ESTÁNDARES:

1. Parafraseo información que leo como parte de mis actividades académicas. (C 1.2)
2. Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. (C1.2)
3. Infero información específica a partir de un texto oral. (C 3).

FACTOR: ESCRITURA, MONOLOGO Y CONVERSACIÓN Lingüística = 1 Pragmática = 2 Sociolingüística = 3

EJE TEMÁTICO	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN EVIDENCIAS	ENSEÑANZAS TRANSVERSALES
Habilidades comunicativas de comprensión y producción Family and college The alphabet The numbers Personal pronouns Countries Relative clauses That, which, who, whom, whose, etc. Modal verbs of obligation Should, have to, must Conditionals Real and unreal situations: -The zero conditional The first conditional The second conditional The third conditional Question and answer	BAJO: Me arriesgo a participar en conversaciones cortas con mis compañeros y mi profesor y hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno.	Desarrollo las lecciones del módulo 1 de <u>students book 1 Fast Track</u>	COMPETENCIAS CIUDADANAS: Preveo las consecuencias, a corto y largo plazo, de mis acciones y evito aquellas que pueden causarme sufrimiento o hacérselo a otras personas, cercanas o lejanas COMPETENCIAS LABORALES: Utilizo adecuadamente los espacios y recursos a mi disposición. TRANSVERSALIDAD Proyecto de educación sexual Promueva el respeto de su cuerpo y el de los otros (<u>Promote respect for one's own body and others'</u>).
	BÁSICO: DBA 1. Explica el porqué de planes y acciones relacionadas con su entorno personal, escolar y comunitario. Estructura sus explicaciones de manera apropiada y tiene en cuenta la ortografía, la pronunciación y conectores para comunicar sus ideas. DBA2. Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos. Para esto, tiene en cuenta el vocabulario, los conectores y sus conocimientos previos.	<ol style="list-style-type: none"> 1. <u>This is me!</u> 2. <u>My family</u> 3. <u>School life and people</u> 	
	ALTO: comprende diferentes formas de saludar a la gente y practica diciendo el alfabeto, el número, los colores y las nacionalidades. Describe tu familia y los diferentes tipos de relaciones familiares.	Participa en actividades que ponga en diferentes formas de saludar a la gente y practica diciendo el alfabeto, el número, los colores y las nacionalidades, Describe tu familia y los diferentes tipos de relaciones familiares.	
	SUPERIOR: Redacto textos cortos empleando <u>Relative clauses</u> , That, which, who, whom, whose, etc. Modal verbs of obligation,	<u>Relative clauses</u> , That, which, who, whom, whose, etc. Modal verbs of obligation, Should,	

ÁREA: HUMANIDADES

ASIGNATURA: INGLÉS

GRADO: NOVENO

PERIODO: DOS

IHP: 30

AÑO: 2019

ESTÁNDARES:

1. Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes. (C2. 3)
2. Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase. (C 2)
3. Ejemplifico mis puntos de vista sobre los temas que escribo (C1.2)
4. Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno. (C 1.2)

✚ FACTOR: ESCRITURA, MONOLOGO Y CONVERSACIÓN Lingüística = 1 Pragmática = 2 Sociolingüística = 3

EJE TEMÁTICO	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN EVIDENCIAS	ENSEÑANZAS TRANSVERSALES
Habilidades comunicativas de comprensión y producción From day to day Local color Special days Connectors of addition and <u>contrast</u> However, but, on the other hand, in addition to, nevertheless, whereas etc. The social environment Norms, Values Reported speech Talking about the experiences of others Present simple affirmative Present simple questions third person <u>Presente</u> simple negative	BAJO: Hago narraciones sencillas de hechos en pasado empelando los auxiliares del verbo y el <u>Could, culdn't, el have to - had to</u> BÁSICO: DBA 3. Resume la información que ha leído o escuchado sobre temas relacionados con su entorno escolar y académico a través de escritos estructurado DBA 4. Realiza exposiciones cortas sobre un tema académico de su interés. Para esto, tiene en cuenta la secuencia de las acciones, la claridad de las ideas y se asesora con sus <u>compañeros y su profesor</u> . ALTO: describe rutinas diarias en el tiempos libres, encuentra información sobre diferentes tipos de baile, deportes, música y el clima y descubre cómo celebramos y aceleramos nuestras vacaciones en diferentes partes del mundo.	Desarrollo las lecciones del módulo 2 <u>students book 1 Fast Track</u> From day to day Local color <u>Special days</u> describe rutinas diarias en el tiempos libres, encuentra información sobre diferentes tipos de baile, deportes, música y el clima y descubre cómo celebramos y aceleramos nuestras vacaciones en diferentes partes del mundo.	COMPETENCIAS CIUDADANAS: Comprendo que el engaño afecta la confianza entre las personas y reconozco la importancia de recuperar la confianza cuando se ha perdido COMPETENCIAS LABORALES: Respeto y comprendo los puntos de vista de los otros, aunque esté en desacuerdo con <u>ellos</u> . TRANSVERSALIDAD Estilos de vida saludable Permito que los estudiantes soliciten ayuda cuando sea necesario y desarrolle estrategias de aprendizaje colaborativo utilizando <u>How to use Google apps</u> Proyecto tiempo libre: promueve un positivo auto imagen a través de los sentidos y el lenguaje corporal. Promote positive self-

ÁREA: HUMANIDADES

ASIGNATURA: INGLÉS

GRADO: NOVENO

PERIODO: TRES

IHP: 30

AÑO: 2019

ESTÁNDARES:

1. Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación. (C 1.2.3)
2. Uso un plan para exponer temas relacionados con el entorno académico de otras asignaturas. (C 2)
3. Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco
4. FACTOR: ESCRITURA, MONOLOGO Y CONVERSACIÓN Lingüística = 1 Pragmática = 2 Sociolingüística = 3

EJE TEMÁTICO	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN EVIDENCIAS	ENSEÑANZAS TRANSVERSALES
Habilidades comunicativas de comprensión y producción Quantifiers All, some, both, none, each <u>etc</u> <u>Countable</u> and uncountable nouns There is There are How much How many <u>Intensifiers</u> Extreme <u>adjectives</u> Play games Go + verb + <u>ing</u> Do + activity <u>Can, an</u> can 't	BAJO: leo y comprendo textos narrativos y descriptivos de diferentes fuentes sobre temas que les son familiares relacionados con los estilos de vida BÁSICO: DBA 5. Expresa su opinión sobre un tema discutido en clase y relacionado con su entorno académico. Para esto, cita lo que han dicho sus compañeros, otras personas o fuentes de información DBA 6 Intercambia información sobre temas del entorno escolar y de interés general en una conversación. Para esto, se basa en los apuntes tomados después de leer o escuchar información sobre el tema tratado ALTO: redacta textos narrando y describiendo sobre diferentes alimentos y hábitos alimenticios en todo el mundo, identifica estilos de vida saludables y una forma de cuidar el medio ambiente, compara deportes y ocio comparables en todo el mundo.	Desarrollo las lecciones del módulo 3 <u>students book 1 Fast Track</u> 1. <u>What we eat</u> 2. <u>Take good care</u> 3. <u>Time for fun</u> Comprendo textos y redacto textos teniendo en cuenta diferentes alimentos y hábitos alimenticios en todo el mundo, identifica estilos de vida saludables y una forma de cuidar el medio ambiente, compara deportes y ocio comparables en todo el mundo.	COMPETENCIAS CIUDADANAS: Conozco y utilizo estrategias creativas para solucionar conflictos. (Por ejemplo, la lluvia de ideas) COMPETENCIAS LABORALES: Evalúo el impacto de las acciones desarrolladas en la conservación de los recursos naturales TRANSVERSALIDAD Proyecto día científico: <u>Encourage participation in other children's activities</u> (Estimular la participación de los estudiantes en actividades propias de su edad).

ÁREA: HUMANIDADES

ASIGNATURA: INGLÉS

GRADO: NOVENO

PERIODO: CUATRO IHP: 30

AÑO: 2019

ESTÁNDARES:

1. Comprendo la información implícita en textos relacionados con temas de mi interés. (C 2)
2. Identifico elementos culturales presentes en textos sencillos (C3)
3. Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto. (C 2. 3)
4. Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. (C 1.2.3)

✚ FACTOR: ESCRITURA, MONOLOGO Y CONVERSACIÓN Lingüística = 1 Pragmática = 2 Sociolingüística = 3

EJE TEMÁTICO	NIVELES DE DESEMPEÑO	INDICADORES DE EVALUACIÓN EVIDENCIAS	ENSEÑANZAS TRANSVERSALES
Habilidades comunicativas de comprensión y producción Comparatives and superlatives The imperative Has/ have to for obligation Present continuous Time expressions For actions Negative contractions Present continuous Affirmative and questions	BAJO: Identifico en un texto el <u>Present perfect with for and since</u> . BÁSICO: DBA 7. Identifica el propósito, las partes y tipo de textos en una lectura o audio cortos y los comparte con sus compañeros. Para eso, se apoya en la estructura del texto, los títulos y subtítulos, marcadores de secuencia, conectores y el vocabulario que se repite. DBA 8. Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social. Para ello, tiene en cuenta las relaciones de contraste, comparación, adición, entre otras. ALTO: Aprendo acerca de accidentes geográficos, flora y fauna en el mundo, identifico problemas ambientales, desastres naturales, y ecológicos, analizo cambios en nuestras ciudades y miro la manera de ayudar al medio ambiente	Desarrollo las lecciones del módulo 3 <u>students book 1 Fast Track</u> 1. <u>The world we live in</u> 2. <u>Problems and solutions</u> 3. <u>Changes to make</u> Participo en conversaciones en inglés en las que hable acerca de accidentes geográficos, flora y fauna en el mundo, identifico problemas ambientales, desastres naturales, y ecológicos, analizo cambios en nuestras ciudades y miro la manera de ayudar al medio ambiente	COMPETENCIAS CIUDADANAS: Identifico dilemas de la vida, en los que distintos derechos o distintos valores entran en conflicto y analizo posibles opciones de solución, considerando los aspectos positivos y negativos de cada una. (Estoy en un dilema, entre la ley y la lealtad: mi amigo me confesó algo y yo no sé si contar o no.) COMPETENCIAS LABORALES: Implemento acciones correctivas para proteger el ambiente TRANSVERSALIDAD Proyecto día científico: <u>Encourage participation in other children's activities</u> (Estimular la participación de los estudiantes en actividades propias de su edad).

Technological level

Connectivity.

As far as connectivity is concerned, access to the Wi-Fi network is of the utmost importance, since thanks to this, teachers from different areas can do online activities. From what could be observed from the observation week, almost all classrooms have a smart TV and internet connection.

Also, teachers can use the internet to send activities for the class and even for home. In the same way, it is necessary to project that not all students have access to the Internet at home, so having it in the educational establishment is beneficial for them.

Access and use of platforms

The educational establishment does not have an exclusive and precise platform for a particular use. But when education was virtual, both teachers and students used applications such as WhatsApp and Hotmail to send activities to be done and developed. They also used platforms such as Zoom, Classroom, Google Meet and/or Jitsi Meet to develop synchronous classes, without forgetting the use of the internet educational platform I.E Colegio Departamental Gilberto Alzate Avendaño. Currently, the platforms that teachers implement for communication between students and parents are WhatsApp and Hotmail.

Institutional calendar

The calendar applies to the two locations of the Educational Institution. The events that are reflected in the calendar are divided as follows:

- **CHRONOGRAM 2022** [\(See figure 8\)](#)
 - Semester periods.

- Student recess.
- Institutional development activities.
- Induction to new students.
- Academic periods.
- Holidays for teaching directors and teachers.

Figure 8: Chronogram of Institutional calendar 2022

CRONOGRAMA 2022		
No.	ACTIVIDADES	FECHA
Periodos Semestrales		
1	Primer periodo semestral (20 semanas)	Del 31 de enero al 26 de junio de 2022
	Segundo periodo semestral (21 semanas)	Del 11 de Julio al 04 de diciembre de 2022
	Inicio de clases	Lunes 31 de enero 2022
Receso Estudiantil		
2	Dos semanas	Del 17 al 30 enero de 2022
	Una semana	Del 11 al 17 de abril de 2022
	Dos semanas	Del 27 de junio al 10 de julio del 2022
	Seis semanas	Del 05 de dic del 2022 al 15 de enero 2023
Actividades de Desarrollo Institucional		
3	Una semanas (Inicio de año)	Del 17 de enero al 30 de enero de 2022
	Una semana (Semana Santa)	Del 11 al 17 de abril de 2022
	Una semana (Octubre)	Del 10 al 16 de octubre d 2022
	Una semana (Fin de año)	Del 05 al 11 de diciembre d 2022
	Según Resolución N° 1500-67.10/177 de 2022 de la SEM Villavicencio	
Inducción a estudiantes nuevos		
4	Programa especial	Del 31 enero al 04 de febrero 2022
Periodos académicos		
5	Primer Período	Del 31 de enero al 08 de abril de 2022
	Segundo Periodo	Del 18 de abril al 24 de junio de 2022
	Tercer Periodo	Del 11 de julio al 16 de sept. 2022
	Cuarto Periodo	Del 19 sept. al 02 de diciembre de 2022
Vacaciones directivos docentes y docentes		
6	Dos semanas - mitad de año	Del 27 de junio al 10 de julio de 2022
	5 semana de fin de año 2022 e inicio 2021	Del 12 de diciembre 2022 al 15 enero 2023

- **SPECIFIC ACTIVITIES** [\(See figure 9\)](#)
 - Day of excellence.
 - Review of regulatory books by Coordination.
 - Application of ICFES-type Institutional Knowledge Tests per period.

- Celebrations.
- Cultural and sports day.
- Ordinary meetings of the academic council.
- Meetings with heads of area to monitor the study plan.
- Coexistence Committee Session.
- Delivery of assessment reports to parents, promotion evaluation commissions and area meetings.
- Academic monitoring committee.
- Improvement plan for academic periods.
- School government.
- Progress of projects.
- Evaluation of teaching performance Decree 1278.

Figure 9: Chronogram of specific activities 2022

Nº	ACTIVIDADES	FECHA
	Día de la Excelencia (Día "E")	
10	Taller	Enero 26 y Febrero 03 de 2022
	Revisión de libros reglamentarios por Coordinación	
11	Primera entrega	Del 04 al 08 de abril de 2022
	Segunda entrega	Del 21 al 24 de junio de 2022
	Tercera entrega	Del 12 al 16 de septiembre 2022
	Cuarta entrega	Del 31 de Octubre al 04 de noviembre de 2022
	Aplicación Pruebas Saber Institucionales tipo ICFES por Periodo	
12	Primer periodo	Miércoles 23 de marzo de 2022
	Segundo Periodo	Jueves 09 de junio de 2022
	Tercer Periodo	Martes 30 de agosto de 2022
	Cuarto Periodo	Miércoles 16 de noviembre de 2022
	Celebraciones	
13	DIA DEL IDIOMA	22 de abril de 2022
14	DIA DEL NIÑO (Villa Bolívar)	29 de abril de 2022
15	DIA DEL EDUCADOR	13 de mayo de 2022
16	DIA DE LA FAMILIA	05 de junio de 2022
17	DIA DEL ESTUDIANTE	Miércoles 08 de junio de 2022
	COLOMBIANIDAD	Martes 19 de julio de 2022
	SIMULACRO DE EVACUACION PREVENCIÓN RIESGOS	Viernes 10 de junio de 2022
	SEMANA SEXUALIDAD	
18	DIA DEL COLEGIO	Viernes 04 de noviembre de 2022

	Jornada Cultural y Deportiva	
19	Prefería Empresarial Preescolar y Primaria	06 de octubre 2022
	Feria Empresarial Bachillerato	07 de octubre de 2022
	Encuentro de danza folclórica (Proyecto Tiempo libre)	¿?????????
	Semana Ambiental	19 al 23 de septiembre de 2022
	Feria Científica	28 de octubre de 2022
	Día Deportivo	27 de octubre 2022
	Día de los Niños- Preescolar y Primaria	31 de octubre de 2022
	Reuniones Ordinarias de Consejo Académico	
20	Primera Reunión	20 de enero de 2022
	Segunda Reunión	24 de noviembre de 2022
	Reuniones con Jefes de Área para Acompañamiento Plan de Estudios	
21	Primera Reunión	27 de enero de 2022
	Segunda Reunión	09 de abril de 2022
	Tercera Reunión	18 de julio de 2022
	Cuarta Reunión	19 de septiembre de 2022
	Sesión Comité de convivencia	
22	Primera Sesión	27 de abril de 2022
	Segunda Sesión	28 de julio de 2022
	Tercera Sesión	27 de septiembre de 2022
	Cuarta Sesión	17 de noviembre de 2022
	Entrega de informes valorativos a padres de familia, Comisiones de Evaluación Promoción y Reuniones de Área	
23	Primera entrega	22 de abril de 2022
	Segunda entrega	15 de julio 2022
	Tercera entrega	23 de septiembre de 2022
	Comisión de Promoción de estudiantes:	02 de diciembre 2022
	Cuarta entrega (Clausura)	06 de diciembre de 2022
	Ceremonia de graduación	07 diciembre de 2022
	Comité de seguimiento académico	
24	Primer seguimiento	10 mayo de 2022
	Segundo seguimiento	8 de agosto de 2022
	Tercer seguimiento	18 de octubre de 2022
	Cuarto seguimiento	30 de noviembre de 2022
	Plan de Mejoramiento de Periodos Académicos	
25	Primera Superación	Del 25 de abril al 06 de mayo 2022
	Segunda Superación	Del 18 al 29 de julio de 2022
	Tercera superación	Del 26 de sept al 07 de octubre 2022
	Cuarta superación	Del 21 al 25 de noviembre
	Gobierno Escolar	
26	Elección, Personero, Contralor y Vice contralor	06 de marzo 2022
	Elección de representantes de los exalumnos:	18 de febrero 2022
	Elección de representantes a Consejo Directivo:	18 de febrero 2022
	Avance de Proyectos	
27	Primer Avance	20 de marzo 2022
	Segundo Avance	24 de julio d e2022
	Tercer Avance	22 de septiembre de 2022
	Evaluación e Informe Final	27 de noviembre 2022
	Evaluación de Desempeño Docentes Decreto 1278	
28	Presentación de Evidencias	Del 08 al 18 de noviembre del 2022

Chapter III: Pedagogical and Research Component

The implementation of didactic activities during the class to strengthen the writing skill of 7th grade students in a Colombian public school: An Action Research.

Introduction

According to the (MEN, 2006) Ministry of Education, the current world is characterized by recent and rapid scientific, technological and communicative growth, thus creating the need to implement a common language so that there is efficient communication to be able to access into this globalized and developed world.

Before continuing, it is said that the English language began to interpose itself in front of Russian, German and French from 1880 to date. According to (Gordin, 2019) the German language would be the language used by science for the year 2000. However, this had a decline and English by the time of 1970 had already been established as a universal language since, to the point today, approximately more than 90% of the publications are in this language. Adding that English is the most widely used language in the world, schools see the need to teach it and Colombia is no exception. With English in the Colombian context, personal, professional and economic growth can be obtained, making a highly competent personal profile for the world in which we find ourselves.

As recently alluded to, this project aims to strengthen the knowledge of English taking into account the linguistic ability of writing by implementing didactic activities in the middle of the class. This linguistic ability is part of the four linguistic abilities that are text comprehension (reading), audio comprehension (listening), oral production (speaking) and the aforementioned, written production (writing).

The importance of writing starts from the fact that it improves the attention we give to shared information. In the same sense, it allows our brain to better evaluate each component written there, creating a strong concentration skill. This is confirmed by (Kids, 2022) who says that writing is vital to develop various human skills, such as attention, concentration, memory, organization and methodology. They also affirmed that writing is the precursor to learning. Without the essential psychomotor development associated with writing, children would be less able to assimilate subjects and study material.

Although it must be borne in mind that this skill is complex to handle since it involves studying and reviewing grammatical components such as tenses and others taking into consideration English. And that is where the resource of didactic activities comes into play for the meaningful learning of these grammatical rules and thus achieve a promising writing by an individual.

Statement of the problem

As it highlighted above, the ability to write in English is complex since it is made up of certain formulas and grammatical patterns; Lack of vocabulary, contextual factors also play a role, such as the native language spoken by the students and that, on repeated occasions, is usually translated from Spanish to English literally, a mistake that any Spanish speaker has.

In the observation made to the Gilberto Alzate Avendaño Educational Institution by the practitioner, it was identified that schoolchildren have difficulties and inconveniences to write short sentences. These allude that they have misunderstanding of the subject explained by the teacher. The inactivity of some others due to misunderstanding was also identified, causing demotivation in the practice of writing in English.

With the above, it can be deduced that the main causes of the low written participation of the students are the lack of vocabulary, the possible misunderstanding and conventional methodology of the teacher. And the effects of these causes are the misunderstanding of the topics by the scholars, causing in the same way disinterest, lack of motivation, anxiety and insecurity when writing in English.

Undoubtedly, it can be seen that schoolchildren could improve their writing in English if the teacher implemented a better methodology to teach English taking into account playful activities, facilitating material related to vocabulary and encouraging them directly and keeping them motivated.

For this reason, a study carried out by (Sánchez, 2020) called "Motivation in learning English through project work of seventh grade students of an official educational institution in Cali" demonstrates the importance of highlighting motivation in learning a foreign language such as English. This study shows that high school students are influenced by non-educational factors and it is the responsibility of English teachers to look for concrete strategies, didactic materials to reinforce the motivation of learn English.

Now, focusing on writing, a study by Carol Ruíz, Danna Cuervo and Edna Salguero called "the functions of teaching English writing" carried out in Bogotá in January 2017 gives an important connotation to the development of the ability to write. communication such as writing in English since this is necessary for the process of critical, reflexive and linguistic thought in order to achieve the objectives set by the MEN; In addition, this study revealed the influence of teachers in learning this skill for the planning of students' life projects, and, finally, and contributing to the strengthening of foreign language management in Colombia.

Questions

To do this, it looks for how to answer the questions.

Main question

How does the implementation of didactic activities improve the written production of the 7th grade students of the Gilberto Alzate Avendaño educational institution?

Sub-questions

What effect does the use of didactic activities have on 7th grade students?

What are the advantages that the 7th grade students had taking into account the didactic activities?

What are the disadvantages that the 7th grade students had in written production?

Justification

English is a fundamental part of the world in which we find ourselves today; this language is so widely spoken in the world that learning and teaching it has become of great value. However, learning this is not as simple as shown. Learning English is very difficult because English makes no sense. We are used to what the conventional school gives us, that everything is described in grammatical rules, that they are enough to learn and that everything will be fine. Likewise, it is shown that English is full of contradictions and absurdities that are often funny in themselves. In addition, that, as in any language, we must take into account the different linguistic skills such as reading, speaking, listening and writing; all of these have a high degree of difficulty, which cannot be handled overnight, but, on the contrary, require hard study and practice a lot.

In the observation it was seen that the scholars of the Gilberto Alzate Avendaño Educational Institution have numerous shortcomings, among them writing correctly keeping in mind the respective grammatical rules. For this reason, it is important to look for strategies that improve written production in 7th grade students; For this reason, the main objective is to make use of recreational activities and educational games to improve this ability and improve their motivation in learning English.

There are two ways in which we can apply this strategy: either with physical resources and/or virtual resources. If we refer about physical resources, we can make educational games using educational materials such as billboards, markers, bright colors, posters and others. Or if we allud about using cybernetic resources, we can make use of the practitioner's computer, the television and the internet connection that the institution provides. Online we can find multiple games related to grammar rules, vocabulary, among others. And this is how we can implement the proposal. Furthermore, not only the resources and an adequate methodology that the practitioner provides, but also the participation of the students is needed and for this, the activities created or proposed by the practitioner must be clear and concise so that the scholars understand, concentrate, actively participate and have a harmonious educational environment; because if, on the contrary, the activity is not clear and is not understandable, it will lend itself to creating spaces of misunderstanding, promoting indiscipline among the schoolchildren.

The activities that are developed will be significant and will be in accordance with their grade, which are established by the Common European Framework of Reference and the basic standards of competence in foreign languages in order to make it clear to the schoolchild what they intend to improve.

With the above, the idea of the project grew, which is based on making use of didactic games for the improvement and strengthening of written production in English.

Objectives

General objective

To implement didactic activities to improve written production in English in 7th grade students of the Gilberto Alzate Avendaño Educational Institution in Villavicencio.

Specific objectives

To analyze the improvement of written production in English by 7th grade students.

To identify the advantages that 7th grade students had taking into consideration the use of didactic activities.

To determine the disadvantages that 7th grade students had in written productions.

Theoretical framework

During the writing of the research, we can see that several concepts come to the fore and must be explained and supported from the point of view of theorists. Next, concepts such as didactic activities, gamification, use of educational games in classes, communication skills and written production will be defined.

Didactic activities

According to the website (Educativos para opositores, padres y maestros, 2021) a didactic activity is the set of operations proposed to the students to achieve the objectives determined in the programming. Adding that, a scheduled session can include one or several activities that are carried out by the students and in which the role of the teacher is that of a guide.

Actually, (Paredes, Acosta, Carballosa, & Matos, n.d.) refer that didactic activities are, in essence, a system of independent and interrelated exercises planned by the teacher, in accordance with the objective proposed in a teaching period of the teaching-learning process, which have different didactic functions in the development of skills and in the acquisition of knowledge, according to the level of learning.

Also, (Pérez, 2014) says that didactic activities are the means to mobilize communication structures that can be established in class. She, in the same way, alludes that the didactic activities are important because they serve as a means to link the objectives and contents and the students are part of their realization and are the only nucleus of the teaching-learning process.

With the above, we can deduce that didactic activities are procedures and resources that the teacher uses to promote significant learning, intentionally facilitating a deeper and more conscious processing of new content.

Educational games

The use of didactic games promotes or stimulates some type of learning in children in a simple and playful way. According to (GLOBAL, s.f.), educational games are those intentionally designed for the purpose of education, or those entertainment games that have incidental or educational values. Educational games are designed to help people understand concepts, learn domain knowledge, and develop problem solving skills as they play games.

Besides, (Flores, 2009) defines the didactic games as “a participative technique aimed at developing in student’s methods of direction and correct behavior, thus stimulating discipline with an adequate level of decision and self-determination. Adding

that the use of educational games allows to increase the motivation of those who participate in them, improving the task that they are developing at that moment.

“The game in the classroom serves to strengthen values such as honesty, loyalty, fidelity, cooperation, solidarity among friends, respect for others and oneself, being tolerant; it also strengthens concentration and reflection since the participants must be attentive to the rules so as not to spoil them” (Torres, 2007, pág. 6)

Taking into account the foregoing, the implementation of didactic games in class is essential in this research since it would allow greater participation in students, motivating them to do so, strengthening interpersonal relationships as well as learning enriched.

Gamification

According to my experience as a future teacher, gamification is a method whose objective is to make use of games in an educational context and promote motivation and performance in students. This is how gamification is the application of gaming metaphors to real life tasks to influence behavior, improve motivation and enhance engagement (Marczewski, 2013, pág. 4)

Also, (Gamify, 2022) says that gamification is the addition of game elements to non-game activities. Gamification is the application of game-design elements and game principles in non-game contexts. It can also be defined as a set of activities and processes to solve problems by using or applying the characteristics of game elements. Games and game-like elements have been used to educate, entertain and engage for thousands of years. Some classic game elements are; Points, Badges, and Leaderboards. The above is supported by (UNIR, 2021) since it says that gamification is a learning technique that transfers the full

potential of games to the educational field to improve results. Therefore, it is essential that students previously assimilate the game dynamics that are going to be carried out in order to carry out gamification in the classroom. With this, greater involvement is achieved and, as a consequence, the proposed objectives are achieved.

It is relevant to say that the use of games in a non-games context can be useful for the development of this research proposal. This approach will allow scholars gaining self-confidence and motivation at time of learning English, more specifically in the writing skill.

Communicative competence

According to (UNIR, 2022) Communicative competence is the ability of a person to function adequately and effectively in a given speech community, that is, in a group of people who share the same language and patterns of use of that language.

In the case of a foreign language, this implies respecting the set of rules of grammar and other levels of linguistic description (lexical, phonetic and semantic), but it is also vital to know and use the rules of use of that language, closely related with the historical, social and cultural context in which the communication takes place.

The foregoing is reiterated by (Wikipedia, 2021) since it says that communicative competence encompasses the grammatical knowledge of syntax, morphology, phonology and the like of a language user, as well as social knowledge about how and when to use sentences appropriately.

It is known that there are four communicative competences: writing, speaking, listening and reading. With this in mind, it is necessary to be informed about the most used

communicative competence and the one developed in this proposal. This is underlined by (Segura, 2016) who says that communication skills or competencies are a set of linguistic phases that develop over time, with the aim of making communication between human beings effective. Speaking, listening, reading and writing are language skills. From them, we, as human beings, develop in culture and society; and through its development, we become communicatively competent.

Written production

Touching on the subject of communicative skills and competencies, it is necessary to talk about the writing skill, which is the skill that will be worked to improve in the students of the institution. Written production or writing skill is an essential factor of the English language, and also it is an important part of communication.

“Writing skill equips us with communication and thinking skills. It also fosters our ability to explain and refine our ideas to others and ourselves.” (Dwivedi, n.d.).

In English, written production is one of the components to be evaluated after the teaching-learning process. For this reason, (Doctor B) says that writing is an integral and necessary skill when learning a second language, since communication is not only carried out orally. Writing is necessary if a person seeks to study or work in a particular country. Writing also results in more practice in using the language.

At the same time, according to what was stated by (Serrano, Corredera, & Aguilera, n.d) writing is an important part of the communication process that provides the opportunity to access the globalized and increasingly competitive world, giving students tools to communicate in writing, thus having better job and academic opportunities. Although it is

clear that the writing process is essential in the communication process, it is evident that many students feel fearful and frustrated when writing in English.

Motivation in class

For a child's learning to be meaningful, he needs willingness and interest. Motivation allows us to have changes both at an educational level and at a general level in life. This is what he states (Herrán, 1999):

“Motivation is the action and effect of motivating [which, in turn, is to give cause or reason for something], and reason is what activates and guides behaviors, motivation is defined by a why of a deeply cognitive and emotion nature that enables learning. Without motivation, there is no quality learning”

On the other hand, (Arends, 1994) gives an environmentalist approach to school motivation. He states that there are many factors that are closely linked to the learning environment in the classroom, and the factors to which he refers are: getting the student involved in the activities, the affective level in which he is, the feelings of success and interest, the level of acceptance or rejection of their classmates as a group.

Likewise, (Morón, 2011) explains that motivation is an attraction towards an objective that supposes an action on the part of the subject and allows accepting the effort required to achieve that objective. Motivation is made up of needs, wants, tensions, discomforts, and expectations. It constitutes a previous step to learning and is the engine of it.

Therefore, motivating students became imperative in the academic field since, without motivation, their performance could be inefficient. That is why teachers, today,

need to seek and implement strategies so that schoolchildren have a high degree of motivation and thus achieve the objectives proposed in the classes by professors.

Literature review

The purpose of the literature review is to make use of previous criticism and studies in an orderly, precise and analytical way. And this has the role of allowing the researcher to know the results of other studies similar to the one being considered. It allows the research to "dialogue" with the literature that has been written on the subject. It provides a frame of reference to justify the importance of the study.

To carry out this part, the reading and citation of 6 studies were taken into account; which were classified into two categories. The first category is called Using games to motivate students to learn English; the second category is called Implementation of games to improve written production

Using games to motivate students to learn English

(Mubaslat, 2011/2012), developed a study called The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage in public schools in Jordan; whose objectives were to determine what role educational games had in the process of learning a foreign language and to make a comparison between educational games and traditional and conventional teaching-learning practices. The results show that the groups and/or students who used the didactic games in class had a better performance in learning a second language than the groups and/or students who studied in a traditional and conventional way. As a suggestion, the researcher recommends the use of academic games since they are effective, especially in the primary stages of teaching a second language, and are helpful to the teacher in charge as a procedure for teaching and learning the language.

A study called *The Use of Games for Teaching English as a Second Language* carried out by (Dias, 2019) in Brazil aims to explain the reasons why games are an important tool in education and point out some strategies to apply these tools in the teaching-learning process of English as a second language. Thus, this study focused on evaluating teaching practices, observing historically methodological aspects such as the fact that current students face difficulties in developing cognitive skills and acquiring knowledge in the educational system. There they show that the methods are not effective, and that the dynamism of the teachers' classes is zero. Taking the above into account, the choice of games should be guided by a series of aspects such as age, level of English, technical feasibility and the condition of the teacher to follow all the stages of the game. Teachers should focus on selecting instructionist and constructivist educational games as long as they comply with the aspects mentioned above. Some of the types of games are:

- Interactive and interchangeable games.
- Games of touch and trust.
- Games of creativity and reflection.
- Management games.
- Closing games.
- Games of skill and strategy.

As a conclusion, the study showed us how the conventional teaching of a foreign language can be transformed into a dynamic teaching; It is clear that it is a process that requires skill and creativity on the part of the teaching professional involved. It also tells us

that it is not only about creating strategies related to the game, but that they work as they should.

A study carried out by (Rubio & García, 2013) in Cartagena called The use of games in the teaching of English in primary education; which aims to emphasize the importance of the use of games in teaching English as a foreign language to primary school children. There they take Maria Toth as a reference, who distinguishes two types of games: 1. Competitive games where players and/or teams compete for the first place. 2. Cooperative games where players and/or groups work together to achieve a common goal. In conclusion, the game has been considered a fundamental aspect in the formation of the individual, as well as being a motivating element that encourages creativity and spontaneity of schoolchildren during class. Likewise, the study concluded that, throughout the study, the games are effective for the teaching-learning process of a foreign language, thus generating knowledge through it.

Implementation of games to improve written production in English

(Ávila, 2015) conducted a study in Popayán in 2015 called Creativity in the English class: activities to promote the learning of English as a foreign language. The objective of this was to intervene pedagogically with creative activities to improve the written and oral production of students in the English classroom of a private institute, especially those who showed a lack of interest and attention. It was noted that the participants initially seemed sloppy in the language study. They eventually responded positively to the proposed methods and were more willing and motivated to engage in chain games, creative writing, and script writing exercises. The activities helped develop students' fluency in oral and written production and improved their understanding of English grammar and structure.

(Hidayati, 2015) directed a study called Improving English Writing Skill through Board Games; the objective of the research was to improve writing skills through board games in 32 students belonging to grade X. For data collection, observations of the teaching-learning process and interviews with students were taken into account. To support the qualitative results, quantitative data was obtained thanks to the application of a written test. With the results in general, it was possible to deduce that the students improved the written production taking into account the relevant capital letters, correct punctuation marks and the improved grammar was visible. Similarly, students improved engagement in activities in English and actively participating in group activities.

A study conducted by (Indariati, 2012) called Improving students' writing competence using game (bouncing stories), shows that the objective of the study is to examine whether or not games can improve the students' writing competence in recount texts. Further, it was designed to study how the game as a media was able to motivate students in writing recount texts. The researcher used various instruments to collect data such as test, observation, interview, questionnaires and document analysis. The findings suggest that, thanks to the use of games, students can improve their writing skills, taking into consideration the exploration of ideas, organization in the text, good grammar and vocabulary. Adding that the motivation was positive and noticeable in the students.

With the above, all the investigations carried out in past years agree that a conventional and traditional methodology can negatively influence the performance of students in written production or in the English language in general, causing fear, insecurities, demotivation, anxiety, among other consequences. They also affirm and agree

that the use of academic games positively influences the performance of students in written production in English, motivating them to actively participate in writing.

Methodology

Pedagogical methodology

In this part of the study, it is important to underline the step by step of how the proposal will be carried out.

On the one hand, we must bear in mind that this proposal is investigative and not just pedagogical, for which Task Based Learning is a fundamental part of the pedagogical methodology. According to (Language) tasks are important for the learning activity in the TBL. This approach was developed in South India by N. Prabhu in 1987. This approach is based on the belief that students can learn more effectively when their minds are focused on the task rather than the language.

To add, in 1996, Jane Willis created a model which suggests that scholars start with homework. When they have completed it, the teacher draws attention to the language used to develop the task, making corrections and adjustments to the performance of the languages. Willis provided a table in which three stages of Task-Based Learning ([See figure 10](#)) are: 1. Pre-Task; 2. Task cycle; 3. Language focus.

Figure 10: Steps of the Task-Based Learning

Table 2. Task-based lesson plan model (Willis, 1996, p. 38)		
Pre-task		
Introduction to topic and tasks		
Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task cycle		
Task	Planning	Report
Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.	Students prepare to report. Accuracy is important, so the teacher stands by and gives advice.	Students exchange or present report. Teacher listens and then comments.
Language focus		
Analysis	Practice	
Students examine then discuss.	Teacher conducts practice of new words.	

Jane Willis, 1996

With the above, the step by step of the implementation of this proposal is:

1. Explanation of the topic: the topic is introduced, the topic is dictated, in the middle of the explanation, we, as teachers, introduce aspects related to the task that will be left like words and phrases

(Between point 1 and 2, it is important to have a good communication for keeping motivated the students getting them to participate and make the previously imparted knowledge meaningful)

2. The task is left: develop a written production activity; the students develop it taking into account the aspects like words and phrases named in the middle of the explanation and the game, making some improvement of the aspects already mentioned (errors do not matter) with advice and help from the teacher. At the end of this stage, the professor will give feedback-correction if the students really need it.
3. Thanks to the feedback-correction, the students can carefully see their linguistic errors placed in the structure of the language and with

this they improve it, thus having significant learning (not making that mistake again).

On the other hand, focusing only on the application of the games; It is kept in mind that the game makes learning enjoyable. According to (Dias, 2019), there are researches that say that there are different ways of applying games in the pedagogical field. That is why it is alluded to that for the games to be applicable to the practice of effective teaching, analysis and research are required, in addition to the context and conditions of the same, or that, on the contrary, an expected result will not be obtained.

Games can be used to support the English teaching-learning process in schoolchildren. Dias's research (2019) gives us the aspects that we must have for the implementation of a game. The conditions of the educational game must be:

- Fun, limited in time and place.
- Obtaining unpredictable results.
- The activity must have rules different from those seen in everyday life.
- It must be fictitious, although it must be accompanied by an awareness of a different reality.
- An adequate space must be available for the practice of the activity.
- Participants should be nearly the same age.

Although the conditions may vary; the important thing is to capture the interest of the entire community involved.

Touching on the subject of written production, it is said that the writing teaching process can be measured as a writing process. It plays an important role in the main objective of the task and the final result, and is more focused on creating meaning.

According to (Harmer, 2004), writing encourages students to focus on the correct use of language because they think while they write; it may well spark language development as they work through the problems that writing puts in their minds. In writing, students often have more time to think than in oral activities. Students can review what they know in their minds and even refer to dictionaries, grammar books, or other helpful reference material. The theoretician mentioned above also states that today, many English teachers plan their classes following a process approach; it pays attention to the various stages any writing goes through.

This author proposed four steps to achieve a favorable written production: Planning, Drafting, Editing and Final version ([See figure 11](#)).

Therefore, to increase the production activity written in the Cycle Task, we must follow the steps proposed by Harmer:

Figure 11: Steps of the writing skill by Harmer (2004)



Harmer, 2011

Planning. This stage deals with the use of key words and vocabulary to start writing. According to (Harmer, 2004), before starting to write or type, participants try and decide what information will be discussed. Particularly, for some participants this may involve detailed information, for others a few jotted words may be enough. Consequently, when planning, the writer has to think about the purpose of the writing, the audience and the content structure. These three main components will drive the planning to write the drafting stage.

Drafting. According to (Harmer, 2004) we can refer to the first version of a piece of writing as a draft. The writing stage connects the planning ideas into a whole; particularly, it is the action where the participants convince and show their ability to join

words coherently. At this stage, they are able to recycle vocabulary, to use as many resources as they want to enrich their paragraphs, thus improving their writing fluency.

Editing. It refers to the review process that students carry out after receiving feedback from the teacher. The editing stage implies that the text will be modified as many times as possible to produce the final version. According to (Harmer, 2004), once writers have produced a draft, they generally read what they have written to see where it works and where it does not.

Final version. This is the latest version that the students came up with after following the feedback from the teachers. At this stage, students are expected to produce a good written production taking into account grammar, content and vocabulary. (Harmer, 2004) says that once the writers have edited their draft, making the changes they consider necessary, they produce their final version.

Implementation of the proposal

In this section, the calendar of the application of each didactic activity proposed by the future teacher is shown ([See table 3](#)). Likewise, he shows the study plan that he uses to describe the step by step of carrying out the various didactic activities articulated to the so-called Task-Based Learning approach, to the MEN Basic Standards of English foreign language skills and to the study syllabus of the supervisor teacher.

Chronogram of the applications of the didactic activities

This calendar reflects the names of the activities and application dates of each academic game.

Table 3: Chronogram of the application of the didactic activities

Activity	WEEKS									
	1 March, 22 to 25	2 March, 28 to April, 01	3 April, 04 to 08	4 April, 18 to 22	5 April, 25 to 29	6 May, 02 to 06	7 May, 09 to 13	8 May, 16 to 20	9 May, 23 to 27	10 May, 31 to June, 03
Presentation of the project	X									
1° didactic activity: Idea sticks		X								
2° didactic activity: Looking for the treasure				X						
3° didactic activity: Guess the word						X				
4° didactic activity: Legend thread								X		

Study plan

The study plan defines the organization of school time for the achievement of the Learning Objectives determined in the Curricular Bases, detailed in minimum class hours for each course and their respective subjects.

Week 1. Presentation of the proposal to the schoolchildren.

(See table 4)

Table 4: Week 1. Presentation of the proposal to the schoolchildren

Group 7 th grade students G.A.A.E.I	English level (MNE) Elementary II (A.2.2)	Week, date and class number Week 1: March, 22 to 25. #1
Teacher Kewin López	Name of the activity Presentation of the proposal	Final task Not any.

Communicative competence (MNE)	General objective Submit the project proposal.	Specific objectives -Be aware the project proposal. -Know what written production is. -Know what a didactic activity is.
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Week 2. Idea Sticks Didactic Activity #1.

(See table 5)

Table 5: Idea Sticks Didactic Activity #1

Group 7 th grade students G.A.A.E.I	English level (MNE) Elementary II (A.2.2)	Week and class number Week 2: March, 28 to April, 01. #2
Teacher Kewin López	Name of the activity Idea sticks	Final task Each one must answer in a short text in English a question related to the subject explained by the teacher which is “wh-questions”. no more than 25 words.
Communicative competence (MNE) Linguistic and pragmatic	General objective (MNE) -Answer the wh-questions. -Write short texts that tell stories and describe people and places that I imagine or know. My spelling is acceptable although I make mistakes in words that I do not use frequently.	Specific objectives - Describe people, places, objects or facts with short sentences related to topics or situations that are familiarized. - Write short messages for different purposes related to situations, objects or people in my immediate environment.

Execution of the first didactic activity following the transvesality of the plan study format of the institution (See table 6).

Table 6:Execution Idea Sticks Didactic Activity #1

Steps	Description	Duration	Communicative competence (MNE)	Objective	Materials – Link
Pre-Task	The teacher has wooden sticks in his hands; Each stick has a clear and concise idea	10 minutes	-Linguistic competence. -Pragmatic competence.	- I describe people, places, objects or facts with short sentences related to topics or	-Wooden sticks. -Sheet of paper. -Pencil. -Eraser

	engraved on it. Each student picks a stick at random.			situation that are familiarized. - I write short messages for different purposes related to situations, objects or people in my immediate environment.	
Task-Cycle	With the idea already in mind, the student must write a text alluding to the idea on a sheet of paper. Example: If the suit has a question like: who do you prefer, Fico or Petro? The student must write a text of no more than 25 words justifying his/her answer. All the ideas that are written on the wooden sticks are articulated to the study plan managed by the supervising teacher and to the basic standards of English skills, likewise they are related to questions such as: what, which, who, why, when, where, how, among others. At the end of the activity, the teacher gives a general feedback if the class deserves it.	40 minutes			

Language Focus	With the feedback, the students realize if they had any mistakes or not and correct them instantly; to later consolidate the knowledge in a significant way.	10 minutes			
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Week 4. Looking For The Treasure Didactic Activity #2.

(See table 7)

Table 7: Looking For The Treasure Didactic Activity #2

Group 7 th grade students G.A.A.E.I	English level (MNE) Elementary II (A.2.2)	Week and class number Week 4: April, 18 to 22. #4
Teacher Kewin López	Name of the activity Looking for the treasure	Final task Each group must write a short free-topic text in English; no more than 40 words.
Communicative competence (MNE) Linguistic and pragmatic	General objective Write short texts that tell stories and describe people and places that I imagine or know. My spelling is acceptable although I make mistakes in words that I do not use frequently.	Specific objectives <ul style="list-style-type: none"> - Describe people, places, objects or facts with short sentences related to topics or situation that are familiarized. - Write short texts in which I express contrast, addition, cause and effect between ideas. - Use adequate vocabulary to give coherence to my writings. -Teamwork in a cooperative and respectful manner.

Execution of the second didactic activity following the transvesality of the plan study format of the institution (See table 8).

Table 8: Execution Looking For The Treasure Didactic Activity #2

Steps	Description	Duration	Communicative competence (MNE)	Objective	Materials – Link
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Pre-Task	The teacher divides the course into two groups; Group A – Group B. The teacher gives 6 clues to each group. Clues are 6 images with a word at the bottom. The clues for group A is different of the clues for the group B.	10 minutes	-Linguistic competence. -Pragmatic competence.	<ul style="list-style-type: none"> - I describe people, places, objects or facts with short sentences related to topics or situation that are familiarized. - I write short texts in which I express contrast, addition, cause and effect between ideas. - I use adequate vocabulary to give coherence to my writings. - Teamwork in a cooperative and respectful manner. 	<ul style="list-style-type: none"> -Images. -Clues. -Sheet of paper. -Pencil. -Eraser
Task-Cycle	With the words, each group must write a short free text in English no longer than 40 words. While they finish their writing, the teacher walks around the classroom, generally giving feedback; Sure, if he sees the need.	40 minutes			
Language Focus	With the feedback, the students realize if they had any mistakes or not and correct them instantly; to later consolidate the knowledge in a significant way.	10 minutes			

Week 6. Guess The Word Didactic Activity #3.

(See table 9)

Table 9: Guess The Word Didactic Activity #3

Group 7 th grade students G.A.A.E.I	English level (MNE) Elementary II (A.2.2)	Week and class number Week 6: May, 02 to 06. #6
Teacher Kewin López	Name of the activity Guess the word (Vacation – Adult)	Final task After guessing the word, the teacher asks a question alluding to the guessed word. The

		question must be answered in a text of 50 words maximum.
Communicative competence (MNE) Linguistic and pragmatic	General objective Write short texts that tell stories and describe people and places that I imagine or know. My spelling is acceptable although I make mistakes in words that I do not use frequently.	Specific objectives - Describe people, places, objects or facts with short sentences related to topics or situation that are familiarized. - Write short texts in which I express contrast, addition, cause and effect between ideas. - Use adequate vocabulary to give coherence to my writings. Teamwork in a cooperative and respectful manner.

Execution of the third didactic activity following the transvesality of the plan study format of the institution ([See table 10](#)).

Table 10: Execution Guess The Word Didactic Activity #3

Steps	Description	Duration	Communicative competence (MNE)	Objective	Materials – Link
Pre-Task	<p>The practitioner performs a board game called Hangman. The idea is that all students participate by saying a letter out loud, until the word is guessed. There are two word options (Adult-Vacation).</p> <p>After the students have guessed the word, the teacher puts a question on the board.</p> <p>If the word is adult, the question to answer is: What do you want to be when you are an adult?</p> <p>If the word is vacation, the question to answer</p>	10 minutes	-Linguistic competence. -Pragmatic competence.	- I describe people, places, objects or facts with short sentences related to topics or situation that are familiarized. - I write short texts in which I express contrast, addition, cause and effect between ideas. - I use adequate vocabulary to give coherence to my writings.	-Board -Markers -Sheet of paper. -Pencil. -Eraser

	is: What place do you like to visit when you are on vacation?				
Task-Cycle	With the questions already stipulated, the student must write a text in English of no more than 50 words. While they finish their writing, the teacher walks around the classroom, generally giving feedback; Sure, if he sees the need.	40 minutes			
Language Focus	With the feedback, the students realize if they had any mistakes or not and correct them instantly; to later consolidate the knowledge in a significant way.	10 minutes			

Week 8. Legend thread Didactic Activity #4.

(See table 11)

Table 11: Legend Thread Didactic Activity #4

Group 7 th grade students G.A.A.E.I	English level (MNE) Elementary II (A.2.2)	Week and class number Week 8: May, 16 to 20
Teacher Kewin López	Name of the activity Legend thread	Final task Each student must write a legend, myth or horror story with the word they selected on the board; no more than 60 words.
Communicative competence (MNE) Linguistic and pragmatic	General objective Write short texts that tell stories and describe people and places that I imagine or know. My spelling is acceptable although I make mistakes in words that I do not use frequently.	Specific objectives - Describe people, places, objects or facts with short sentences related to topics or situation that are familiarized. - Write short texts in which I express contrast, addition, cause and effect between ideas. - Use adequate vocabulary to give coherence to my writings. - Expand my imagination to write a horror story, legend or myth.

Execution of the fourth didactic activity following the transvesality of the plan study format of the institution ([See table 12](#)).

Table 12: Execution Legend Thread Didactic Activity #4

Steps	Description	Duration	Communicative competence (MNE)	Objective	Materials – Link
Pre-Task	The teacher draws the attention of the students asking if they know what the legends and myths are about, or if they know any horror stories. After a mini-conversation, the teacher asks the students to write a word in English alluding to the horror stories and myths and legends on the board. Afterwards, the practitioner asks each student to choose a different word from the one they themselves said.	10 minutes	-Linguistic competence. -Pragmatic competence.	<ul style="list-style-type: none"> - I describe people, places, objects or facts with short sentences related to topics or situation that are familiarized. - I write short texts in which I express contrast, addition, cause and effect between ideas. - I use adequate vocabulary to give coherence to my writings. -I expand my imagination to write a horror story, legend or myth. 	<ul style="list-style-type: none"> -Board. -Markets. -Sheet of paper. -Pencil. -Eraser.
Task-Cycle	Each student chooses a word from the board. With this word, he/she must write a text in English. As the word is allusive to myths, legends and horror stories, the student must base his writing on this. The writing should not have more than 60 words. While they finish their writing,	40 minutes			

	the teacher walks around the classroom, generally giving feedback; Sure, if he sees the need.				
Language Focus	With the feedback, the students realize if they had any mistakes or not and correct them instantly; to later consolidate the knowledge in a significant way.	10 minutes			

Research methodology

In this part, the type of research will be shown, in addition to show the design of the study, place of development of the research. In the same way, the future teacher narrates the population and sample with which he works. Adding that he decides what instruments are going to be used for data collection and what is the type of analysis implemented for doing a well-done conclusion and suggestions.

Research type

The type of research that is implemented is called mixed method.

Mixed research needs to combine qualitative and quantitative approaches in a single study. It involves data collection, analysis, and interpretation of data from both methodologies, thus generating inferences of both types. In this way, a mixed methods research design is a procedure for collecting, analyzing, and “mixing” quantitative and qualitative methods in a single study or series of studies to understand a research problem. The basic assumption is that the combined use of quantitative and qualitative methods leads

to a better understanding of the problem and the research question than either method alone.

This is how (Creswell, 2015) defines mixed methods research (MMR) as a research methodology that incorporates multiple methods to approach research questions appropriately and based on principles, which implies collecting, analyzing, interpreting and reporting both qualitative and quantitative data.

Design

Action research is used here in this study since this kind of research focuses on the possibility of applying scientific categories to understand and improve transformation processes, starting from the collaborative work of the subjects involved.

Like mixed methods research, action research designs typically use both quantitative and qualitative data, but focus more on procedures useful for addressing practical problems in schools and classrooms. Action research designs are systematic procedures used by teachers (or others in an educational setting) to collect quantitative and qualitative data to address improvements in their educational environment, their teaching, and their students' learning. In some action research designs, you seek to address and solve local practical problems, such as a classroom discipline problem for a teacher. In other studies, your goal might be to empower, transform, and emancipate people in educational settings. (Creswell, 2002)

Place of the study and population

The research takes place in the public school Institución Educativa Colegio Departamental Gilberto Alzate Avendaño in the city of Villavicencio, Colombia.

The population belongs to the students of the Gilberto Alzate Educational Institution which surrounds more than 1000 students. The unit of analysis is the seventh grade students (7.1 and 7.2) belonging to the morning session, which is equivalent to approximately 70 students.

Sample

The sample of this research is made up of 10 students: 5 students from grade 7.1 and 5 students from 7.2. For the selection of the sample, simple probabilistic sampling was taken into account which, according to (Salud, 2019) to apply this technique, all the elements that make up the population must be known; each of the subjects is assigned a correlative number and then through any method of chance, each individual is selected until the required sample is completed. Different techniques can be used for selection, ranging from a printed table of random numbers or produced by computerized options such as a calculator or spreadsheet. This method, which is characterized by its simplicity, has little practical use when the population is very large.

Techniques and methods for data collection

When an investigation is developed, it is appropriate to consider the methods, techniques and instruments as those elements that ensure the empirical fact of the investigation. The method, on the other hand, is the step to follow in a study; the techniques are a set of instruments that carry out the method and the instruments are the resources that help to carry out the investigation.

As a first step, the researcher implemented participant observation as a technique. During the observation, the practitioner opted for the use of the instrument called field diary since it allowed the experiences to be systematized and then analyzed.

Likewise, two performance tests are created and applied at the beginning and at the end by the same practice teacher to determine if the students have improved their English writing skills thanks to the use of the academic games. This test will follow the following blocks:

- Sociolinguistic competence or adequacy.
- Discursive competence, or coherence and cohesion.
- Linguistic competence that refers to vocabulary, grammar and spelling.

Techniques and instruments

Observation as a technique.

According to (Garay, 2020) observation is the action of observing, of looking carefully; in the researcher's sense, it is experience. It is the process of looking carefully, that is, in a broad sense, the experiment, the process of presenting behaviors of some things or conditions manipulated according to certain principles to carry out the investigation.

It is a technique that consists of carefully observing the phenomenon, fact or case, taking information and recording it for later analysis. Observation is a fundamental element of any research process; It is up to the researcher to get the most data. The observation is direct when the researcher is an active part of the observed group and assumes their behaviors; It is called participant observation. When the observer does not belong to the group and is only present for the purpose of obtaining information, the observation is called non-participant or simple. Observation allows knowing reality through the direct perception of objects and phenomena.

Taking into account the above, the researcher opted for participant observation, being a participant in the observed group and being more involved in the behavior of the students.

Thanks to the observation made by the trainee teacher to the sample, the trainee teacher was able to identify the different shortcomings that the different groups at his disposal have. And likewise, with the help of a field diary, he was able to confirm what was identified during participant observation. And so, determine what would be the didactic activities to apply for the development of the thesis.

Field diary as an instrument.

According to (Peña, 2015) the field diary is an instrument used by researchers to record those facts that are likely to be interpreted. In this sense, the field diary is a tool that allows the experiences to be systematized in order to later analyze the results.

Thus, hand in hand with observation, the researcher was able to record the various experiences of the students, as well as their behavior. At the end of the observation, thanks to the field diary, the researcher was able to create, in the first place, the proposal; as well as create the didactic activities to apply them to the sample.

Performance test as an instrument.

According to (Rivas, Gonzalez, & Delgado, 2010) performance refers to the level of knowledge and school skills exhibited by a student and expressed through any evaluation procedure.

Then it is understood that the academic performance test is an evaluation that evaluates the knowledge acquired in the school or university environment. In this case,

what is sought is to know what strengths seventh grade students have in written production in English, in addition to qualifying their final performance in relation to written production in English, so that finally a contrast is made between the first performance test and the last performance test. The performance tests are articulated to the didactic activities created and applied by the future language pedagogue. The first performance test consisted of a minimum text of 25 words. The last performance test must be made up of a maximum text of 60 words.

To go deeper, the researcher does an analysis of errors in the first didactic activity, which is a text written by each participant, in addition to drawing a conclusion from that first writing. For the last written didactic activity, the researcher does, in the same way, an analysis of errors and a conclusion. Finally, the future teacher compares activity one with the final activity of each participant to intuit whether or not the student improved in written production and generalize the results. In this way the performance test is developed.

Analysis type

The analysis within the investigation, according to (Ramírez, 2015) is the process that consists of carrying out the procedures to which the researcher must submit the information collected in order to achieve the objectives that the study proposes. That is why, together with considering the techniques and instruments for collecting information within our investigation, an analysis plan must be considered, which will allow us to guide the way in which the information is processed.

In the analysis of an investigation, several types can be found, such as inductive and deductive.

Following what (QuestionPro, n.d) says, inductive research methods are used to analyze the observed phenomenon making general conclusions, while deductive methods are used to verify the observed phenomenon. Inductive approaches are associated with qualitative research and deductive methods are associated with quantitative research. Thus, the practitioner put inductive analysis into practice as it operated by making broad generalizations based on specific observations.

Inductive analysis

The chosen analysis is the inductive one since according to (Soiferman, 2010) in this analysis the arguments are based on observation and experience; they are best expressed inductively, in addition to the researcher using the participants' point of view to create broader themes from developing a general sense of the data and encoding the subjects' description of the central phenomenon.

Furthermore, (Bacon, 1620) gave the importance of inductive reasoning, stating that to reach a conclusion, it is necessary to exclude many other possibilities. He also affirmed that in the process of knowledge, we must start from the analysis of individual things and phenomena, that all authentic truth must be based on the greatest possible number of facts, the confrontation of which man obtains the possibility of rising from the singular, from the individual to the general, in other words, the deductions. In the same way, he gave a series of steps to do an inductive analysis well. The steps are: First, the phenomenon of interest must be observed. It consists of obtaining information from the real world by making use of the senses and relevant measuring instruments. Second, possible models must be established. This means that, starting from the comparison and the collation of the data, one looks for some correlation, some indication which is revealing or which is sufficiently

common to suppose it general. And third, a theory is constructed. Finally, we must base ourselves in the traced models, a generalizing conclusion is composed, that is to say which tries to account for all possible similar phenomena.

Chronogram of the application of research instruments for data collection

In this schedule ([See table 13](#)), we can visualize the dates on which the direct observation technique is applied; as well as the investigative instruments such as the field diary, the survey and the performance test.

Table 13: Chronogram of the application of research instruments for data collection

Technique and instruments applied	Dates of the implementation
Direct observation	March, 01 to 08.
Field diary	
First performance test	March, 28 to 30.
Final performance test	May, 30 to June 01.

Limitations and ethical considerations

Limitations

During the first three weeks, certain complications were seen when applying the first didactic activity called “Idea sticks”. Given that there was a very important curricular activity such as the presentation of the SABER tests, whose day class was not held, the hours which would be used to develop the previously written activity were lost. However, the researcher was forced to improvise and carry out the activity in a space that is only used

to dictate grammatical topics and leave them the solution of the activity for home. Another limitation that arose during the application of this activity was that the students did not deliver the activity on time, responsibly; leaving everything for the last and even, the future teacher had to find the space of other days to carry out said activity.

Between weeks fourth and fifth, the intern had a big and embarrassing problem. It all happened because of a misunderstanding. A female student told her mother that the inmate had a morbid look and the latter complained to the coordinator of the institution. After that, the coordinator called the practitioner and told him about the case; action which alarmed and sickened the practicing teacher since he has tried to be as respectful as possible. Thanks to the good behavior that the intern has shown, the coordinator and the supervisor have believed in the way in which the intern has developed professional practices; although he was advised not to give absolute trust to the students by what is called "the crystal generation". Advice which the student practitioner took. In fact, the practitioner made the decision to talk to the students and remind them of the role and relationship that should be had in the classroom; teacher-student role, strictly academic relationship.

Ethical considerations

As ethical considerations, it must be kept in mind that the practitioner is working with a population of children; which means that, since they are minors, the future teacher must have the consent of the parents or guardians of the minors.

For this reason, it was mandatory to send an informed consent that was read by the parent or guardian during a meeting for delivery of grades. This consent had a general presentation of the project with its objectives, as well as the authorization of the parents to

continue implementing the proposal and analysis of the different writings done by students that the future teacher needs to analyze. Besides, it was made clear that the names of the children will remain anonymous. This document was signed by the parents or guardians of the minor, as well as by the supervising teacher and the intern as well. It is important to know that the informed consents were presented in front of the students' parents from 7-1 and 7-2 grade.

Informed consent participant 1, 7-1 grade. [\(See Figure 12\)](#)

Figure 12 Informed consent participant 1, 7-1

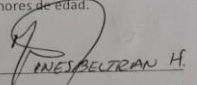
Villavicencio, 21 de abril de 2022

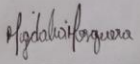
Acudientes, padres de familia
Consentimiento informado
Cordial saludo,

En nombre de la licenciatura en Lenguas Extranjeras Francés e inglés de la Universidad de Pamplona, le presento un saludo afectuoso deseando se encuentren bien. Por la mediante, manifiesto la intención de esta presente; desde el día 22 de marzo hasta el 03 de junio del año en curso, yo Kewin Stiven López Zuleta, hago parte de la Institución Educativa Colegio Departamental Gilberto Alzate Avendaño como docente practicante del área de inglés.

Durante la pasantía, yo, como docente practicante, estaré a cargo del área de inglés en toda la primaria y en los cursos de 7.1, 7.2, 9.1 y 9.2 cumpliendo todos mis deberes y quehaceres de enseñanza. En el transcurso de mi estadia en la institución, mi función, aparte de ser profesor, cumpliré un rol de investigador. Esto quiere decir que estaré implementando una propuesta investigativa para culminar mi carrera profesional elaborando mi tesis de grado. Esta propuesta tiene como nombre Implementación de juegos didácticos durante la clase para fortalecer la producción escrita en inglés de los estudiantes de séptimo en un colegio público colombiano: una investigación acción. Como objetivos, debo hacer la implementación de juegos dinámicos (los cuales son 4 juegos, uno cada dos semanas) relacionados a temas gramaticales del área durante el desarrollo de la clase buscando mejorar la habilidad de escritura y la motivación por aprender en inglés en los estudiantes de séptimo y noveno, siendo séptimos mi análisis de enfoco. Para lograr lo anteriormente, debo enfocar mi atención en los cuatro cursos de secundaria que tendré a disposición, pero, además, en una muestra la cual está conformada por cuatro estudiantes de 7.1 y 7.2. Lo que observe en ellos durante mi pasantía, será mi conclusión final en este proyecto pedagógico-investigativo.

No obstante, para realizar la propuesta, debo contar con el consentimiento de ustedes como padres de familia o en su defecto, como acudientes. Yo seguiré unos parámetros en cuanto a consideraciones éticas tales como ocultar la identidad verdadera del niño, analizar y calificar las producciones escritas, pero para ello debo contar con la autorización de ustedes ya que ellos son menores de edad.


Firma acudiente, padre de familia


Firma supervisora del área

Informed consent participant 2, 7-1 grade. [\(See figure 13\)](#)

Figure 13 Informed consent participant 2, 7-1

Villavicencio, 21 de abril de 2022

Acudientes, padres de familia
Consentimiento informado
Cordial saludo,

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DIANA M. NIETO HURTADO
Firma acudiente, padre de familia

Rigoberto Figueroa
Firma supervisora del área

Informed consent participant 3, 7-1 grade. [\(See figure 14\)](#)

Figure 14 Informed consent participant 3, 7-1

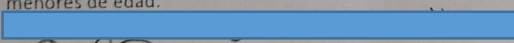
Villavicencio, 21 de abril de 2022

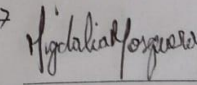
Acudientes, padres de familia
Consentimiento informado
Cordial saludo,

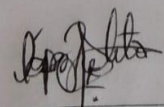
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Firma acudiente, padre de familia


Firma supervisora del área


Firma profesor practicante, investigador

Informed consent participant 4, 7-1 grade. [\(See figure 15\)](#)

Figure 15 Informed consent participant 4, 7-1

Villavicencio, 21 de abril de 2022

Acudientes, padres de familia
Consentimiento informado
Cordial saludo,

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María Elena Aldana Durán.
Firma acudiente, padre de familia

Hidalgo Higuera
Firma supervisora del área

Informed consent participant 5, 7-1 grade. [\(See figure 16\)](#)

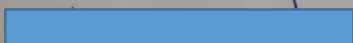
Figure 16 Informed consent participant 5, 7-1

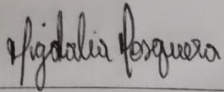
Acudientes, padres de familia
Consentimiento informado
Cordial saludo,

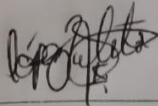
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Marcela Cortés
Firma acudiente, padre de familia


Sigdalía Perquera
Firma supervisora del área


Kewin Stiven López Zuleta
Firma profesor practicante, investigador

Participante 5

Informed consent participant 6, 7-2 grade. [\(See figure 17\)](#)

Figure 17 Informed consent participant 6, 7-2

Villavicencio, 21 de abril de 2022

Acudientes, padres de familia
Consentimiento informado
Cordial saludo,

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ARLEYS LIBERATO
Firma acudiente, padre de familia

Hidalga
Firma supervisora del área

[Firma]
Firma profesor practicante, investigador

Informed consent participant 7, 7-2 grade. [\(See figure 18\)](#)*Figure 18 Informed consent participant 7, 7-2*

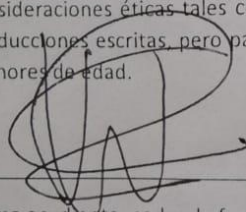
Villavicencio, 21 de abril de 2022

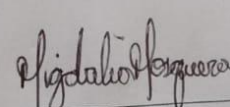
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Cordial saludo,

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Firma acudiente, padre de familia


Firma supervisora del área

Informed consent participant 8, 7-2 grade. [\(See figure 19\)](#)

Figure 19 Informed consent participant 8, 7-2

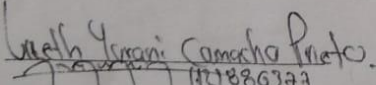
Villavicencio, 21 de abril de 2022

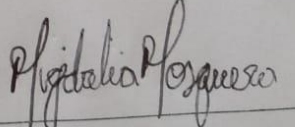
Acudientes, padres de familia
Consentimiento informado
Cordial saludo,

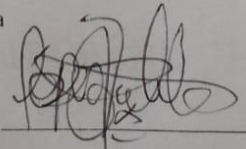
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Firma acudiente, padre de familia


Firma supervisora del área



Informed consent participant 9, 7-2 grade. [\(See figure 20\)](#)

Figure 20 Informed consent participant 9, 7-2

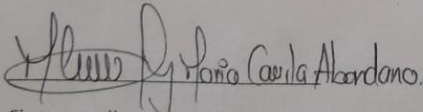
Villavicencio, 21 de abril de 2022

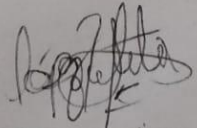
Acudientes, padres de familia
Consentimiento informado
Cordial saludo,

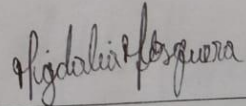
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Firma acudiente, padre de familia


Firma supervisora del área


Firma supervisora del área

Informed consent participant 10, 7-2 grade. [\(See figure 21\)](#)

Figure 21 Informed consent participant 10, 7-2

Acudientes, padres de familia
Consentimiento informado
Cordial saludo,

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Sandra Patino,
Firma acudiente, padre de familia

Hidalgo Lopez

Analysis

After having received the consent of the parents to be able to analyze the writings of the randomly chosen sample, an analysis of errors is made to identify if the students improved in English written production.

Analysis of errors

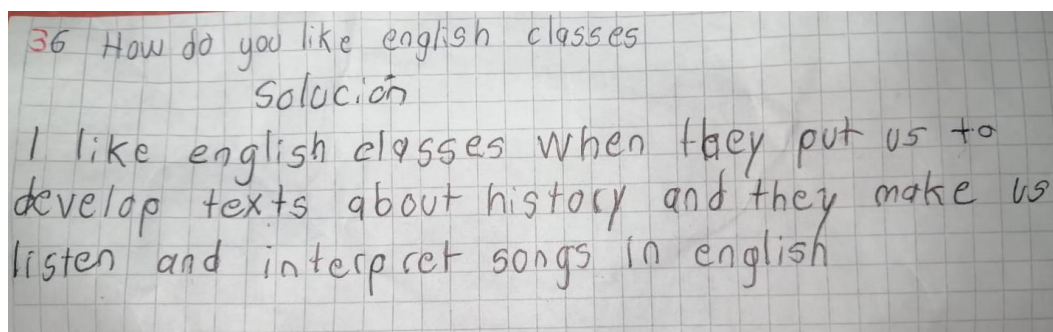
La manera en que el análisis de errores se hizo es la siguiente. Se hizo el análisis de errores del primer performance test y del segundo performance test de modo que se puedan comparar los resultados para así concluir de manera individual y general.

Participant 1.

1• Performance test.

In the case of participant 1, we can see [\(See figure 22\)](#) that in the first line there are two errors to analyze. The first error is an orthographic error and it is one of the most common in the courses in which the future teacher works; this mistake is typing English with the first letter lowercase; we know that the English word in this language must be capitalized because it is a proper noun. And on the other hand, the second error is the incorrect use of the word “when”. The researcher considers that the student had a lexical error. The word "when" refers to a place, not an explanation. That is, he should have written "because" instead of "when" to justify his answer.

Figure 22 Idea Sticks Participant 1



Error typology	Error	Error exposure	Intern comment
Interference			
Lexical	X	I like english classes “when” they put us to...	The placement of the word "when" implies that the student wants to explain the reason for something. However, this word is incorrect; the correct one would be "because" for explaining something.
Semantic			
Syntax			
Morphological			
Spelling/orthographic	X	I like “english” classes...	The word “English” has to be written with

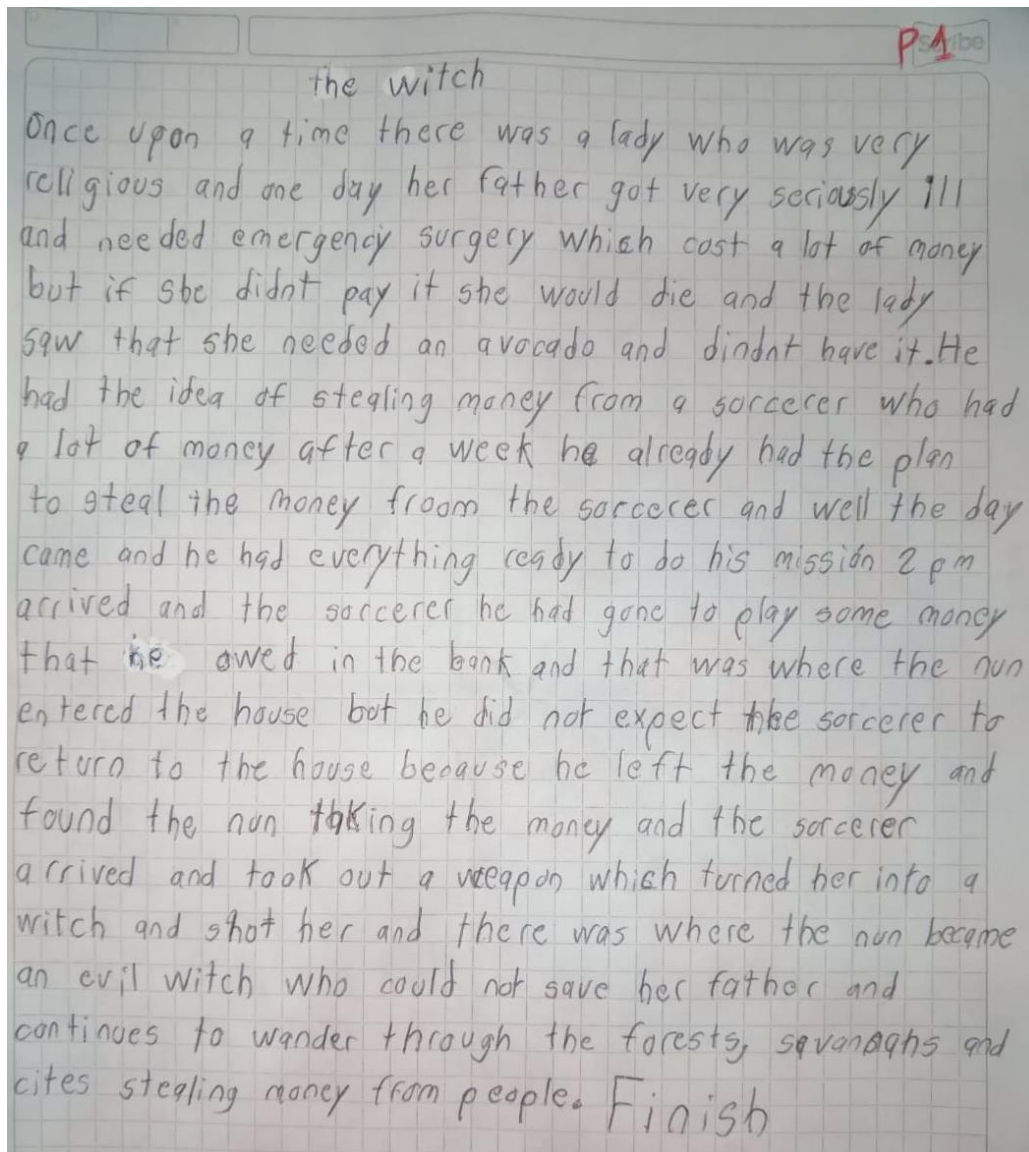
			capital letter because it is a proper noun.
Morphosyntax			
Pragmatic			
Socio-linguistic			

2• Performance test.

On the fifth line ([See figure 23](#)), we can see that the student incorrectly wrote the contraction of the auxiliary of the past in negation "didn't" since he wrote "dindnt" and this can be attributed to him as a lexical error due to the confusion he had. On the seventh line the student wrote "a lot money after a week"; to which you can see that there is omission of a period as a punctuation mark, so this is a spelling error. On the same line, there should be a point/period, the word "after" is supposed to be capitalized, so it is also spelling error. Also, on line eight we can see that the child misspelled the word "froom"; which means that it is a lexical error due to the confusion he had at the time of writing it. In line nine "ready to do his misión", we see that the student had an interference error since there was a relationship between his native language and the target language since words in English do not have an accent mark. On that same line, we see the lack of the punctuation mark "ready to do his mission. 2 pm arrived", this is an orthographic error. Now, on line 10, the student writes two subjects to refer to the same "the sorcerer he had gone"; whose error is of syntax since this branch distinguishes the syntactic functions subject, verb, predicate. Moreover, in the line 12, P1 confused the subject related to the nun; it is supposed that nun is a woman, so he should not write "he did not expect..." instead of "she"; this is a lexical

error due to confusion. And to finish, on the 19th line he wrote “forests, savannahs and cites” instead to write “cities”. There was an orthographic error due to omission of one letter “i”.

Figure 23 Legend Thread Participant 1



the witch

Once upon a time there was a lady who was very religious and one day her father got very seriously ill and needed emergency surgery which cost a lot of money but if she didn't pay it she would die and the lady saw that she needed an avocado and didn't have it. He had the idea of stealing money from a sorcerer who had a lot of money after a week he already had the plan to steal the money from the sorcerer and well the day came and he had everything ready to do his mission 2 pm arrived and the sorcerer he had gone to play some money that he owed in the bank and that was where the nun entered the house but he did not expect the sorcerer to return to the house because he left the money and found the nun taking the money and the sorcerer arrived and took out a weapon which turned her into a witch and shot her and there was where the nun became an evil witch who could not save her father and continues to wander through the forests, savannahs and cites stealing money from people. Finish

Error typology	Error	Error exposure	Intern comment
Interference	X	9 th line: “ready to do his misión”	Since words in Spanish have an accent mark, the student allowed his mother tongue to have a negative influence and thus put an accent mark on the words "mission".
Lexical	X	5 th line: “dindnt” 8 th line: “froom” 12 th line: “he did not expect...”	P1, in the 5 th line, wrote confusedly the auxiliary verb didn’t in negative. Besides, in the line 8 th , he wrote incorrectly the word “from”; that could have been a confusion due to little time. Line 12 is supposed to have a woman doing an action, so why did

			the student write “he” instead of “she”? There is a confusion there.
Semantic			
Syntax			
Morphological			
Spelling/orthographic	X	<p>7th line: “lot of money after a week”</p> <p>Same 7th line: “money. After a week...)</p> <p>9th line: “ready to do his mission. 2 pm arrived”.</p> <p>19th line: “forests, savannahs and cites”</p>	<p>In 7th line there was an omission of a punctuation mark which is a period.</p> <p>In the same line, there was an orthographic error because we all know that after a period, the next word must be written with capital letter “After”.</p> <p>In the line nine, we see that there is another lack of punctuation mark.</p>

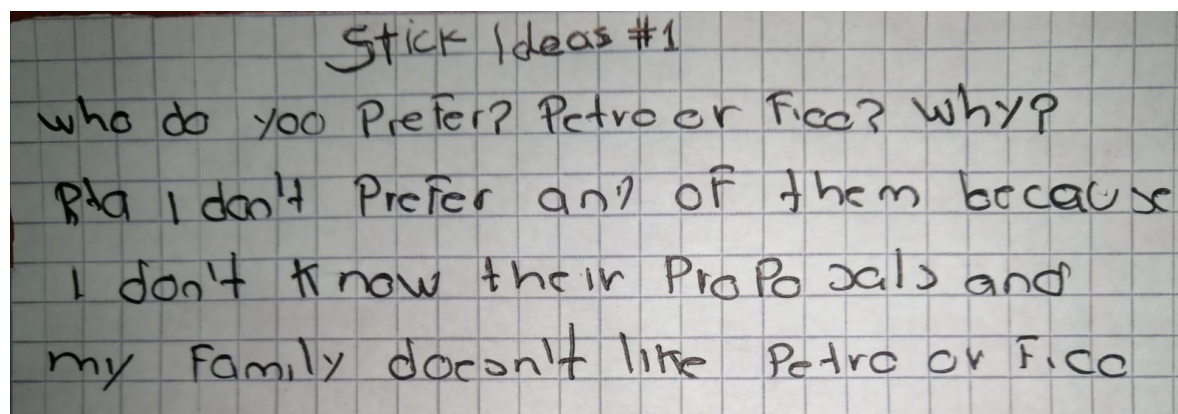
			And on the last line, we see that P1 had an omission letter because he had to write “cities” and no “cites”. Both words have different meanings.
Morphosyntax			
Pragmatic			
Socio-linguistic			

Participant 2.

1° Performance test.

In the case of participant 2, it can be seen [\(See figure 24\)](#) that he has no grammatical, lexical, semantic, or syntactic errors. As a personal opinion, for the researcher, it is well known that children in seventh grade have many grammatical errors in English. However, he is not in a position to say whether or not participant 2 made use of translators.

Figure 24 Idea Sticks Participant 2

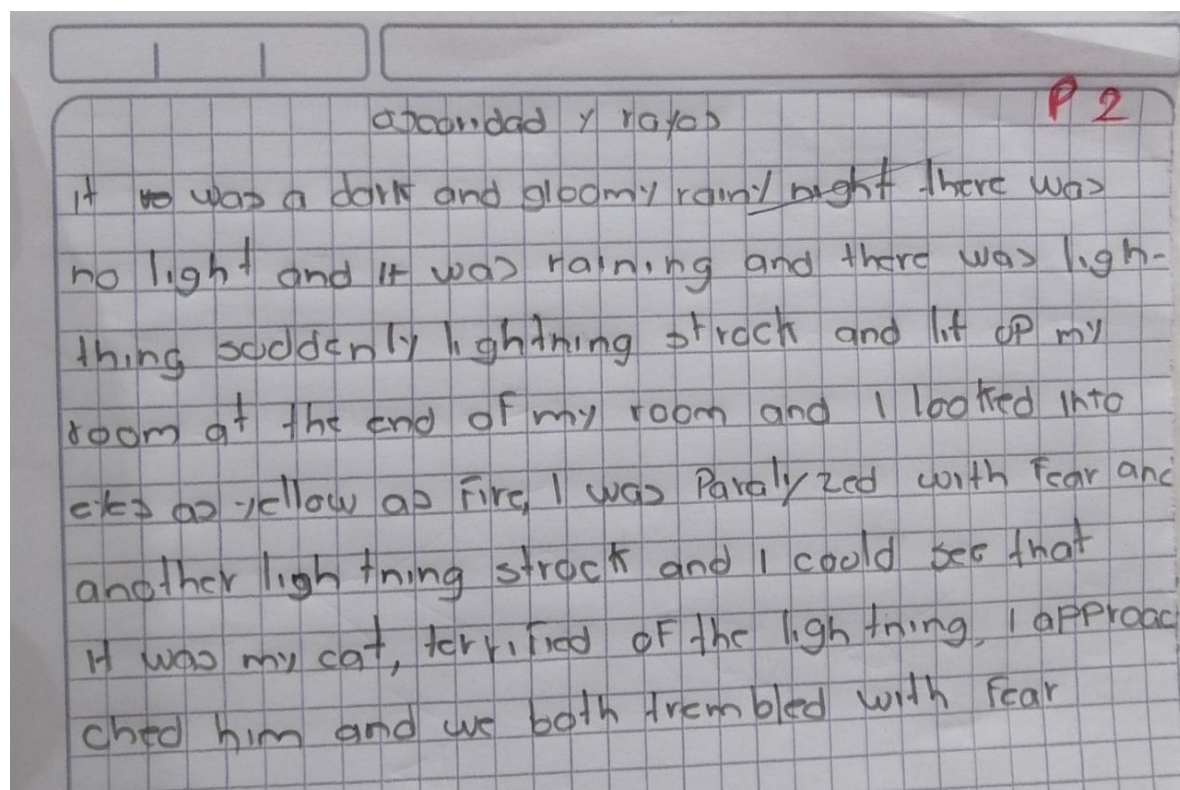


Error typology	Error	Error exposure	Intern comment
Interference			
Lexical			
Semantic			
Syntax			
Morphological			
Spelling/orthographic			
Morphosyntax			
Pragmatic			
Socio-linguistic			

2• Performace test.

On line one ([See figure 25](#)) we can see that there is an orthographic error due to a missing punctuation mark “gloomy rainy night there...”. On the same line, since there was a period followed, the following word should have been written in capital letters “There...”; what it means is that it is a spelling error for not capitalizing said word.

Figure 25 Legend Thread Participant 2



Error typology	Error	Error exposure	Intern comment
Interference			
Lexical			
Semantic			
Syntax			
Morphological			
Spelling/orthographic	X	1st line: "...gloomy rainy night. There was...	On the same line, we can see two spelling errors. The first is the missing punctuation and the second one is

			the incorrect writing of the word “there” which should be written in capital letter.
Morphosyntax			
Pragmatic			
Socio-linguistic			

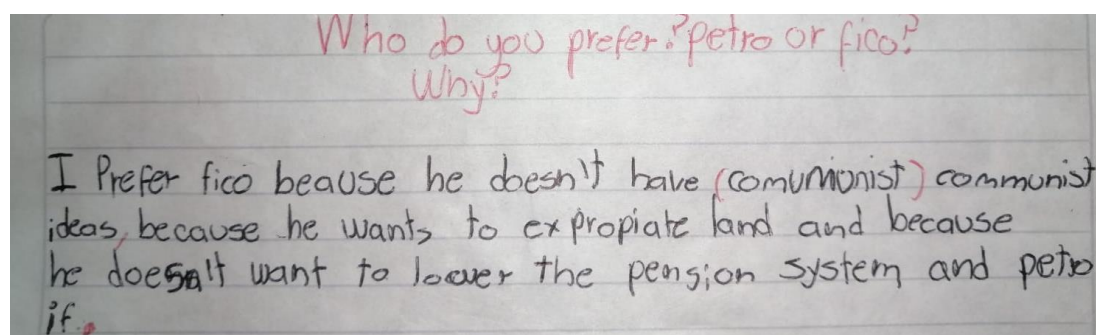
Participant 3.

1° Performance test.

In the case of participant 3, we can see [\(See figure 26\)](#) that he has a pragmatic error because the ideas are disorganized and there is incoherence. It supposes that he prefers Fico because he has no communist ideas; but after saying that, he wrote that Fico wants to expropriate lands and to lower the pension system and Petro wants it.

Besides there is another error and that is the word “expropriate”. He wrote incorrectly the word. That is a kind of orthographic error because misses one letter in the word expropriate; the letter is “R”.

Figure 26 Idea Sticks Participant 3



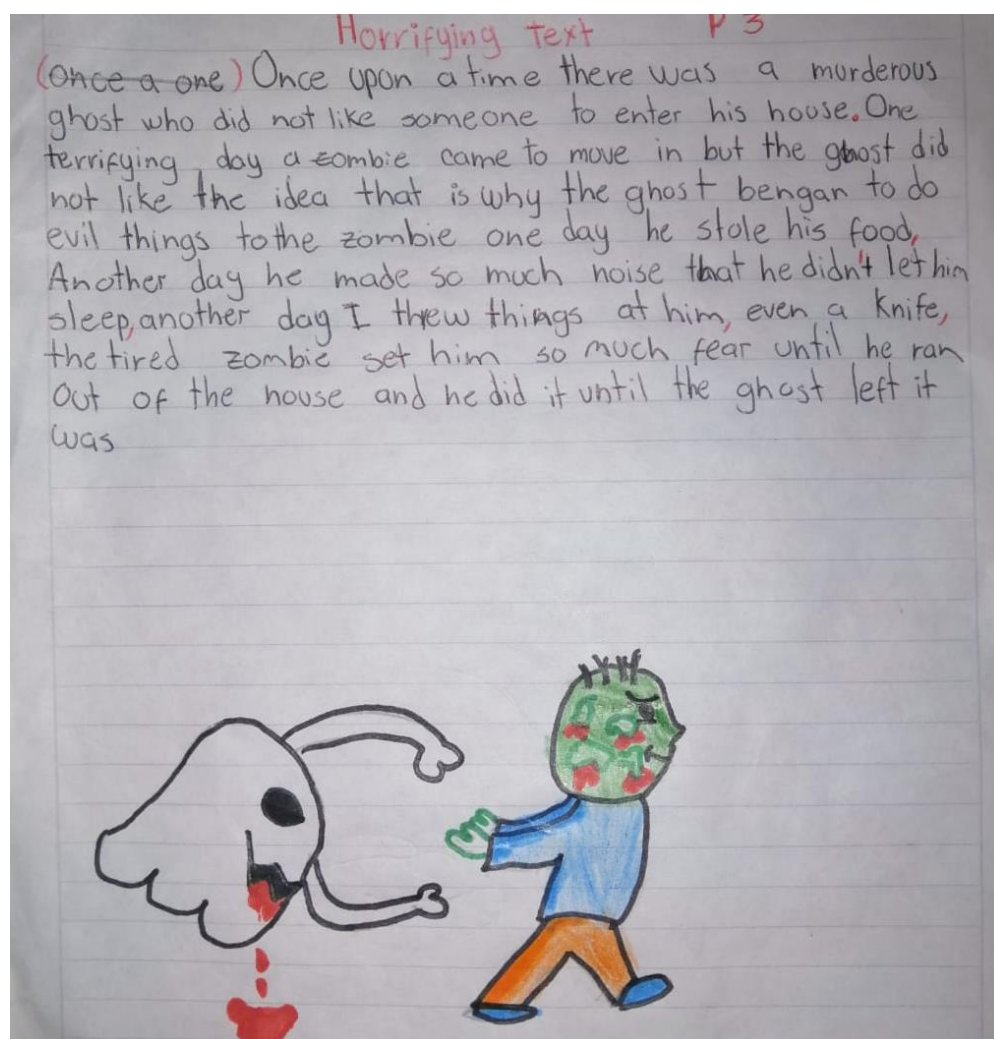
Error typology	Error	Error exposure	Intern comment
Interference			
Lexical			
Semantic			
Syntax			
Morphological			
Spelling/orthographic	X	He wants to "expropiate"...	The error is spelling because it omits a letter in the word "expropriate" which is a "r".
Morphosyntax			
Pragmatic	X	Disorganized and incoherence ideas.	He implied that he prefers Fico since he has no ideas of expropriation and Petro does; however,

			he did not imply it exactly.
Socio-linguistic			

2• Performance test.

In this case ([See figure 27](#)) we can see that on the second line the student had an omission of a preposition named “into”, that is why it is considered like a syntax error. On the line four, the student at least to write “began”, he wrote “bengan” and it is considered like a morphological error because there is one morpheme more. Adding that, on the fifth line, there is an orthographic error because we know that, when we put a period, the next word must start with capital letter. Besides, on the sixth line, there is a spelling error because after putting a coma, the next word must be written lowercase. And to finish, in this last case, we see that the student is telling a story in third person; which means that he had to use the subject “he” and no “I”.

Figure 27 Legend Thread Participant 3



Error typology	Error	Error exposure	Intern comment
Interference			
Lexical	X	7 th line: “another day I threy things...”	In this case, we see that the student is telling a story in third person; which means that he had to use the

			subject “he” and no “I”.
Semantic			
Syntax	X	2d line: “not like someone to enter his house”	With the knowledge that I have acquired, prepositions are important when writing sentences. In the highlighted phrasing it is noted that there is omission of the preposition “into”.
Morphological			
Spelling/orthographic	X	4 th line: “the ghost began” 5 th line: “things to the zombie. one day...” 6 th line: “stole his food, Another day...”	On the 4 th line, P3 had a spelling error because he wrote incorrectly the word “began”. Further, on the 5 th line, P3 did not take into account that words after a followed

			<p>period must be capitalized.</p> <p>In addition, on the line six, P3 wrote the word Another with capital letter and that is incorrect because before that word had no a followed period.</p>
Morphosyntax			
Pragmatic			
Socio-linguistic			

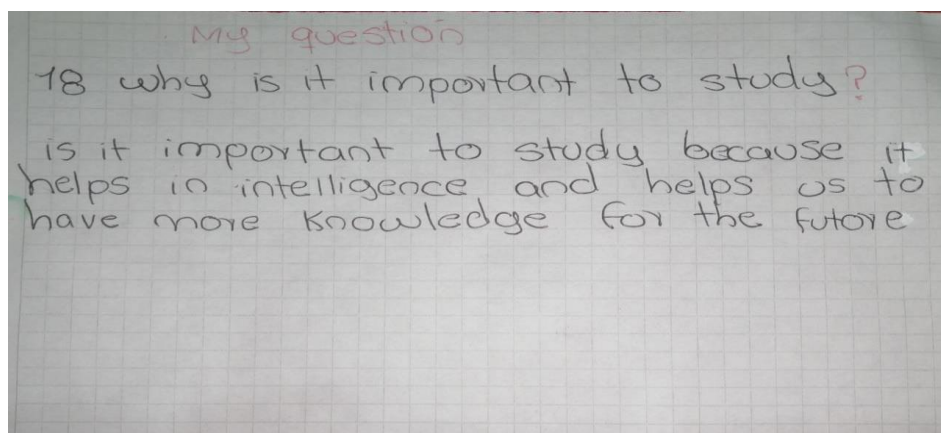
Participant 4.

1° Performance test.

Participant 4, at the beginning of her response ([See figure 28](#)), has a morphosyntax error since there is no agreement in the use of the verb to be "is" and the singular subject of the third person "it". In English, the structure of a sentence in the present simple must begin with the subject and there follows the verb to be conjugated in the third person singular, which is "is".

Likewise, she has a lexical error. She wrote “futore” at least of “future”.

Figure 28 Idea Sticks Participant 4



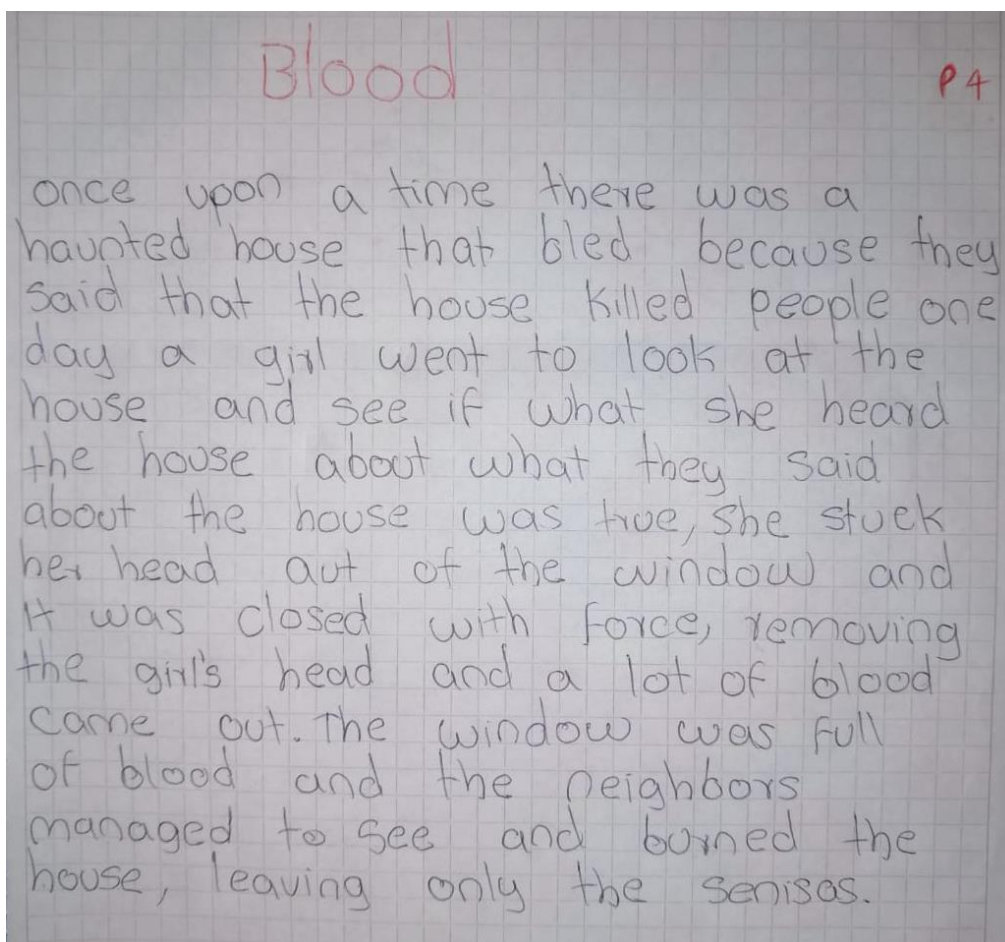
Error typology	Error	Error exposure	Intern comment
Interference			
Lexical	X	...knowledge for the “future”...	She had a confusion at time of writing the word “future”
Semantic			
Syntax			
Morphological			
Spelling/orthographic			
Morphosyntax	X	“Is” it important to study...	As affirmative tense, the sentence must begin with the subject which in this case is “it” and so, put the verb to be conjugated

			in third singular person which is “is”.
Pragmatic			
Socio-linguistic			

2• Performance test.

On the first line, at the beginning ([See figure 29](#)), P4 had an orthographic error due to a capital letter “once upon a time...”. In the next line, line two, P4 had a semantic error because she had to search for another word different from “they”. At least to use “they”, she could use “someone”. What is more, on the line four there is another spelling error due to a capital letter “a girl went...”. Besides, on the sixth line, P4 had another semantic error because she came back to commit the same mistake of confusing the proper noun “they” with the pronoun “someone” which replaces a personal pronoun. Moreover, on the line eight, she wrote “aut” and that is a morphologic error because she wrote badly that adverb. And to finish, P4, on the 14th line, wrote the word “senisas” at least to write “ashes”; here, it is evident that there was an interference error.

Figure 29 Legend Thread Participant 4



Error typology	Error	Error exposure	Intern comment
Interference	X	12 th line: "leaving only the senisas."	Here, it is evident that there was an interference error.
Lexical			
Semantic	X	2d line: "haunted house that bled because they said that the house killed people..."	On line two, P4 had a semantic error because she had to search for another

		<p>6th line:</p> <p>“house about what they said...”</p>	<p>word different from “they”. At least to use “they”, she could use “someone”.</p> <p>On line six, P4 could change the pronoun “they” for the plural noun “people”.</p>
Syntax			
Morphological		<p>8th line:</p> <p>“...head aut of the window...”</p>	<p>On the line eight, she wrote “aut” and that is a morphologic error because she wrote badly the adverb “out”.</p>
Spelling/orthographic	X	<p>1st line:</p> <p>“once upon a time...”.</p> <p>4th line:</p> <p>“... people one day. a girl...”</p>	<p>On the first line, the beginning of a sentence should always start with a capital letter.</p> <p>On the fourth line, words must be written</p>

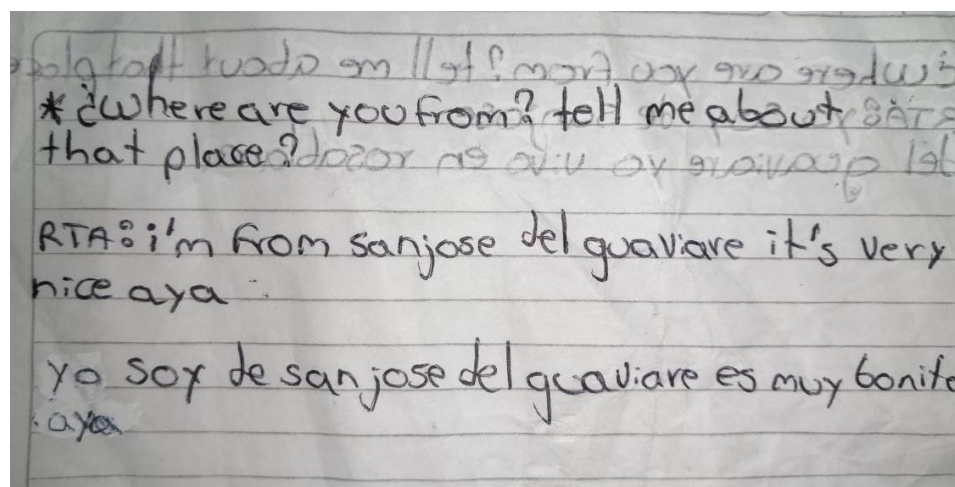
			with capital letter after a period.
Morphosyntax			
Pragmatic			
Socio-linguistic			

Participant 5.

1° Performance test.

The participant 5 was one of the people who did a disorganized work ([See figure 30](#)). She did not follow the instructions for developing well-done the activity. It supposes that the text had to be made up for 20 words minimum, but she did not. Now, seeing if she has errors for analyzing; we can observe that she wrote the Spanish word “aya”. There is an interference or interlanguage error here. And even, we can see that the Spanish word is misspelled as well. The interference error occurred because there was a negative interference of the native language in the target language.

Figure 30 Idea Sticks Participant 5

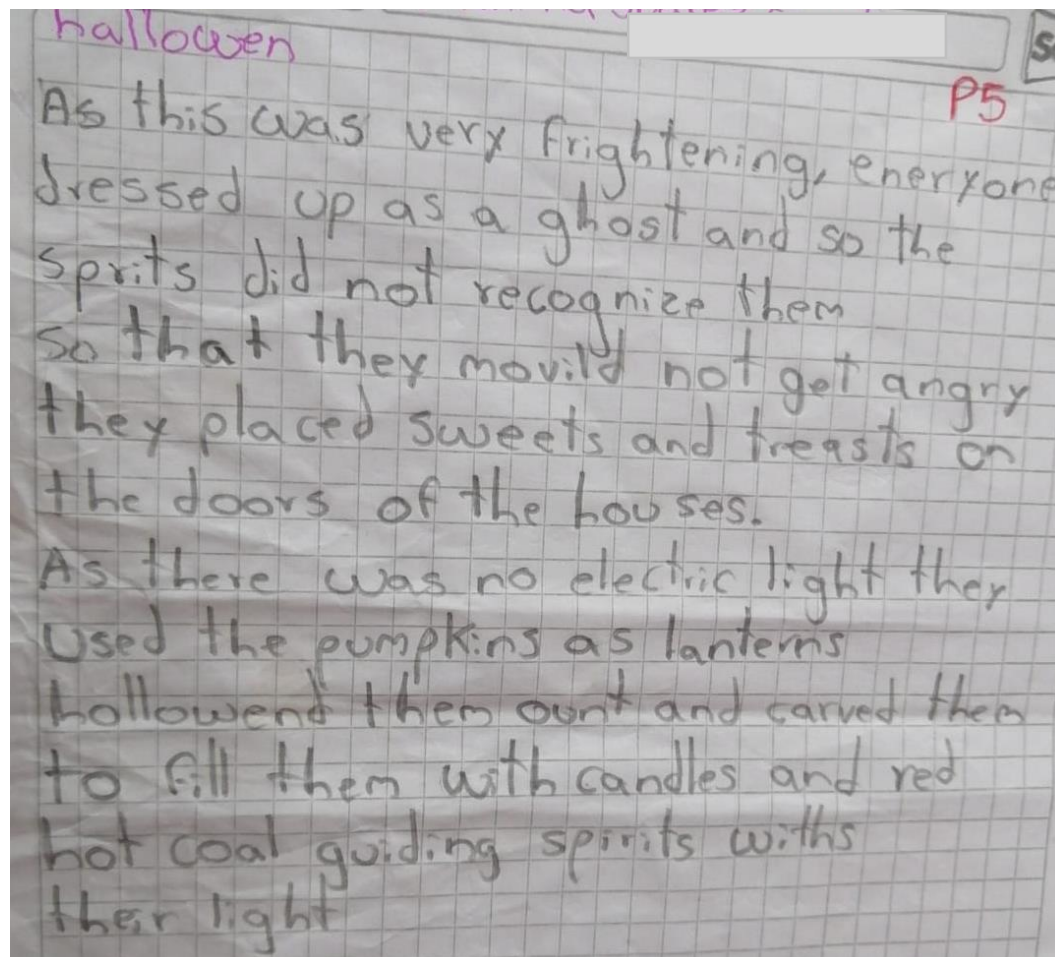


Error typology	Error	Error exposure	Intern comment
Interference	X	...It's very nice "aya"...	It is clear that the participant had an interference error. This word has a connotation of the Spanish language. It can influence in a negative way because the goal is to improve English skills, but the native language has an interference in the target language.
Lexical			
Semantic			
Syntax			
Morphological			
Spelling/orthographic			
Morphosyntax			
Pragmatic			
Socio-linguistic			

2• Performance test.

(See figure 31) on the third line, P5 had an omission of one letter “i” because the correct way to write “sprints” is “spirits” and that is considered like a spelling error. On the line nine, the girl had a morphological error because she, at least to write “out”, she wrote “ount”. And the line eleven, the girl wrote the word “with” incorrectly; what is supposed to be a spelling error.

Figure 31 Legend Thread Participant Participant 5



Error typology	Error	Error exposure	Intern comment
Interference			
Lexical			
Semantic			
Syntax			
Morphological	X	9th line: “...them ount and...”	She, at least to write “out”, she wrote “ount”.
Spelling/orthographic	X	3th line: “the sprits did not recognize...” 11 th line: “...sprints withs...”	On the line three, the girl had an omission of one letter “i”. And on the 11th line, P5 wrote incorrectly the preposition “with”. Therefore, it is an orthographic error.
Morphosyntax			
Pragmatic			
Socio-linguistic			

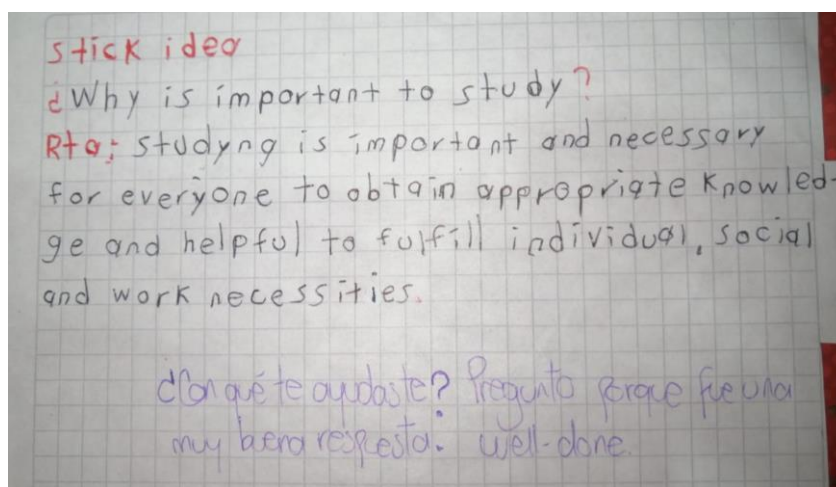
Participant 6.

1• Performance test.

In the response of participant 6 ([See figure 32](#)), no errors are identified to analyze.

However, we can see that in the wording of the question there is an interference or interlanguage error since the student used the open question mark at the beginning of the question; and we know that in English the open question mark does not exist, only in Spanish.

Figure 32 Idea Sticks Participant 6



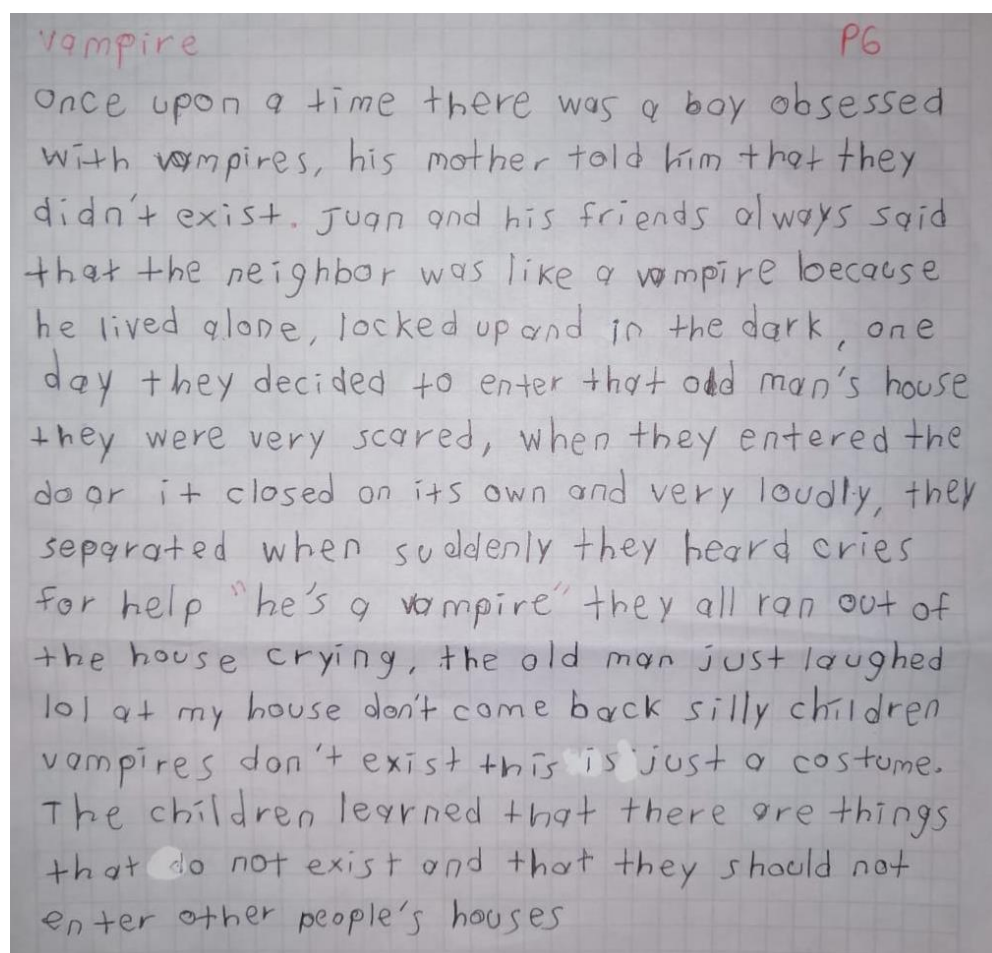
Error typology	Error	Error exposure	Intern comment
Interference	X	¿Why is important...?	We know that the open question marks do not exist in English, only in Spanish.
Lexical			
Semantic			
Syntax			

Morphological			
Spelling/orthographic			
Morphosyntax			
Pragmatic			
Socio-linguistic			

2• Performance test.

(See figure 33) As always, this guy has a good performance in English. He just had one error which was spelling error due to lack of a comma.

Figure 33 Legend Thread Participant 6



Error typology	Error	Error exposure	Intern comment
Interference			
Lexical			
Semantic			
Syntax			
Morphological			
Spelling/orthographic	X	6 th line: “...old man’s house they were very...	They guy could put a coma after the word house to give more order to the text and rhythm when reading it.
Morphosyntax			
Pragmatic			
Socio-linguistic			

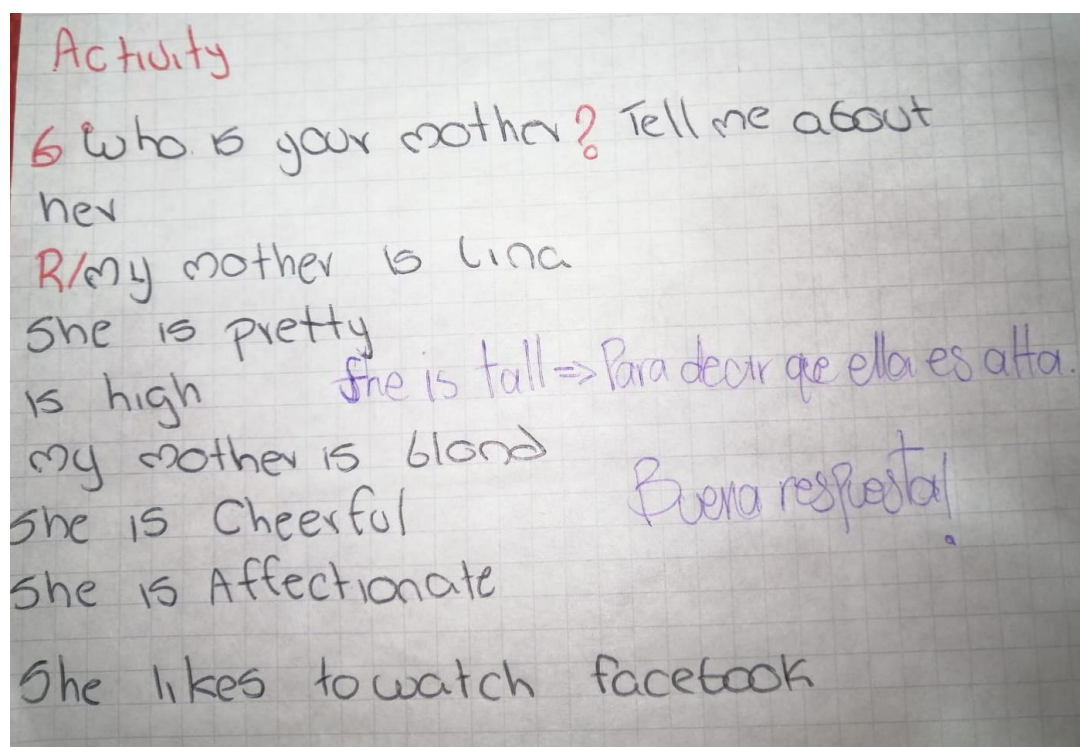
Participant 7.

1° Performance test.

Participant 2 has two errors ([See figure 34](#)); one orthographic and one socio-linguistic. In the identification of the orthographic error, it can be seen that there is an omission of the subject “she”. We know that a simple sentence in English must always be formed by the subject, verb and complement; in this case, the student omits the subject. In the case of the socio-linguistic error, we can see that the girl uses the qualifying adjective

“high” to say that her mother is tall. The word “high” in English is used to describe the height of an object; and tall is used for describing the height of a person.

Figure 34 Idea Sticks Participant 7



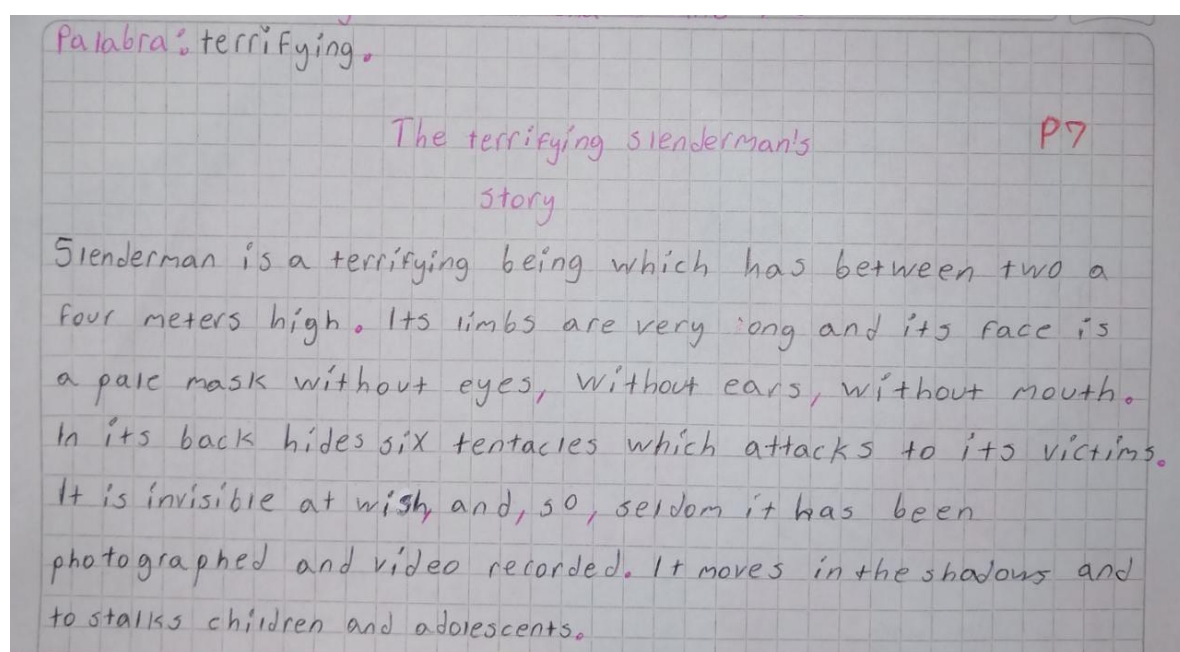
Error typology	Error	Error exposure	Intern comment
Interference			
Lexical			
Semantic			
Syntax			
Morphological			
Spelling/orthographic	X	3th line: ...is high...	There is an omission of the subject. In a simple tense in

			English, we must write the subject, the verb and the complement; and she omits the subject “she” as I said exposed early.
Morphosyntax			
Pragmatic			
Socio-linguistic	X	3th line: “...is high...”	Even though the word “high” is well-written, this word is not related to the context of the sentence. The adjective “high” is used for things’ context. She could have used the adjective “tall” for describing the height of a person.

2• Performance test.

The comments I have in this case are more than positive ([See figure 35](#)). The improvement that the student had in this second test is notable since she had no errors. Something to highlight is that she used punctuation marks well, respecting capital letters at all times; In addition, she used vocabulary that is difficult for children of that age and grade to handle.

Figure 35 Legend Thread Participant 7



Error typology	Error	Error exposure	Intern comment
Interference			
Lexical			
Semantic			
Syntax			
Morphological			

Spelling/orthographic			
Morphosyntax			
Pragmatic			
Socio-linguistic			

Participant 8.

1° Performance test.

(See figure 36) The first error identified here is an interference or interlanguage error since, as in previous cases, the student used the open question mark and this sign is only made in Spanish.

In the first paragraph we see several errors. The first error is a spelling error since the sentence began with a lowercase letter. Along the same line, a lexical error is identified since the girl confuses the possessive pronoun “its” with the verb to be “is”. And in that same line, we can see that the girl wrote “import”; it can be said that there is an interference error because she may have deduced that the word could be written in the same way in English as in Spanish; it can also be said that it is a lexical error due to the confusion caused by the interlanguage error; we also see that it can also be a syntax error due to the lack of elements to make up the word “important”.

In the second paragraph, she tried to say that there are different kinds of love. However, she did not correctly use the structure equivalent to the impersonal form of the verb “to have” in the present tense; we can say that this is a syntax error for missing elements. On that same line, she misspelled the word “different”, there was an omission of the letter “f”; and it means that it would be an orthographic error, however, in a general

way, the word “different” is an adjective and the adjectives in English should not be pluralized and the participant did, so she had a morphosyntax error. In addition, there is also an omission of the word “type”; this word had to be written in the plural; It can be said that it is a spelling error due to the omission of the letter “s”, but we can also say that it is a morphosyntax error because there was no agreement in the pluralism of the word.

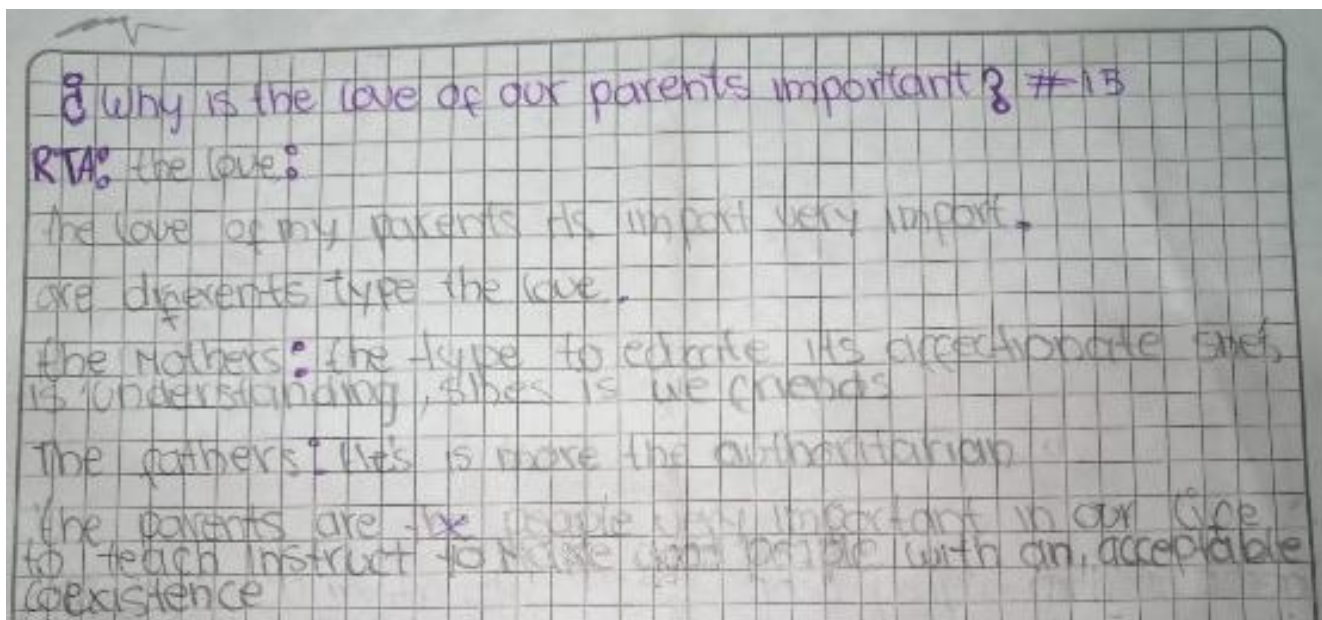
In the third paragraph, she talks about mother's love. She, at the beginning, has a spelling error since she started the sentence with a lowercase. On that same sentence, we find again the lexical error which is based on the confusion of using the possessive pronoun "its" instead of using the subject "it" and conjugating the verb to be in the third person singular "is". Moreover, she committed the error of orthography due to the lack of punctuation marks. Further, she wrote “she’s is understanding, she’s is we friends”; we can see that she conjugated the verb to be twice in a row: she abbreviated the subject with the verb to be and then wrote the verb to be of the third person singular “is”. The previous errors could be syntax errors for the sentence order or lexical for the confusion that she had. And finally, she had a lexical error since she confused the personal pronoun "we" with the possessive adjective "our".

In the fourth paragraph, she talked about her father's love. Here we can see that there is a pragmatic error since there is incoherence and disorganization in the sentence.

And in the fifth paragraph, we do not see errors. In fact, I think the mistakes she made in the first paragraphs, she corrected them here.

Despite all the errors analyzed in participant 3, it can be said that she did perform the activity as it should. We were able to see that she made the written production using the knowledge that she had.

Figure 36 Idea Sticks Participant 8



Error typology	Error	Error exposure	Intern comment
Interference	X	<p>-In the question: ...¿Why is the love of our parents...?</p> <p>-In the first paragraph: ...very “import”.</p>	<p>-As previous cases, the open question marks are only for the Spanish language, not for English.</p> <p>-It can be deduced that the student had an interference language</p>

			because she confused the “important” word for “import”.
Lexical	X	<p>First paragraph: ...my parents “its” very...</p> <p>Third paragraph: ...to educate its “affectionate”...</p> <p>Third paragraph: ...she’s is “we” friends...</p>	<p>Here, the student made a mistake since she confused the possessive pronoun “its” with the conjugation of the verb to be in the present simple which is “is”.</p> <p>In the next lexical error, we can find again a lexical error because she had a confusion to use the possessive pronoun “its” instead of using the subject “it” and the verb to be conjugated in present simple of</p>

			<p>the singular which is “is”.</p> <p>In the next case, the participant had a lexical error because she confused the possessive adjective “our” with the personal pronoun “we”</p>
Semantic			
Syntax	X	<p>Second paragraph:</p> <p>...“are” diferents type the love...</p> <p>Third paragraph:</p> <p>...“she’s is”</p> <p>understanding, “she’s is”</p> <p>we friends...</p>	<p>She tried to say that there are various types of love.</p> <p>Notwithstanding, she did not use the structure equivalent to the impersonal form of the verb “to have” in the present tense. And therefore, we can say that there is a lack of elements.</p>

			In the next error, we can see that she conjugated the verb to be twice in a row; she abbreviated the subject with the verb to be and then wrote the verb to be of the third person singular “is”. That means that there were syntax errors for the sentence orders.
Morphological			
Spelling/orthographic	X	<p>First paragraph: ...“the” love of my parents...</p> <p>Third paragraph: ...“the” mother’s:...</p> <p>Third paragraph: ...the type to educate its affectionate she’s...</p>	<p>A sentence should always begin with a capital letter, not a lowercase letter.</p> <p>As in the previous case, all sentence beginnings must be written in capital letters.</p>

			In the next case, we can see that there are lack of punctuation marks.
Morphosyntax	X	<p>Second paragraph:</p> <p>...Are “diferents” type the love...</p> <p>In the same second paragraph:</p> <p>...diferents “type” the love</p>	<p>In this case, we can see two errors in a single word. In English, the word "different" has two "f". Also, adjectives in English should not be pluralized and she pluralized it by adding an “s” to it.</p> <p>As for the following case, the word "type" should have been agreed in number, that is, this word should have the connotation of plurality and that is not the case. It can be</p>

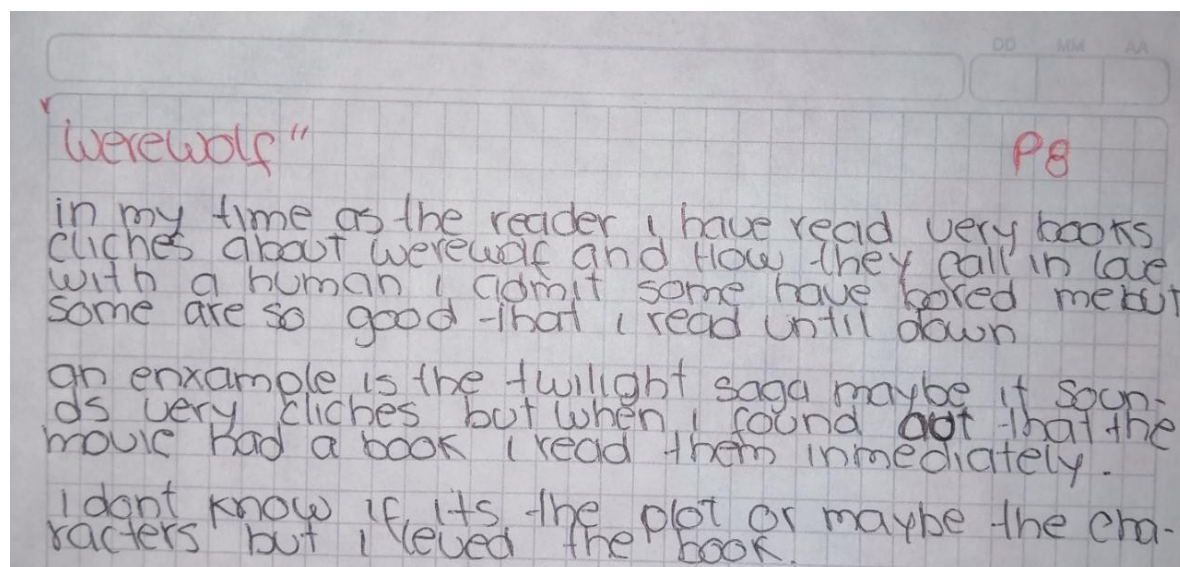
			understood that the girl pluralized the adjective and left the pronoun in the singular.
Pragmatic	X	...The father's: He's is more the authoritarian...	It is clear that here she had a pragmatic error because there is incoherence and disorganization in the all sentence.
Socio-linguistic			

2• Performance test.

(See [figure 37](#)) on the first line, P8 confused the word and its meaning “very” for “many” which tells us that it is a lexical error. Between the line one and two, the girl wrote “books clichés about...” and that is not correct because qualifiers usually come before the subject, animal or object and that is a syntax error due to the disorder of the set of those two words. Furthermore, on the third line there is an orthographic error due to omission of a punctuation error. On that same line, there is a spelling error since we know that after a period, the next word must start with a capital letter. Also, on the fifth line, there is an another spelling error because, at the beginning of a phrase, the word must be written with capital letter. On that fifth same line, the girl, at least to write “example”, she wrote

“enxample” and that is a morphological error because there is an extra morpheme in the word “example”. And to finish, on the line nine, the girl at least to write “love”, she wrote “leved” and that is a morphological error for the unequivocal formation of the word “love”.

Figure 37 Legend Thread Participant 8



Error typology	Error	Error exposure	Intern comment
Interference			
Lexical	X	1rst line: “I have read very books”	P8 confused the word and its meaning “very” for “many” which tells us that it is a lexical error.
Semantic			
Syntax	X	1rst – 2d lines: “...books cliches...”	Between the line one and two, the girl wrote “books clichés

			about...” and that is not correct because qualifiers usually come before the subject, animal or object and that is a syntax error due to the disorder of the set of those two words.
Morphological	X	<p>5th line:</p> <p>“an enxample...”</p> <p>9th line:</p> <p>“...but I leved the book.”</p>	<p>On the line fifth, the girl, at least to write “example”, she wrote “enxample” and that is a morphological error because there is an extra morpheme in the word "example".</p> <p>On the line nine, the girl at least to write “love”, she wrote “leved” and that is a morphological error for the unequivocal</p>

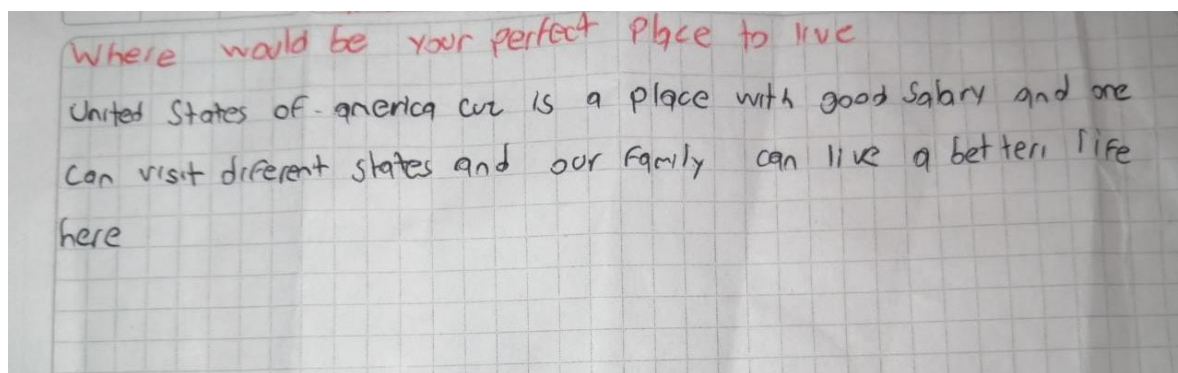
			formation of the word “love”.
Spelling/orthographic	X	<p>3th line:</p> <p>“...with a human i admit some...”</p> <p>5th same line:</p> <p>“an enxample...”</p>	<p>On the third line there is an orthographic error due to omission of a punctuation error.</p> <p>On that same line, there is a spelling error since we know that after a period, the next word must start with a capital letter.</p> <p>On the fifth line, the girl began the phrase with lowercase and we know that always at the beginning of a sentence and / or paragraph should start with a capital letter.</p>
Morphosyntax			
Pragmatic			
Socio-linguistic			

Participant 9.

1• Performance test.

In this short paper ([See figure 38](#)), we can see that the ninth participant has only one error; this error is orthographic because we all know that the names of the countries have to be written with capital letter. It means that “america” must be written with capital letter “A”.

Figure 38 Idea Sticks Participant 9



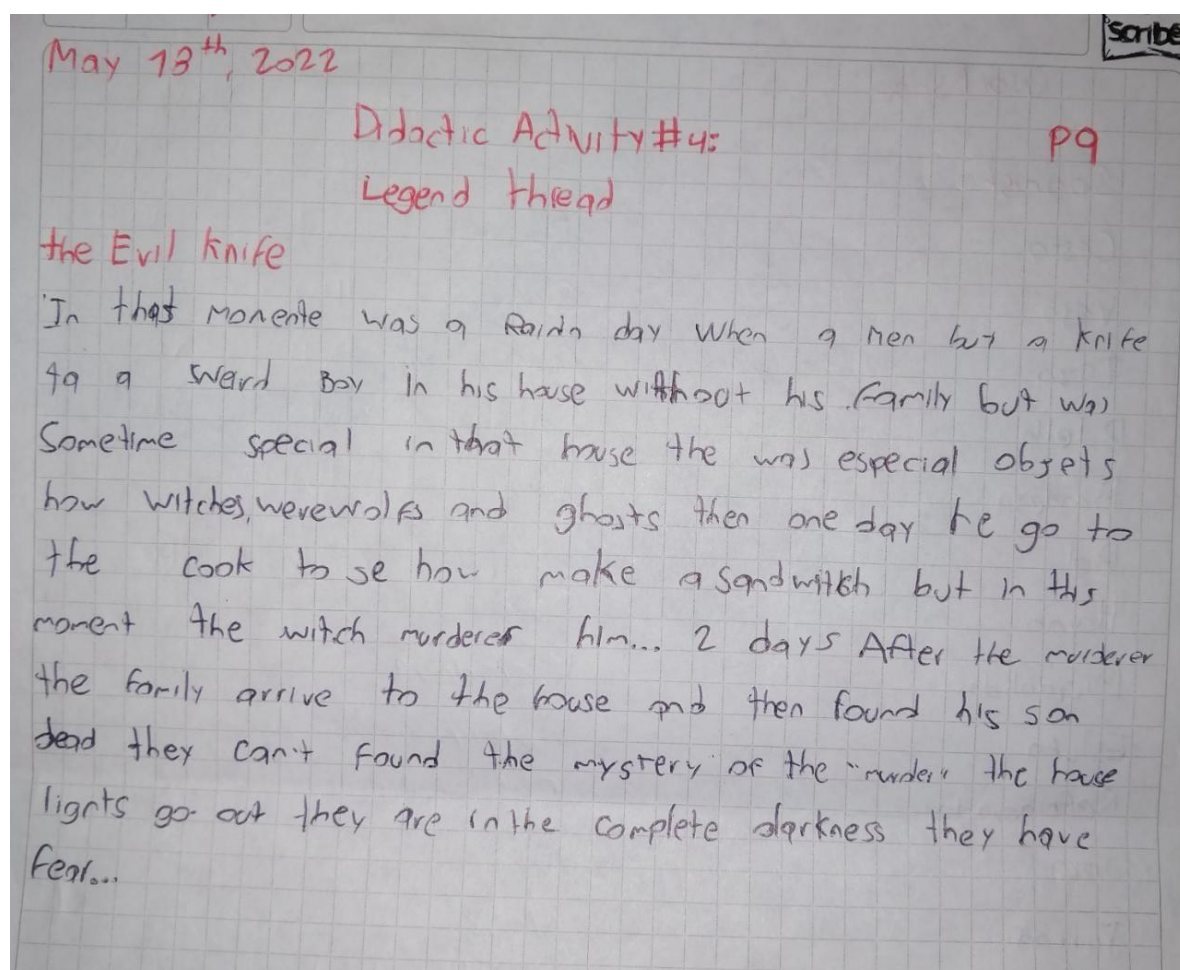
Error typology	Error	Error exposure	Intern comment
Interference			
Lexical			
Semantic			
Syntax			
Morphological			
Spelling/orthographic	X	United States of “america”	We all know that the names of the countries must be written in

			capital letter. That means that “america” should have been written with the capital letter “A”.
Morphosyntax			
Pragmatic			
Socio-linguistic			

2• Performance test.

([See figure 39](#)) Taking a neutral role, we can see that in this writing production there are many pragmatic errors since the student has no coherence or cohesion when writing, the plan or organization of the text is notorious. We can also see that it has morphosyntax errors since, instead of using the simple past, it used the present. From it we can see spelling errors since he did not use the punctuation marks properly; and he also had lexical errors because he mistook a verb for a noun.

Figure 39 Legend Thread Participant 9



Error typology	Error	Error exposure	Intern comment
Interference			
Lexical			
Semantic			
Syntax			
Morphological			
Spelling/orthographic			
Morphosyntax			

Pragmatic			
Socio-linguistic			

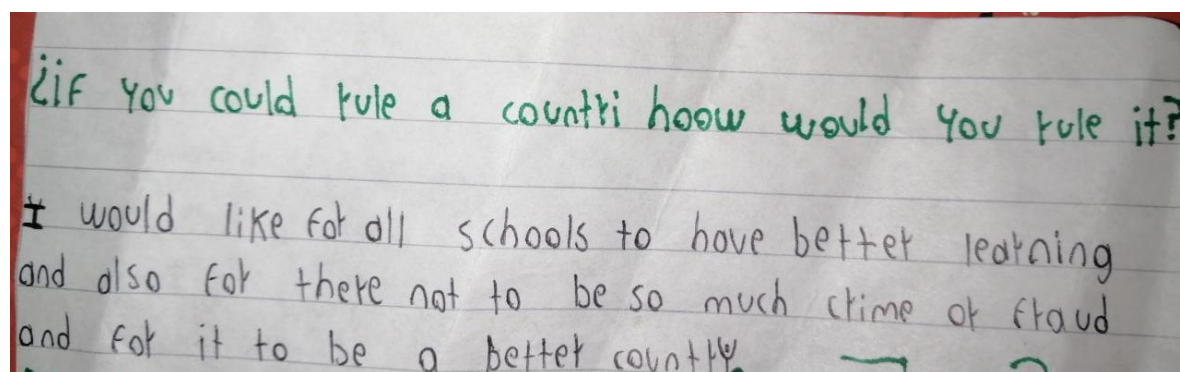
Participant 10.

1• Performance test.

In the case of the last participant ([See figure 40](#)), we can see that the student has three errors in the question. The first error I identified is an interference error because the open question marks do not exist in English, only in Spanish. The second error identified is lexical because the schoolchild wrote “countri” and it supposes that the student had a confusion when wrote the word “country”. And the last error in the question is morphological because he wrote “hoow” adding an “o” or an extra morpheme.

In the development of the text, I can see that the student has another error which is pragmatic error because he made incorrect use of the "for" connector. Instead of "for" he could have used "that".

Figure 40 Idea Sticks Participant 10



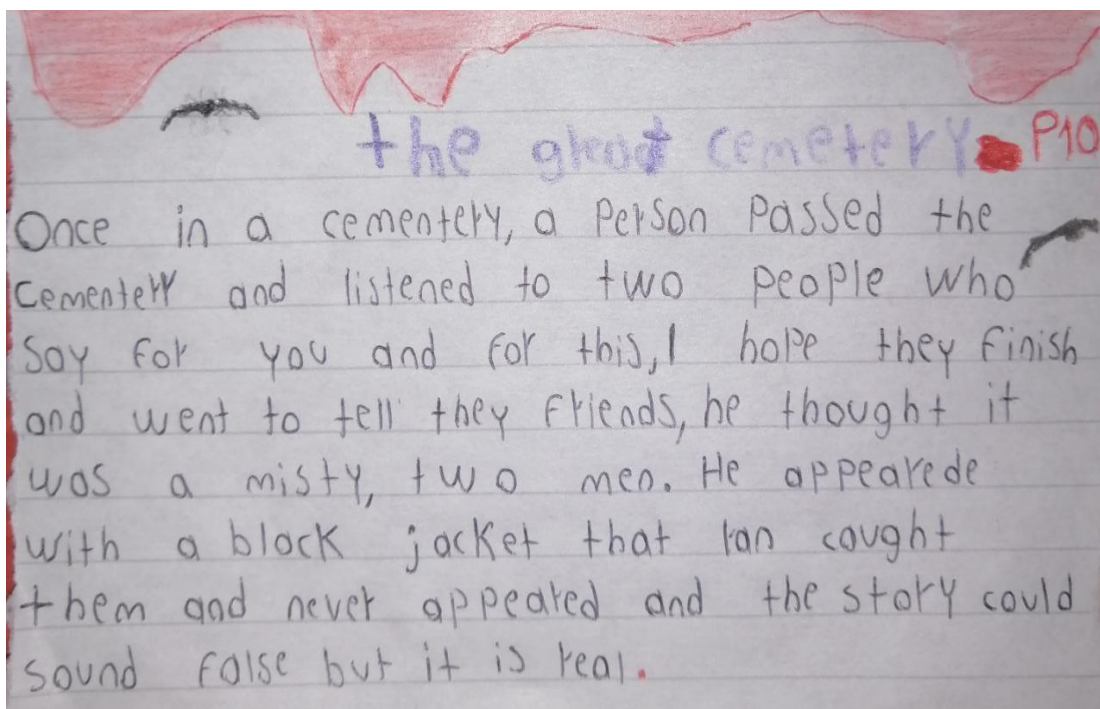
Error typology	Error	Error exposure	Intern comment
Interference	X	...“¿”If you could rule a countri hoow would you rule it?...	It is an interlanguage error because the open question mark do not exist in English, only in Spanish.
Lexical	X	...could rule a “countri”...	There was a confusion when writing the word country.
Semantic			
Syntax			
Morphological	X	...countri “hoow” would you...	This error is morphological because the participant wrote an “o” that can be called as an extra morpheme mistake.
Spelling/orthographic			
Morphosyntax			
Pragmatic	X	...I would like “for” all schools...	This is a pragmatic error because he made incorrect use of the

			<p>“for” connector.</p> <p>Instead of using “for”,</p> <p>he could have used</p> <p>“that”.</p>
Socio-linguistic			

2• Performance test.

This case, P10 has many coherence and morphosyntax errors ([See figure 41](#)); however, an analysis could be done because writing facilitates reading. In the first line, the student made a morphological error since he added an extra morpheme in the word “cemetery”. On the second line you see the same error. On line three, P10 had a semantic error because instead of using the verb “wait” to say that he was waiting for someone to do something, he used the verb “hope” as if he trusted or had faith in something. Although the two words are synonyms, but the meanings and contexts are different. On the same line three, he had a morphosyntax error since he did not have an agreement in the verb tenses; the ideal was that in that case he would use the verb "finish" in the past simple. From lines four to five, there is such a great pragmatic error that what the student is trying to show is incomprehensible. At the end of line five, the student has a morphological error since he added an extra morpheme to the verb conjugated in the past simple “appearede”

Figure 41 Legend Threat Participant 10



Error typology	Error	Error exposure	Intern comment
Interference			
Lexical			
Semantic	X	3th line: "I hope they finish..."	On line three, P10 had a semantic error because instead of using the verb "wait" to say that he was waiting for someone

			<p>to do something, he used the verb “hope” as if he trusted or had faith in something.</p> <p>Although the two words are synonyms, the meanings and contexts are different.</p>
Syntax			
Morphological	X	<p>1st line: “Once in a cementery”</p> <p>2d line: “...cementery and listened...”</p> <p>5th line: “He appearede...”</p>	<p>In the first line, the student made a morphological error since he added an extra morpheme in the word “cemetery”. On the second line you see the same error.</p> <p>On the line five, the student has a morphological error since he added an extra morpheme to the</p>

			verb conjugated in the past simple.
Spelling/orthographic			
Morphosyntax	X	3th line: “...they finish and went to tell...”	On line three, he had a morphosyntax error since he did not have an agreement in the verb tenses; the ideal was that in that case he would use the verb "finish" in the past simple.
Pragmatic	X	4 th – 5 th lines: “and went to tell they friends, he thought it was a misty, two men. He appearede...”	Total incomprehension of the two lines. That is why it is considered a pragmatic error.
Socio-linguistic			

Results

For the writing of the results, in the first instance a comparison was made between the application of the performance test one and the last per student; in addition to making a general comparison. After this, a categorization was made showing the advantages and

disadvantages that the participants obtained during the applications of the two performance tests.

Comparison of error analysis between the 1st and last performance test

Results for each student. ([See figure 42](#))

P1.

We can see that Participant 1 in the first test got two errors; one lexical and one orthographic. And in the last performance test she got eight errors; four lexical and four orthographic. Therefore, we can see that the student deteriorated in written production in English.

P2.

In the case of Participant 2, it is clear that the student deteriorated since in the application of the last performance test he had two spelling errors and in the first performance test he had no errors.

P3.

In relation to Participant 3, a deterioration in written production is manifested since the student in the last performance test obtained four errors; two spelling errors, one syntax error and one lexical error, while in the first performance test he only had two errors; one spelling and one pragmatic.

P4.

In this case, we can also see that the student had a deterioration since the last application of the performance test had six errors; two orthographic, two semantic, one

morphological and one interlanguage, while in the application of the first performance test she only had two errors, which were one morphosyntax error and one lexical error.

P5.

Participant 5 had a minimal deterioration since the last performance test had three errors; two orthographic and one morphological, while in the first performance test he had only one error which was interlanguage.

P6.

In relation to this participant, it is intuited that he did not improve, but he did not worsen either. He kept the same error record in both performance tests.

P7.

In this case, we see the improvement that Participant 7 had since in the first performance test she had two errors; one of grammar and the other sociolinguistic, while in the second performance test she had no errors.

P8.

The case of this participant is particular since in the first application of the performance test we see that the student had many errors, thirteen to be exact, which are two interlanguage errors, three lexical errors, two syntax errors, three spelling errors, two morphosyntax errors and a pragmatic one; while in the second performance test she had six errors; one lexical, one syntax, two morphological and two orthographic.

P9.

To be honest, this case perplexed the practitioner because while remaining neutral, the future teacher identified high English potential in this boy. Now, in the first application

he had only one error and it was spelling; which was based on the lack of not capitalizing a proper name. However, in the second performance test, his performance was not acceptable at all. To make an idea of it, the student's text is incomprehensible; not even mentally translating from English to Spanish is it possible to identify what the student was talking about. It was shown that he had enormous pragmatic errors since there was no coherence or organization in the text and its structure was null.

P10.

Participant 10 also had a deterioration since in the second performance test he presented six errors which were one semantic, three morphological, one morphosyntax and one pragmatic; while in the first performance test she presented four errors, one of interlanguage, one lexical, one morphological and one pragmatic.

Figure 42 Comparison Each Participant

Participants	Errors identified in the first performance test	Errors identified in the last performance test
P1	1 lexical error 1 spelling error	1 interlanguage error 3 lexical errors 4 spelling errors
P2	No error	2 spelling errors
P3	1 spelling error 1 pragmatic error	2 spelling errors 1 syntax error 1 lexical error
P4	1 lexical error 1 morphosyntax error	2 spelling errors 2 semantic errors 1 morphological error 1 interlanguage error
P5	1 interlanguage error	2 spelling errors 1 morphological error
P6	1 interlanguage error	1 spelling error
P7	1 spelling error 1 socio-linguistic error	No error
P8	2 interlanguage errors 3 lexical errors 2 syntax errors 3 spelling errors 2 morphosyntax errors 1 pragmatic error	1 lexical error 1 syntax error 2 morphological errors 2 spelling errors
P9	1 spelling error	Incomprehensible writing Many pragmatic errors An unintelligible test
P10	1 interlanguage error 1 lexical error 1 morphological error 1 pragmatic error	1 semantic error 3 morphological error 1 morphosyntax error 1 pragmatic error

Results in a general way.

Despite the fact that the quantitative results show that the participants messed up in the written production in English, it is evident that from the qualitative point of view, they improved since they followed the instructions to correctly develop the last performance test because it was stated that they did not use online translators, who did it during class and not

at home; At the same time, most of them used their imagination to profitably carry out the solution of the last performance test.

Following the general results, total errors ([See figure 43](#)) by both performance test application, we see that:

The typology of interlanguage, it was manifested that it improved in the performance test number two.

In the case of the lexical typology, it is clear that there was an improvement in the second performance test.

In relation to the semantic typology, it is evident that there was a deterioration in the second performance test.

In the syntax typology, the same performance was handled, there was no change.

In the morphological typology, there was a clear deterioration in performance test number two.

In the case of the typology of spelling, a deterioration in performance test two is clearly seen.

Regarding the pragmatic typology, it was improved in the second performance test.

And, finally, on the part of the sociolinguistic typology, there was improvement in the second performance test.

Figure 43 Total Errors Results

Typology	1 ^o performance test results (total errors)	Last performance test results (total errors)
Interlanguage error	5	2
Lexical error	6	5
Semantic error	0	3
Syntax error	2	2
Morphological error	1	7
Spelling error	7	15
Morphosyntax error	3	1
Pragmatic error	3	2
Socio-linguistic error	1	0

Categorization.

The categories were determined following the written productions of the two performance tests and the practitioner's perception. These categories were identified thanks to the figure that shows the total errors of all students; table which allows us to see which typologies were the most violated in terms of written production, and the development of the different performance tests.

Advantages.

Strength in imagination

In the different written productions read by the researcher, it was observed that, thanks to transversality, the majority of the participants made use of their imagination, without limiting their knowledge to themselves.

Motivation to learn English

The use of didactic activities is a way to catch the attention of the students during the explanation classes of some grammatical topic.

Disadvantages.

- Little time:

The students did not have the necessary time and space to write the performance tests in an adequate way; this little time made the children wrote incorrectly and/or not check what they wrote.

- Typology of common errors among participants:

Typologies of errors such as spelling, lexical and morphological were the errors that the students had the most. On the spelling part, the list of the most common errors that students had in relation to writing words with the omission of a letter, lack of punctuation marks, starting a paragraph in lowercase and others was seen. In addition, in the lexical case, students wrote words incorrectly, such as the illustration of writing country with Latin "I", or confused the meaning and use of words such as "very" and "many"; and to conclude, the part of the morphology, the aggregation and/or lack of morphemes in a word, bad formation of adverbs from an adjective.

Conclusion

To reach a solid conclusion, it was necessary to answer the guiding questions that helped the development of this thesis and following the inductive analysis that generalizes data from a given phenomenon.

In the first place, it was necessary to fulfill the objectives of this thesis. The main idea was to implement didactic activities to improve the written production in English in the seventh grade students of the Gilberto Alzate Avendaño school. After the application of the performance tests, an analysis of errors was necessary to determine which were the errors that the students had, classifying them into typologies of errors, moreover to know

what advantages and disadvantages the participants had with the use of the didactic activities.

In that order of ideas, by way of conclusion, the implementation of the didactic activities did not help to improve the written production in English of the seventh grade students of the Gilberto Alzate Avendaño School from Villavicencio. Only two students improved in their written production in English, which were P7 and P8. The advantages that they obtained were the development that the participants had in relation to the imagination; This was due to the inclusion of transversality in the curriculum formats managed by the educational institution; in a certain way, transversality does not limit knowledge in them. The motivation acquired by the students when learning English is also highlighted, since before they came to classes with demotivation caused by the conventional and traditional methodology used by teachers in classes. On the other hand, the disadvantages that the children obtained were the little time they had to develop the performance tests in a good way and the most common typologies of errors that they had among them, such as spelling, lexical and morphological errors.

Chapter IV: Community outreach component

Introduction

According to (Soto) English, meanwhile, is the language of international communication in commerce, finance, science, technology, entertainment, religion, among others. This language is the official language of many International Organizations such as the European Union, the United Nations, North Atlantic Treaty Organization (NOTA) or United Nations Educational, Scientific and Cultural Organization (Unesco).

Speech, in a certain way, is acquired with the experience that the child has, the context in which they are also influences, but this only happens when the child is in a native context. The case varies if the child already has a stipulated mother tongue that is influenced by his or her place of birth, speaks of the parents, among other aspects. The child, when learning a foreign language, must demonstrate knowledge of the language and bring out the cognitive skills to use English, taking into account vocabulary, pronunciation, grammatical structures, meanings, etc. Unfortunately, in basic primary education in Colombia, children do not have this knowledge, nor do they have the tools or the means. That is why the practitioner uses the YouTube platform to search for videos of rounds in English to strengthen some important aspects of oral production: pronunciation and oral expression in all elementary students of the Gilberto Alzate Avendaño Educational Institution, especially in 5th grade.

According to (Bartolí, 2015) pronunciation is the production and reception of sounds from the speech. Second, sound is significant because it is used to convey meaning in contexts of use.

Justification

As written above, oral production is one of the most difficult language skills to manage because it requires having solid aspects of the language such as verbal structures, grammatical structures, pronunciation following phonetics, vocabulary, among others.

Therefore, the practitioner is based on one of those internal components that oral production brings, such as pronunciation and oral expression. The practitioner, in the midst of the observation that he made at the Institution's primary school, was able to notice the inefficiency and difficulties that children have when it comes to pronounce in English.

Consequently, this proposal aims to make use of online videos for the stimulation and improvement of pronunciation and oral expression in English in all elementary students (1st grade to 5th grade), especially in 5th grade of the Institution Educational School Gilberto Alzate Avendaño from Villavicencio, Villa Bolivar headquarter.

Speaking is daring to produce sounds out loud and, seen that way, it does not seem like there are many complications, but the reality is that there are. In some cases, it is said that oral expression causes, among many other difficulties, anxiety, but, in addition, it requires speed, spontaneity and direct exposure, issues that do not make it easy for that anxiety to be minimized or disappear. Oral expression and production are also closely related to affectivity, that is, that feeling of shame that so often appears when speaking a language in which the individual does not feel safe. If a student believes that he does not have the necessary knowledge to speak, or feels embarrassed when pronouncing sounds that are strange to him, the aforementioned anxiety will appear easily, compromising the correct pronunciation of English.

To achieve the objective, the intern uses electronic tools such as a laptop and a smartphone that he has with himself. In addition, he has at his disposal the use of the internet network and other electronic devices such as video beams that the primary headquarters of the institution has. Adding that he helps the head teachers of each course, and they help him back.

Objectives

General objectives

To attend the training needs in English of primary school students at the Gilbert Alzate Avendaño Educational Institution in Villavicencio.

To integrate the language training of the students of the English-French Foreign Languages Degree Program to the educational reality of teaching English at the Gilberto Alzate Avendaño primary school in Villavicencio.

Specific objectives

To use of rounds in English to improve the pronunciation and oral expression of the 5th grade students.

To motivate all elementary students (1st to 5th grade) to learn English.

To accompany primary grades in English classes.

Methodology

In this part, the future teacher does not take into account the step by step of some theoretician, but the practitioner implements this proposal in his own way.

In the dialogue that took place between the Institution's primary coordinator and the intern, it was concluded that the intern accompanies all primary grades (1st, 2nd, 3rd, 4th and 5th °) all Tuesdays, dedicating one hour a week to it, which is calculated at 5 hours a week. The practitioner is guided himself by the grammatical topics that the teachers took from the basic standards of English as a foreign language and that were reflected in the study plan so that he has an idea of what topic to play in each class to search on the YouTube platform a round related to the topic.

As a first measure, the practitioner has the link of a round in English found on the YouTube platform; this round takes no more than 3-4 minutes.

There are three phases that must be fulfilled.

1. **Structuring.** The topic is introduced by asking questions related to the topic before playing the video.
 - The video is played on the first occasion without interruptions so that the student body becomes familiar with it.
 - The video is played again, but intermittently so as to give the practitioner time and space to explain.
 - The video is played one last time to reinforce what they saw and heard in the video.
 - Finally, the students consolidate the pronunciation with the help of the student teacher.

2. **Execution.** The head teacher leaves an individual activity.

3. Evaluation. The student is evaluated. This process is managed by the head teacher.

The development of the structuring phase takes between 20 to 25 minutes.

The completion of the execution stage takes 20 to 25 minutes; and in some cases, the activity is left for home.

And the evaluation stage will be done under the terms of the head teacher.

Chronogram of activities

There are 3 weeks left until the end of the first school period. And each period has 10 weeks. Then the schedule of activities of primary School ([See table 14](#)) is developed taking into consideration the activities that the head teachers gave the future professor with the stipulated dates. It is important to remember that the teacher does the 5 hours in a single day of the week which is Tuesday.

Table 14: Chronogram week 1 Primary School

Hour of the class	Number week	Week date	Grade	Topics
6:30 to 7:30 am	1	Tuesday, March 22	5°	Colors
7:30 to 8:30 am	1	Tuesday, March 22	4°	Daily routine
8:30 to 9:30 am	1	Tuesday, March 22	3°	Commands

10:00 to 11:00 am	1	Tuesday, March 22	2°	Food
11:00 to 12:00 m	1	Tuesday, March 22	1°	It misses.

[\(See table 15\)](#)

Table 15: Chronogram week 2 Primary School

Hour of the class	Number week	Week date	Grade	Topics
6:30 to 7:30 am	2	Tuesday, March 29	5°	Animals
7:30 to 8:30 am	2	Tuesday, March 29	4°	Commands
8:30 to 9:30 am	2	Tuesday, March 29	3°	School Supplies
10:00 to 11:00 am	2	Tuesday, March 29	2°	Sports Outdoor activities
11:00 to 12:00 m	2	Tuesday, March 29	1°	It misses.

[\(See table 16\)](#)

Table 16: Chronogram week 3 Primary School

Hour of the class	Number week	Week date	Grade	Topics
6:30 to 7:30 am	3	Tuesday, April 5	5°	Professions
7:30 to 8:30 am	3	Tuesday, April 5	4°	School supplies
8:30 to 9:30 am	3	Tuesday, April 5	3°	Numbers 0-20
10:00 to 11:00 am	3	Tuesday, April 5	2°	Numbers 20-50
11:00 to 12:00 m	3	Tuesday, April 5	1°	It misses.

On Tuesday of week 4 there was no class all day due to an event that the students had with their parents.

[\(See table 17\)](#)

Table 17: Chronogram week 5 Primary School

Hour of the class	Number week	Week date	Grade	Topics
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6:30 to 7:30 am	5	Tuesday, April 26	5°	Help the head teacher with the familiarization of an English app
7:30 to 8:30 am	5	Tuesday, April 26	4°	School supplies activity
8:30 to 9:30 am	5	Tuesday, April 26	3°	Numbers 20-50
10:00 to 11:00 am	5	Tuesday, April 26	2°	Free time activities
11:00 to 12:00 m	5	Tuesday, April 26	1°	The senses

[\(See table 18\)](#)

Table 18: Chronogram week 6 Primary School

Hour of the class	Number week	Week date	Grade	Topics
6:30 to 7:30 am	6	Tuesday, May 3	5°	There was no class in this course because of the psychological intervention made by some

				psychology interns.
7:30 to 8:30 am	6	Tuesday, May 3	4°	Help the head teacher with the familiarization of an English app and socialization of the family vocabulary.
8:30 to 9:30 am	6	Tuesday, May 3	3°	Evaluation the numbers 1-50
10:00 to 11:00 am	6	Tuesday, May 3	2°	Numbers 1-20
11:00 to 12:00 m	6	Tuesday, May 3	1°	Adjectives

[\(See table 19\)](#)

Table 19: Chronogram week 7 Primary School

Hour of the class	Number week	Week date	Grade	Topics
6:30 to 7:30 am	7	Tuesday, May 10	5°	There was no class in this course because of

				the psychological intervention made by some psychology interns.
7:30 to 8:30 am	7	Tuesday, May 10	4°	The first implementation of didactic activities demanded by the application that the Secretary of Education requested from the fourth and fifth grade teachers.
8:30 to 9:30 am	7	Tuesday, May 10	3°	There was no class.
10:00 to 11:00 am	7	Tuesday, May 10	2°	Numbers 20-50
11:00 to 12:00 m	7	Tuesday, May 10	1°	Adjectives review

[\(See table 20\)](#)

Table 20: Chronogram week 8 Primary School

Hour of the class	Number week	Week date	Grade	Topics
6:30 to 7:30 am	7	Tuesday, May 17	5°	The first implementation of didactic activities demanded by the application that the Secretary of Education requested from the fourth and fifth grade teachers.
7:30 to 8:30 am	7	Tuesday, May 17	4°	The second implementation of didactic activities demanded by the application that the Secretary of Education requested from the

				fourth and fifth grade teachers.
8:30 to 9:30 am	7	Tuesday, May 17	3°	Number from 50-100
10:00 to 11:00 am	7	Tuesday, May 17	2°	Family members
11:00 to 12:00 m	7	Tuesday, May 17	1°	Qualifying adjectives different from those seen on a first occasion

[\(See table 21\)](#)

Table 21: Chronogram week 9 Primary School

Hour of the class	Number week	Week date	Grade	Topics
6:30 to 7:30 am	7	Tuesday, May 17	5°	The first implementation of didactic activities demanded by the application that the Secretary of Education

				requested from the fourth and fifth grade teachers.
7:30 to 8:30 am	7	Tuesday, May 17	4°	The second implementation of didactic activities demanded by the application that the Secretary of Education requested from the fourth and fifth grade teachers.
8:30 to 9:30 am	7	Tuesday, May 17	3°	Number from 50-100
10:00 to 11:00 am	7	Tuesday, May 17	2°	Family members
11:00 to 12:00 m	7	Tuesday, May 17	1°	Qualifying adjectives different from those seen on a first occasion

In week 10, I had no contact with the primary headquarters of the institution due to a serious health problem that I had.

Conclusion

It was concluded that the active participation of an expert teacher in the area of English can positively influence the teaching-learning process of a foreign language such as English. In previous sections, it was reiterated that the elementary school courses in public institutions in Colombia do not have a stipulated English teacher, which could affect them and not only affect them but also limit them in terms of knowledge.

With this order of ideas, thanks to the use of rounds in English on YouTube, an improvement was seen in the pronunciation and oral expression of the elementary school students. It is true, pronunciation and oral expression were emphasized, but also, indirectly, linguistic skills such as writing, listening and reading comprehension were worked on.

Chapter V: Intra-institutional activities component

Introduction

The intern, as a teacher in training, sought to gain experience in the professional educational field. To do this, this component takes into consideration that it must be necessary to immerse oneself in the extracurricular activities proposed by the educational institution. Thus, the intern had direct contact and interacted with the students, teachers and senior managers of the school; he also assumed the role of being a participant in the different events that took place in the institution.

Any educational establishment carries out activities such as events related to the family, national and/or regional days, celebrations of historical events, of a religious nature, among others.

The Gilberto Alzate Avendaño Departmental School from Villavicencio is not part of the exception. The institution, in the first semester of the year, celebrates the day of the language, the day of the child, the day of the educator, the day of the family and the day of the student. In addition, the teachers and the management and administrative committee must attend activities such as delivery of student report of grades to their parents, coexistence committees, spaces for the improvement plan for each academic period, drills for risk prevention, among others.

Justification

As it has been quoted, the future teacher had the opportunity to develop as a teacher in a real context, not only in the area of English, but at the general level of the institution.

The teachers of the institution, internally, develop projects that must be implemented throughout the year and this implementation, for the most part, is applied playfully in the midst of events in which students, professors and senior managers must join and participate, events such as the Men day, the day of the language, the day of the child, the day of the educator, the day of the family, the day of the student, the day of Colombian identity, the week of sexuality, school day, pre-school and primary business fair, high school business fair, folk dance meeting, environmental week.

Furthermore, the intern has been part of the different academic meetings proposed by coordination and rectory staff. These meetings may include a parent meeting to discuss infrastructure problems, student behavior or delivery of grades, coexistence committee sessions, academic monitoring committees, school governance, among others. Similarly, the intern has participated in the flag raising of students with exceptional grades and behaviors.

Adding that the future professor should not only worry about being a participant in the events or helping with the organization of these, but should also establish good relationships with the professors from the different areas of the institution to create and have a good work environment. This is how (Simeon, 2016) says that a healthy work environment allows the worker to develop professionally, socially and individually. A healthy work environment allows the worker to develop professionally, socially and individually. At the work level, it allows you to improve your performance, be proactive, increase motivation, strengthen relationships with your colleagues, work as a team, take care of yourself, etc. Moreover, when workers feel that they are growing along with the company or job establishment, their commitment also increases.

Objectives

General objectives

To involve the teacher in training in academic activities in a real context that allow him to have a notion of how to function as a teacher.

To participate in all events that academic organism proposes such as flag hoisting, cultural events or academic meetings.

Specific objectives

To gain professional experience as a teacher by participating in extracurricular activities proposed by the academic body.

To collaborate with the organization of the different events, celebrations and academic meetings proposed by the high command.

To have a good relationship with the professors of the different subjects of the institution.

Methodology

To achieve a correct development of the various activities, there must be constant communication between the internal organs of the institution as well as assertive communication with teachers.

For example, each teacher is in charge of implementing a project, these projects must be presented in mini-events. In order for the practitioner to participate in this, he must communicate with each teacher and participate in it, just in case that be possible. Although, on many occasions, teachers do not allow other teachers to participate in their events.

Regarding parent meetings; these are made in a general way or by course.

Regarding the family meetings held by courses, the future teacher had direct contact with the supervisor since she is the director of 7-2, with the parents and students in the first delivery of grades.

On days like Thursday, after the fourth hour, the supervising teacher usually attends to parents who want to know what their child's performance has been; and on several occasions, the trainee teacher was sought by various parents asking about the performance of their children; action which made him proud because at the end of the meeting, the parents gave positive reviews to the practitioner.

As for the celebrations known as Women's Day, Men's Day, Mother's Day, Teacher's Day; are celebrated in the institution. In the case of Men's Day, the student intern was presented and recognized as an English teacher at the institution through a street of honor made by the school's girl students. As for Women's Day, the celebration was similar, the only thing that the practitioner had to do was attend it and enjoy. In relation to the Teacher's Day, the teachers of the school took the intern into account and asked him to be present at said celebration; this celebration was in charge of the students and parents. There, the intern teacher participated in the different activities carried out during the day.

As for activities such as meetings to improve class planners and meetings to deal with important aspects of the Coexistence Manual for any circumstance that requires it, only teachers from the public establishment and their superiors attend these events.

Chronogram

The activity schedule ([See table 22](#)) is divided into two sessions: 2022 Schedule and Specific Activities. However, in the realization of the schedule table in general, both sessions are mixed and not all the activities will be put, but only the activities that arrive until June. These activities are mixed between the 2022 schedule and specific activities, although they have an outstanding order.

Table 22 : Chronogram of Intra-Institutional Activities

DATES	ACTIVITIES NAME
March, 23	1st period: Application Tests Saber type ICFES.
April, 04 to 08	1st delivery: Review of regulatory books by Coordination.
April, 09	2nd meeting: with area heads, study plan follow-up.
April, 11 to 17	HOLY WEEK.
April, 18	Beginning of the 2nd academic period.
April, 22	Language's Day.
April, 22	1st delivery of student report grades to parents.
April, 25 to May, 06	1st improvement: Improvement plan for academic periods.
April, 27	1st session: Coexistence Committee.

April, 29	Children's Day (Villa Bolívar Headquarters).
May, 13	Educator Day.
June, 05	Family Day.
June, 08	Student Day.
June, 10	Simulation evaluation for risk prevention.
June, 21 to 24	2nd delivery: Review of regulatory books by Coordination.
June, 27 to 10	HALF YEAR VACATIONS.

Something to be very clear about is that the practicing student had no access to all the activities proposed there. But if it is expected that he could be part of the majority.

Something else to note is that the student intern did not have the right to take photos or record since they would be breaking the rules of the institution. This case was reported by the intern to the internship coordination unit of the University of Pamplona. Another fact is that he has not led or organized events; As mentioned in tutorials, the institution is jealous of its events.

Conclusion

As has been written, it is true that the presence of an expert teacher in English is needed; because it is seen the inefficiency that children usually have when they do not have teachers who have as strong the area of English limiting thus the knowledge of students.

With the presence of the future teacher, we could see a noticeable change in the performance of children with respect to English. Indeterminating knowledge to them is something that we as teachers should do so that they can build their own knowledge by having us as guides. At first, the children were curious about the idea of the practitioner speaking three languages: French, English and his native language Spanish. This motivated them to learn English and practice it taking advantage of the spaces they had with the practitioner.

As for the pronunciation, it was evident that the children quickly received what the practicing teacher explained to them. There were children asking about the difference between some accents in English, such as the difference between American English and British English. When explaining the differences and giving them some rules of pronunciation of the British and/or American, they unconsciously pronounced as they see fit; some pronounced American, some others British.

With this order of ideas, it is clearly evident that the need for an English teacher in the elementary school of an institution is extremely notorious and important to help students develop a more global and indeterminate knowledge.

Chapter VI: Thoughtful approach

Description of reflexive process

With the writing of narratives as phases of reflection during integral and systematization practice was of great value because it reflects each of the experiences that I had as a future teacher in languages; in addition, with this, I could keep in mind what happened every week and thus understand more how I should develop in a real educational context, taking into account the act depending on the circumstances, the adaptation the grammatical topics to the needs of the institution and to deepen the methodologies that I myself implemented when teaching English.

Therefore, as a teacher in formation, I wrote ten narratives that facilitated the way to meditate on all the experience I had with the first, second, third, fourth and fifth children of Basic Primary and seventh and ninth children of Basic Secondary; aiming to study, investigate, deepen and know their academic processes and performance, inquiring myself if the methodologies and explanations of the different topics were appropriate and improve or continue implementing them; As a summary, it can say that I did a weekly introspection.

It was a process that allowed me to observe the negative and positive aspects that the students had; in addition to observing, acting and learning to face situations that arose out of nowhere to demonstrate to others and to myself what a teacher is.

On the other hand, I was able to reflect on how difficult teaching can be in a purely real context; adding the fact of training each student since it is not enough just to have knowledge to carry out this action but also requires a global understanding of what a human being is. That is, before being professional, we must be human beings and for this we must

take into account components such as theoretical, practical, social, psychological and others that each student has and thus be able to exercise the correct teaching practice.

Being a teacher implies knowing our students and being able to determine the needs of each one in the classroom to ensure that knowledge can reach them, facilitate meaningful, collaborative learning and allow students to arouse interest in the classroom and in matter.

Being a teacher allows you to be an eternal student, since when a topic is taught is when you learn the most from it. The students' questions will motivate you to delve deeper and deeper into the different topics, as you investigate in order to incorporate new events, technologies and discoveries into your class.

And to reiterate, educating is not only having knowledge and imparting it; it also means developing or perfecting the intellectual and moral faculties of the child or young person through precepts, exercises, examples, etc.

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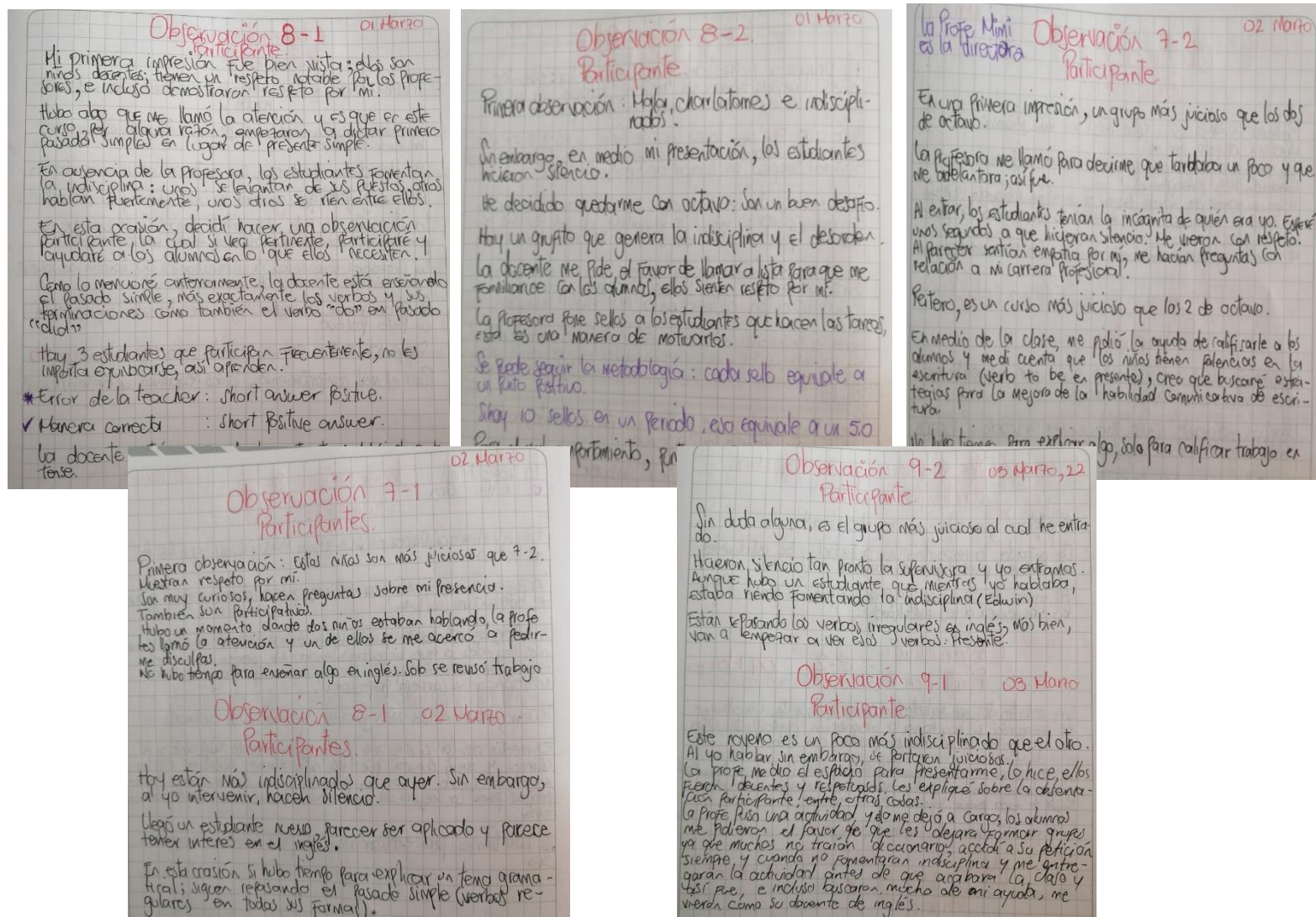
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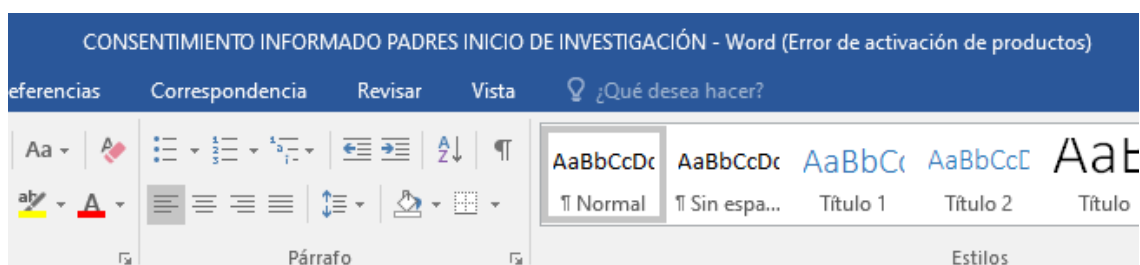
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Appendix

Appendix 1. Field diary notes



Appendix 2. Informed consent to the parents of the schoolchildren



Acudientes, padres de familia
 Consentimiento informado
 Cordial saludo,

En nombre de la licenciatura en Lenguas Extranjeras Francés e inglés de la Universidad de Pamplona, le presento un saludo afectuoso deseando se encuentren bien. Por la mediante, manifiesto la intensión de esta presente; desde el día 22 de marzo hasta el 03 de junio del año en curso, yo Kevin Steven López Zuleta, hago parte de la Institución Educativa Colegio Departamental Gilberto Álzate Avendaño como docente practicante del área de inglés.

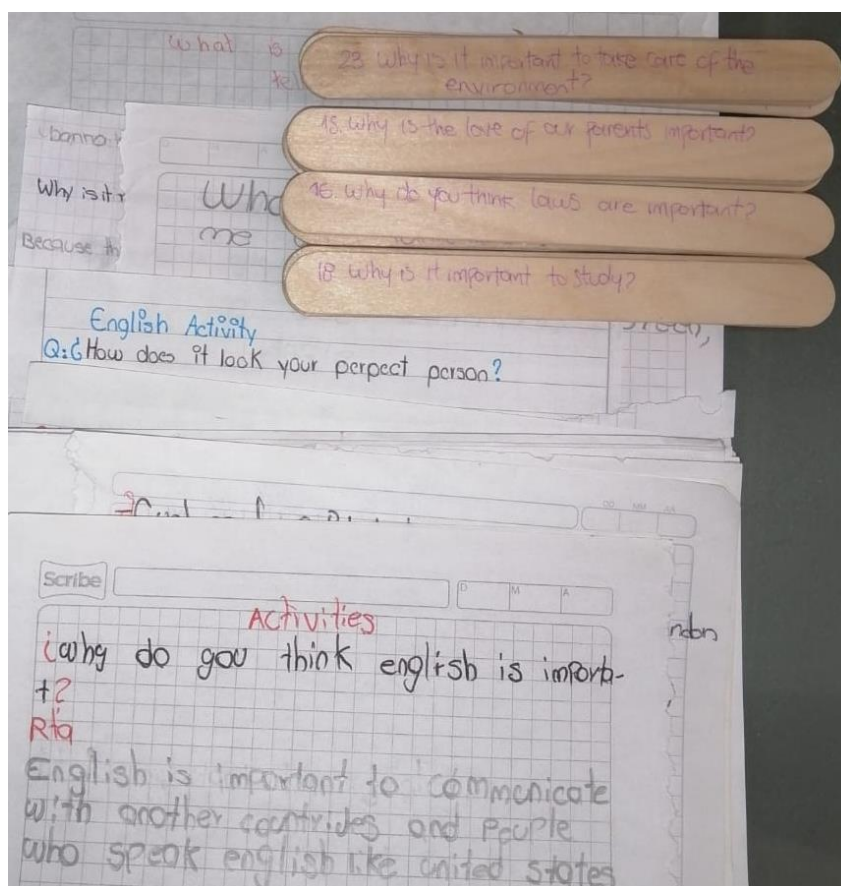
Durante la pasantía, yo, como docente practicante, estaré a cargo del área de inglés en toda la primaria y en los cursos de 7.1, 7.2, 9.1 y 9.2 cumpliendo todos mis deberes y quehaceres de enseñanza. En el transcurso de mi estadía en la institución, mi función, aparte de ser profesor, cumpliré un rol de investigador. Esto quiere decir que estaré implementando una propuesta investigativa para culminar mi carrera profesional elaborando mi tesis de grado. Esta propuesta tiene como nombre Implementación de juegos didácticos durante la clase para fortalecer la producción escrita en inglés de los estudiantes de séptimo en un colegio público colombiano: una investigación acción. Como objetivos, debo hacer la implementación de juegos dinámicos (los cuales son 4 juegos, uno cada dos semanas) relacionados a temas gramaticales del área durante el desarrollo de la clase buscando mejorar la habilidad de escritura y la motivación por aprender en inglés en los estudiantes de séptimo y noveno, siendo séptimos mi análisis de enfoco. Para lograr lo anteriormente, debo enfocar mi atención en los cuatro cursos de secundaria que tendré a disposición, pero, además, en una muestra la cual está conformada por cuatro estudiantes de 7.1 y 7.2. Lo que observe en ellos durante mi pasantía, será mi conclusión final en este proyecto pedagógico-investigativo.

No obstante, para realizar la propuesta, debo contar con el consentimiento de ustedes como padres de familia o en su defecto, como acudientes. Yo seguiré unos parámetros en cuanto a consideraciones éticas tales como ocultar la identidad verdadera del niño, analizar y calificar las producciones escritas, pero para ello debo contar con la autorización de ustedes ya que ellos son menores de edad.

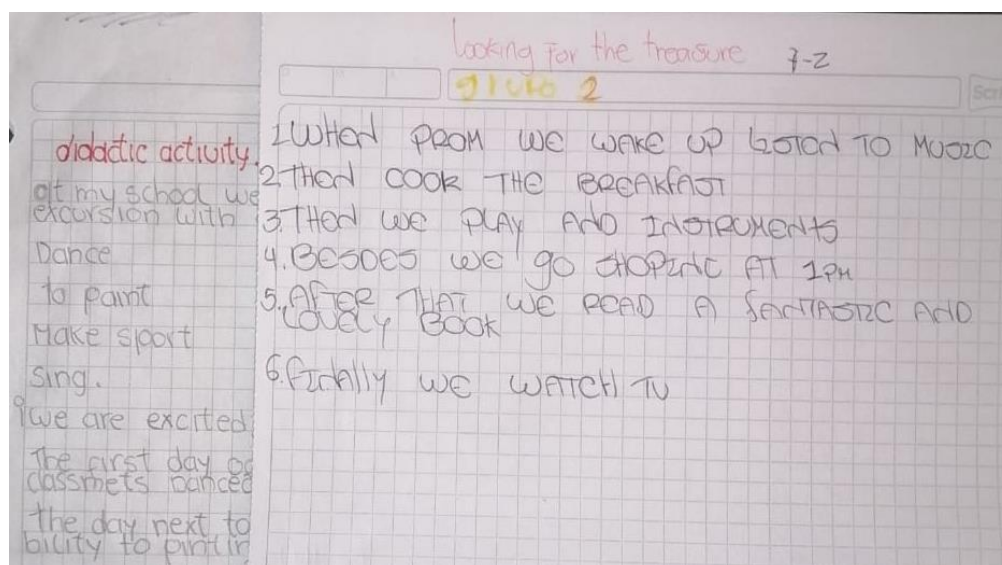
Firma acudiente, padre de familia

Firma supervisora del área

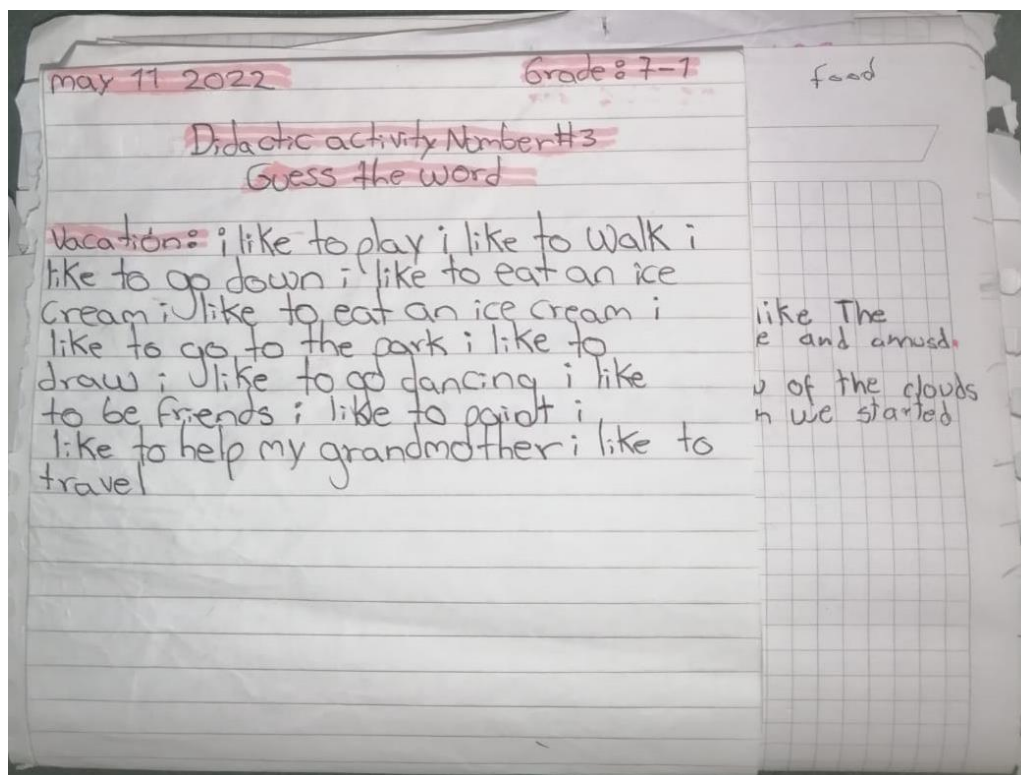
Appendix 3. Development of 1° didactic activity Idea Sticks



Appendix 4. Development of 2° didactic activity Looking for the treasure



Appendix 5. Development of 3^o didactic activity Guess the word



Appendix 6. Development of 4° didactic activity Legend thread

Horrifying text

(Once a one) Once upon a time there was a murderous ghost who did not like someone to enter his house. One terrifying day a zombie came to move in but the ghost did not like the idea that is why the ghost began to do evil things to the zombie one day he stole his food. Another day he made so much noise that he didn't let him sleep, another day I threw things at him even a knife, the tired zombie set him so much fear until he ran out of the house and he did it until the ghost left it was

ay 13th, 2022

**Didactic Activity #4:
Legend thread**

Evil knife

that moment was a rainy day when a man lost a knife a sword boy in his house without his family but was a special in that house he was special objects like witches, werewolves and ghosts then one day he go to cook to see how make a sandwich but in the

**Didactic Activity #4:
Legend thread**

it was a fresh night... was in of the

the ghost cemetery

Once in a cemetery, a person passed the cemetery and listened to two people who say for you and for this, I hope they finish and went to tell their friends, he thought it was a misty, two men. He appeared with a black jacket that he caught them and never appeared and the story could sound false but it is real.

and
campfire
and
el, and so
fantasy's
legend

was cl
2 girls
ame out
f blood
anaged
use, leo

"werewolf"

in my time as the reader I have read very books clichés about werewolves and how they call in love with a human I admit some have bored me but some are so good that I read until dawn an example is the Twilight saga maybe it sounds very clichés but when I found out that the movie had a book I read them immediately I don't know if its "

The terrifying slenderman's story

is a terrifying being which has between two a gh. Its limbs are very long and its face is without eyes, without ears, without mouth. It has six tentacles which attacks to its victim at wish and, so, seldom it has been

Appendix 7. Narratives of the thoughtful approach

Narrative week one

Narrative, first week.

The beginning of the practices of the career has been a wonderful experience. In week 1 of these internships I have been able to experience what a teacher experiences in a real educational context.

I began the internship on Tuesday, March 22, 2022, carrying out the component called Outreach to the Community. Making a parenthesis, the primary coordinator and I agreed that I would teach English classes on Tuesday to all primary school children, from 1st to 5th grade; so I can say that I started the internships with the little ones.

The first class with them was sensational. When you feel that you are a pillar for their knowledge, you feel everything, you feel that every effort invested in the course of your university career has been worth it. They see me as their English teacher, they see me as the most qualified person to teach them in this language.

It is clear that children nationwide do not have English classes with the corresponding intensity and therefore do not have a solid knowledge of this language. However, I could say that this is not an obstacle. The children demonstrated respect, discipline and a high degree of participation. Maybe it was because I motivated them from the beginning, I gave them the confidence to do it, and fortunately it was.

On Wednesday the 23rd, I began my practices with secondary school, with seventh grade schoolchildren. They are the smaller groups that my supervisor has under her responsibility. However, they are the most judicious, respectful and kind children. Maybe that's why I was asking the universe to teach this group my turn. This group showed that despite the terrible and conventional methodologies to teach English, they make the effort to know something in that language; they are clever and very participative. I have no complaints.

As for ninth graders, the two courses 9.1 and 9.2 showed interest in consolidating some knowledge in English or, failing that, learning it. However, on Friday, June 25, during the explanation of a grammar topic, two students showed disrespect towards me, promoting indiscipline. As my obligation, I made several warning calls to them which they ignored and therefore I had to write them down in the observation book. One of them was being so disrespectful that she was lying on her roommate's lap talking on the cell phone as if she were in her own house, an action which she gradually disgusted me with. Although, despite that altercation, in general, ninth proved to be a good group, with students who strive to learn, they are interested in wanting to do it and that is more than motivation for me when planning a class and impart it. That same day, on Friday, at the penultimate hour, there was an event in which they celebrated men's day. This was based on the fact that the women made honor roll and the male students of each course passed through the middle. Then each male teacher had to do the same. I, in my shame, refused to be part of it; however, my colleagues encouraged me to do so. In this way, all high school students knew me as Teacher Kevin, the youngest teacher the institution has ever had, and not just the youngest; According to comments from some students and some teachers, I am a young, brilliant and very handsome teacher. Those words filled me with comfort and much admiration for myself. In a nutshell and to reiterate, this internship start was sensational.

Narrative week two

Narrative, second week.

Everything was fine in the beginning of the week two of practices.

As I established it from the beginning, I decided that the classes that had two hours would be to teach theory which is articulated to the institution's curriculum and follows the basic standards; In the remaining class, which has one hour, I would use it to apply the didactic activities proposed by me for the correct development of my proposal research.

Taking into account the above and as stipulated in the schedule of the application of the didactic activities, in week two I did a grammar class whose hours were two and the application of the first activity called "Stick Ideas" was in the class that the students had just one hour.

Unfortunately, there was a mismatch of dates since on Wednesday, March 30, students from all over the institution had to present the SABER tests, I had to improvise, explain and leave the activity for home. To highlight, as in week two it was time to see a theme called "Wh-question", the activity was articulated with the theme.

This activity was not only applied in the seventh grade as a population, but also in the ninth grade, the other grade that I am in charge of and, to tell the truth, the ninth grade turned in the activity on time. Seventh grade, for their part and due to lack of time and because of curricular and extracurricular activities they have not been able to deliver. However, I will be very attentive to receive it.

On the other hand, in primary school, I have had a series of inconveniences since, in the first instance, it was mentioned that the hours that I should spend there are 4. However, I am developing 5 full hours in primary school. For me there is no problem, I love children, they are very tender, they are judicious and very attentive and intelligent. But there is a negative aspect and it is that, I do not know if it was a mistake and lack of understanding on my part, but the teacher director of the third year course is somewhat angry and disagrees with my presence, if you can say so. To enter into context, from the beginning and taking into account what I understood from the alignments of integral practices, I understand that I am a support in class, but in that support I must apply a micro-project which is to do use of rounds in English to improve pronunciation in children. To carry out this implementation, a week before I send a link to the YouTube video and music platform to the head teacher informing what will be done in class. As I articulated my micro-proposal to each study plan of each course, the teachers have to qualify and thus get an appreciative grade from the student. For this reason, and I repeat, I do not know if it was my mistake or misunderstanding on my part, I told her that this is the link that I would socialize in class and she looked for an activity for the children to develop in class, given the case that the time will leave it. In response, I received negativism and a rude attitude saying that she was not going to take action from my intervention. To tell the truth, I never expected that answer because all the teachers had no problems, I was not rude, disrespectful and indecent; moreover, I have tried to be as kind as possible.

For the rest, everything has been fine; yes, it is true, there are things that happen on a day-to-day basis, such as unusual and unacceptable behavior of students, but they are things that always happen and that is why we are in practice, to gain experience in knowing how to handle ourselves as teachers in a real context. In addition to that I became familiar with the fact of grading activities left in class to collect grades and upload them to the system before Easter. I know that the days of this second week that passed would not be enough to collect grades, not only for my courses, but also for those that my supervising teacher has, since I offered to help her grade notebooks, even if I had to continue through the day pm.

Narrative week three

Narrative, third week.

The beginning of week three was not very pleasant for me since my health status has been affected by climate changes here in Villavicencio, possible symptoms of Omicron and the constant use of my voice to minimize situations of indiscipline in the classrooms. I have been dysphonic, malaise, heaviness in the eyes and flu. At first, I blamed my students for my dysphonia; however, as the hours and days passed, my health was more affected. Thank God I have a supervisor who, before being a professional, is a human being with beautiful qualities.

For week three, the supervisor did not ask me for a class planner since we used this week to finish grading notebooks, handing them over, and recording grades in the educational institution's system. Although, in the middle of the classes, I made small interventions putting the students to develop activities to obtain vocabulary so that they would not be left without doing something and there would be order in the classes.

My presence at the primary school was not opportune due to my state of health. I also did not hear issues related to what I explained in a previous narrative. I think the primary school's coordinator will speak with the third-year teacher and then with me to square what really has to be done in the classes.

In the same way, I wanted to highlight that this is the time that I have not been able to collect the "Sticks Ideas" activity for all my courses since some do not deliver because they forget or simply because there is not enough time. As mentioned above, it was a week of grade collection and many are concerned about turning in work they missed and saving the course.

And finally, something else to highlight. I have had a kind of argument with a girl because of her indiscipline and disobedience. In week two, I forgave her for having taken out her cell phone in class for matters other than class and/or family. However, today, Friday, April 8, I was forced to report the bullying that she was doing to a colleague who was new to the institution, apart from the fact that this harasser bullied the new girl, she said "sapa" for having complained to me. These are issues that I do not know how to deal with because I get very angry, I feel the need to raise my voice, I forget that I am a teacher, that I have to be patient, and things like that since I do not tolerate that kind of thing.

In short, it was a week full of work both at school and in my daily work. But trying to give the best I can, even feeling I cannot do it anymore.

Narrative week four

Narrative, fourth week.

Week four of practices underway did not have much activity as there were many extracurricular events. On Monday there was only room to teach one class and the class was made up of reviewing a topic from period one. Monday is usually the heaviest day for me since I have class in the morning in its entirety; however, the supervising teacher Mimi asked me for the time slots for her to socialize the programmatic content of period two and that took up the full time of the classes. And so we spent the whole week.

Thursday was the delivery of grades to parents and guardians of the students. The experience with the seventh grade was pleasant since the parents of both grades (7-1, 7-2) praised me for the way I have managed my classes with the little ones; In addition, hearing positive comments from children to their parents is something gratifying for me; there were parents who congratulated my pedagogy and others.

However, on Friday, I received a call from the secondary coordinator of the morning shift; At first, I did not worry. However, as the meeting wore on, I became worried and even sick. The reason for the meeting was due to a student's complaint to her mother and the latter to coordination. The complaint said that teacher intern Kevin had given the girl dirty looks. This left me shocked and amazed as I have tried to be as respectful as possible. Thank God, the coordinator has observed me from afar, and my supervisor does not leave me alone, they believed in me. As advice from the coordinator is to stop being so condescending and permissive. So I decided, that same day, to talk to the grades that I had at my disposal to inform them that from now on I was not going to allow any contact or approach to me by the students since absurd comments like those could cost me my professional practices that I have carried out with so much effort.

My week ended badly; being honest, that left me devastated, in a bad state of mental health since I have tried to be the teacher that I have never had and I realized that doing more, sometimes, is getting less.

Narrative week five

Narrative, fifth week.

The beginning of week five was very useful since I was able to fix the misunderstanding in which two girls from a class had me involved. On a first occasion, the supervising professor did not allow me to speak in front of the courses that I have under my hands; however, a teacher named Arabella advised me to do it and she herself talked to my supervising teacher, alluding that I had the right to defend myself from that defamation. So my supervising teacher gave me permission to do it. I gave a talk of about five minutes for each class. I was very neutral and spoke in general so as not to cause a stir; that is, I did not say specific names nor did I draw the attention of the girls who said the defamation.

On the other hand, at the beginning of period two, I applied the second didactic activity which was called "Looking for the treasure". The activity is based on looking for six clues that I myself had distributed throughout the school, dividing the class into two groups (group a – group b); each clue had an image and a word alluding to the image. After finding the six clues per group, each of these had to form a free text of forty words. The words that were there in each clue were related to a vocabulary that I gave in a previous class. With this I wanted to increase the English vocabulary of the children, put into practice the topics that I have taught and get each group to work collectively and responsibly.

According to what I heard, the children in each group said they were satisfied with the implemented activity since this increased their motivation to receive and learn in the English classes. And, finally, in the remaining hours of each group, I reviewed the most important topics seen in the first period to seek their consolidation. This was requested by the supervising teacher.

On Friday, there was an extracurricular activity called "Opening to Intercourse Games". What this event was looking for was to present each course and/or grade to the public. Each course and/or grade had to represent a sport. Although the sports that will be taken into account for the championships are mini-soccer, basketball and athletics. The only thing I could help with was organizing some materials for the 9-2 course. It is the course with which I have had the most connection since they are respectful, very bright and disciplined.

Narrative week six

Narrative, sixth week.

During week six of my internship, I was able to fix what had been the biggest problem I could have had during my professional practice. As I said before, I had a conversation with all the courses that I have to my right and it was effective since I was able to establish the student-teacher relationship without being so permissive and not so demanding.

Talking about the methodology that I apply, in seventh grade I dictated a grammatical topic called "progressive future"; although it can be said that I only dictated the rules and applied those rules in a list of verbs; Well, as you know, there are one-syllable verbs that end in a consonant and that consonant must be doubled and the ING ending added. Luckily, the children are bright and have been able to apply the rules to the verbs. This topic will have one more week of study.

On the ninth grade, a grammatical topic called "plural nouns" was explained; subject which was nutritious in the class; or well, in most. In both courses, before starting to dictate the new grammatical topic called "adverbs of frequency", I asked if the subject of plural nouns was clear and they said yes; so, at the request of the supervising English teacher, I took a surprise quiz which most of them lost. With this fail, the teacher made a call for attention, generally alluding that everyone should study independently.

In itself, week six was profitable. And without forgetting the primary courses; I have never had a complaint with the elementary students since they are judicious, respectful, disciplined and very bright. I think that my presence in primary classrooms has been good since it motivates them to study and learn English.

Narrative week seven

Narrative, seventh week.

In the development of week seven of my professional practices, I was able to apply the third didactic activity in my group of sevenths, which consisted of guessing two words and with these words, making a text of no more than 60 words. As for teaching classes, that was all that could be taught since it was the week in which Teacher's Day was celebrated; that is, there was no class on Thursday and Friday.

It was said that there were no classes on Thursday or Friday. However, the presence of ten students for each course, teachers and the entire academic and financial staff to celebrate teacher's day. Personally, I thought that they would not call me or ask for my assistance in the institution, notwithstanding, they did call me and told me to go. During the celebration, dances, songs, recitation of poems and others were staged; and one of the most outstanding activities of the day was the distribution of details from the students of each course to a teacher. To be honest, at first I thought they would not call me or anything. So I decided to go out of school to buy something to drink. When I was on my way back, I heard someone call my name. That gesture filled me with joy and admiration, I do not know why. Maybe because it took me by surprise and whatnot.]

Although before the celebration began and upon arrival at the institution, many of my students approached me to say: "Happy day, teacher" and that gesture was worth more than a thousand gifts.

Before finishing the celebration, the rector, in the distance, tells me: "Kevin, I need to talk to you". That upset me, I thought I had done something wrong, I really did not know how to feel. At the end of the festivity, I saw the opportunity to approach the rector and ask him what was happening, to which he replied with a job offer... God, he really flattered me. After the proposal, he invites me to go to celebrate with the other teachers.

They tell me that the continuity of the festival was in the auditorium, so I decided to go there. Oh God! Severe party they had there; there was a delicious banquet, drinks and a very harmonious and joyful atmosphere. The teachers usually recognize me as the most "chicken" teacher, to be honest, I do not know how to translate that into English, so I translate it literally, anyway... My supervisor and teachers invited me to take a seat and share lunch with them.

When we finished lunch, most of the teachers, the principal, the coordinators, the secretary, the psychologists began to dance and called me to be part of the dance. I usually love to dance, I love that life, but there I was trying to behave. However, the teachers kept insisting that I join and that is what I did, I joined. I DO NOT REGRET JOINING THEM. It was a fabulous moment, very joyful, it is true that one does not get to know people. Those teachers and speaking of the general campus, are excellent human beings, both in personal, social and educational life. I felt very happy during this week number 7.

Narrative week eight

Narrative, eighth week.

Week 8 has been a bit difficult for me, not because of the classes but because I have had a series of obligations and responsibilities that have made me think about giving up; yet here I am, putting my strength to the test. My only consolation is that there are only two weeks left and this ends; and no more than a month to finish this long and hard preparation process as a language teacher.

In week 8 I was able to collect the development of activity three and introduce didactic activity 4 which is the last one. At the time of this, for the 7th grades, I continued explaining a topic called the present progressive and how to formulate questions in the present progressive taking into account the interrogative pronouns of wh-question. As has been written on previous occasions, wh-question is a topic that was already explained by me to the schoolchildren.

Taking into account the ninth grade, unfortunately I have not been able to do class correctly since the days that I have to teach in those courses, there have been no classes.

Speaking of elementary grades, I have no complaints. The truth and to be honest, they are very intelligent, respectful and disciplined kids.

As a plus, on Thursdays of each week at 8 in the morning, the supervising teacher attends to parents; however, the parents were looking for me and not her. Being honest, I was flattered once again. That makes me understand that I have done a good job and for that reason they seek to have contact with me and knowing how has been the performance of their children.

Narrative week nine

Narrative, ninth week.

During week nine of my internship as a practicing teacher of English, my supervisor and I did an evaluation of the grades that I have available to me and the ones that she has available to her. For the seventh grades, I evaluated a grammatical topic called Present Progressive taking into account the different rules to form a verb with the ending -ING. That is, taking into account the verbs that are monosyllables and end in a consonant or that end in a vowel, among other rules.

For the ninth grade, I evaluated two topics, the first was Plural Nouns and the second was Frequency Adverbs. For the first grammatical topic, all students had to do was convert a singular noun to a plural noun. And with the second grammatical topic it was made up of two points, the first was to translate the different adverbs of frequency that I had shown during a class and the second was to form simple sentences using the adverbs of frequency.

As a general conclusion from the application of the evaluations to the two groups, I realized that there are children who, through good grades, show that they pay attention to classes, do the work that I leave for home and study autonomously since saw ratings of 4.7; 4.8 and 4.9. On the other hand, I also realized that there are children who do not pay attention to classes, do not do homework and do not study autonomously since I saw grades of 0.7 or 1.0 even. With the latter, it can be said that it is somewhat disconcerting since I try to make the classes very enjoyable, so that they understand me and if they do not understand, repeat what I have explained.

As for elementary school, I could not attend school since I am in the middle of the process of traveling abroad and that day I spent the whole day in a driving school because I am moving forward with the process to obtain an international driving license. But that was not an impediment for me to send activity guides for the children.

Regarding the application of the last didactic activity; It has been difficult for me due to the lack of time and the lack of permission from my supervisor. I only hope and wish that I can apply the last activity during week 10 since the analysis of the first and last performance test would be complicated.

And finally, in terms of my physical, mental and psychological health, I feel that things have gradually improved. I feel strong of mind; maybe because in the last few days I learned not to let myself be influenced by aspects external to the university and/or practices.

Narrative week ten

Narrative, tenth week.

During my last week as a practicing teacher in English I got unknown sensations and affirmed situations; I confirmed that as a teacher you take care of your students as if they were our own children and it is enough the feelings that we welcome each one. I also confirmed that when you are a teacher and you do something well, your students thank you through actions such as a good grade, a speech and a goodbye cake.

During this week, the only thing I could do was deliver notes of the evaluations that I had applied and I gave feedback on it. In the same way, I focused my attention on the students belonging to the sample to be investigated, since most of the children were irresponsible with the delivery of the development of the didactic activity number 4.

As for the visit to the primary school, and to be honest since there is nothing to be gained by lying, I did not go to the primary school because on Monday afternoon I got sick, my parents took me to the hospital and I arrived at dawn on Tuesday and at 5:45 in the morning, my mom gave me a purge to drink to detoxify my body and I was laxing all the blessed day. However, I tried to get in touch with the primary school coordinator, explaining to her the different situations that I went through.

Finally, on my last day at the institution, my children ages 9-2 had a farewell surprise for me; They, in complicity with my supervisor, bought a three-milk cake, soda, and so on. Some of them also gave speeches which alluded to an enormous gratitude to me for my commitment to them, for having been a teacher different from the common one, for being cool and cheerful, for having implemented a pedagogy different from the conventional one, in short, endless words were said to me and that was where I confirmed that when you do something well, there will be someone gratefully remembering it. It was a very moving farewell.

Appendix 7. Comparative table of the errors identified from the application of the first performance test and the last performance test

Participants	Errors identified in the first performance test	Errors identified in the last performance test
P1	1 lexical error 1 spelling error	4 lexical errors 4 spelling errors
P2	No error	2 spelling errors
P3	1 spelling error 1 pragmatic error	2 spelling errors 1 syntax error 1 lexical error
P4	1 lexical error 1 morphosyntax error	2 spelling errors 2 semantic errors 1 morphological error 1 interlanguage error
P5	1 interlanguage error	2 spelling errors 1 morphological error
P6	1 interlanguage error	1 spelling error
P7	1 spelling error 1 socio-linguistic error	No error
P8	2 interlanguage errors 3 lexical errors 2 syntax errors 3 spelling errors 2 morphosyntax errors 1 pragmatic error	1 lexical error 1 syntax error 2 morphological errors 2 spelling errors
P9	1 spelling error	Incomprehensible writing Many pragmatic errors An unintelligible test
P10	1 interlanguage error 1 lexical error 1 morphological error 1 pragmatic error	1 semantic error 3 morphological error 1 morphosyntax error 1 pragmatic error

Appendix 8. Total Errors Results

Typology	1 ^o performance test results (total errors)	Last performance test results (total errors)
Interlanguage error	5	2
Lexical error	6	5
Semantic error	0	3
Syntax error	2	2
Morphological error	1	7
Spelling error	7	15
Morphosyntax error	3	1
Pragmatic error	3	2
Socio-linguistic error	1	0