

PEDAGOGICAL PROPOSAL

RADIO AS A TOOL TO ENHANCE ORAL EXPRESSION SKILLS IN HIGH SCHOOL
STUDENTS.

PRESENTED BY:

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UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION SCIENCES

FOREIGN LANGUAGES ENGLISH-FRENCH DEGREE

PAMPLONA

2022

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Thesis for the degree of foreign languages teacher

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FACULTY OF EDUCATION SCIENCES
BACHELOR'S DEGREE IN FOREIGN LANGUAGES ENGLISH-FRENCH
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CHAPTER I

PRESENTATION

The present document is written in order to comply with the requirements established by Colombian law, by the institutional directives of the University of Pamplona and the agreements of the Bachelor's degree program in Foreign Languages English-French to obtain the title for being an English teacher in Colombia.

In accordance with the above, it is necessary to present to the evaluation committee and the jurors, a research and pedagogical proposal that is developed within the formative framework of the integral practice. This practice process must be developed exclusively by tenth semester students and must also be accomplished in legally constituted educational institutions that comply with the educational levels of elementary and middle school.

In this sense, as a prolegomenon, a presentation of the activities is made through a contextualization to the reader, where relevant elements that directly concern the approach, justification, objectives and in general, the development of the activities to be carried out by the teacher in training are exposed. These activities are amplified in this document as follows:

A first chapter called "*Diagnosis and institutional information*" in which a general perspective of the context of practice is generated through a preliminary approach to the educational scenario. This chapter takes into account the documentary analysis to understand holistically the educational institution through 4 main axes: administrative, pedagogical, and technological and population.

The second chapter called "*pedagogical and research component*" explains what is related to the specific pedagogical proposal, through which the conceptual and pragmatic knowledge acquired during the university education will be put into practice. Here are located sections such as the formulation of the problem, the theoretical and methodological foundation, as well as the organization of the execution time. Parallel to this, there is another section called "*community outreach component*", which details elements related to early childhood care through the formation of knowledge in the English foreign language, in response to the needs of Colombian public institutions.

Finally, chapter three entitled "*intra-institutional activities component*" under which all the actions that must be undertaken by the graduate in training in order to know important and necessary processes to build and integrate the teaching identity are enunciated.

In this way, the organization of the manuscript is presented in a rough way that allows to give an account of the integral practice process within the degree process established by the Foreign Languages program of the University of Pamplona.

INTRODUCTION

The purpose of this paper is to show the experiences, skills, abilities and competencies that are learned during the five years of university education in the foreign language program. In this way, this document compiles the procedures undertaken by the student in order to achieve his university degree.

Therefore, the information shared here refers to the systematization of the integral practice process planned during the four months corresponding to the last academic semester. During this period, a pedagogical proposal has been designed with the aim of having a positive impact on the student population of public education in the municipality of Pamplona. It should be added that the beneficiaries of this intervention are some students of the Escuela Normal Superior, who are distributed between elementary and junior high school.

Taking into account the national context, these scenarios become real learning environments, within which a great diversity of challenges are faced that allow the university student to make use of all his capabilities to overcome them. Speaking especially of a second language such as English, the efforts have not been sufficient and therefore, there is still a great lack of learning and mastery of this language. Evidence of this is the results of the saber tests, where the comparison of public and private institutions shows an abysmal difference in favor of the latter. Undoubtedly, there are many underlying causes, especially from the economic point of view, as well as coverage, support and curriculum.

Consequently, the foreign language program of the University of Pamplona aims to support the processes of training and appropriation of a second language in public institutions,

not only at the local level, but also at the national level. In this context, the benefit is twofold, since in exchange the students of the program have the possibility of acquiring new skills that will enable them to become suitable teachers to meet the needs of today. Therefore, the pedagogical proposal developed below focuses on oral production skills as a support mechanism for the bilingual environment promoted by the national bilingualism program proposed by the Ministry of National Education in Colombia. The idea of such intervention seeks to integrate everyday elements such as music and technology in order to have a greater reach.

The primary objective is to bi-directionally strengthen the teaching and learning processes in the educational community, while building new mental structures regarding the use of English as a second language.

JUSTIFICATION

The training processes have a great diversity of steps or stages that allow students to experience diverse situations that will help them become competent professionals. Therefore, integral practice is an inexorable process in the Foreign Language program at the University of Pamplona. This has been stipulated in this way because university students need to immerse and integrate themselves with the academic and administrative processes that are lived daily in an institution. One of the causes is that within the pedagogical component of the program, these practices of high hourly intensity have been established for the final semesters, so the possibility of interacting with these real environments is limited.

As mentioned above, the process described in the previous paragraph provides great benefits to the students of the university. Initially, to put into exercise the conceptual learning that was internalized throughout all the theoretical and theoretical-practical courses of the curriculum. Also, the importance of facing a real context outside the university environment in which situations that measure the student's potential and capacity for action are witnessed. In the same way, the practice scenario allows situations related to the normal performance of a teacher to be experienced, in which routines, rights, duties and commitments acquired inside and outside the institution, as well as intra and extracurricular activities, will be identified.

Teaching and learning procedures will be carried out taking into account current teaching approaches and methodologies. This indicates that the use of technological tools and updated educational methods become the letter of introduction of future professionals who seek to directly and indirectly impact the entire educational community. Especially, what is sought is to favor the

learning of elementary, high school and middle school students, who through initial observation reveal great difficulties in learning English. However, it is not only that, it is also generalized the application of methodologies that do not motivate this learning.

Following the course of this writing, the scenario of practice selected to apply this pedagogical proposal is the Normal Superior OF Pamplona. This urban educational institution of the municipality was founded in 1940. All the processes that have been briefly referenced in previous paragraphs, are executed during the second semester of the current year, between the months of August and December.

In this way, the reader is given a general and superficial overview of the intentions and procedures involved in the application of this pedagogical proposal. Certainly, some aspects will be dealt with in greater depth in subsequent chapters.

OBJECTIVES

General objective

To design a pedagogical and research proposal within the framework of the professional practice of the foreign language program in order to obtain the title of education professional.

Specific objectives

- ✓ To identify relevant aspects in the educational institution that can become an opportunity for intervention on the part of the university student, besides knowing concepts related to the administrative, pedagogical and technological organization of the institution.
- ✓ Implement a pedagogical proposal in response to the needs diagnosed in the observation stage in order to improve the teaching and learning processes of English as a foreign language.
- ✓ Design and apply extension activities that benefit elementary school students in order to strengthen the foundations of learning English as a foreign language.
- ✓ Link future teachers with the activities organized by the institutions to generate spaces where they can build an idea and an identity of the profession.

CHAPTER II

1. INSTITUTIONAL OBSERVATION AND DIAGNOSIS REPORT

This section will relate all the elements inherent to the practice scenario through which is possible the understanding and contextualization of the foreign language student with the educational institution. Specifically, in the case of this project, the information refers to the Normal Superior School. This institute has been providing its services to the community for more than 60 decades.

In this sense, the documentary analysis is developed taking into account four fundamental axes, which are: the administrative component, the pedagogical component, the technological component and the information of the subjects that participate in the project (Normal Superior, 2016).

Image 1.
General Information



ENTIDAD TERRITORIAL:	Departamento Norte de Santander
MUNICIPIO:	Pamplona
NOMBRE DE LA INSTITUCIÓN:	Escuela Normal Superior de Pamplona
DIRECCIÓN DE LA INSTITUCIÓN	Avenida Santander.
TELÉFONO DE CONTACTO	Tel: 5686308 – 3118482460
CORREO ELECTRÓNICO	norsupam@gmail.com
PÁGINA WEB INSTITUCIONAL	www.ienormalsuperiorpamplona.edu.co
RECTOR:	OSCAR FABIAN CRISTANCHO FUENTES
Carácter	Oficial
Ubicación	Urbana
Niveles que se atienden	Preescolar (x) Básica Media (x) PFC (X)
Licencia de funcionamiento	Resolución 03126 de Septiembre 7 de 2015 de la SED
Verificación de condiciones de calidad	Resolución 12658 de Diciembre 27 de 2010 por el MEN
DANE	154518000265
Inscripción Dptal.	1518162007
NIT	800197417-5

1.1 The administrative component

At the administrative level, the most important aspects for the structuring and operation of the institution are taken into account. For this purpose, all the national and departmental regulations are related in order to establish a support for the institutional operation. In this way, documents such as the institutional educational project, the coexistence manual, the guidelines of the National Ministry of Education and the organization of the staff play a preponderant role in the daily practices of student education.

1.1.1 Institutional Educational Project

The Institutional Educational Project of the Normal Superior is structured under 4 major components. The conceptual one that orients the distinctive elements of the institution. The administrative component that structures the functioning of the institution according to the roles. The pedagogical component sets out the philosophy and models that guide the formation of the students and finally, the community component articulates parents, students and citizens working together. The following is a summary of the most significant elements of this document.

CONCEPTUAL COMPONENT

Characterization and reading of the context

The institution

The Normal Superior School is located in the urban area, occupying an area of 11.4 hectares, bathed by the Cariongo and Rosal streams that join to form the glorious Pamplona river

at the exit of the Normal School. The building was built on land donated by the municipality and designed by the German architect Leopoldo Rother.

The teaching staff is organized in areas, Training Nuclei and by set of grades according to the organizational structure given in the I.E.P.

The families that make up the ENSP in 80% belong to strata 1 and 2. The community of parents come from the marginal urban area, rural area or urban area and work in different trades and professions according to the opportunities offered by the economy of the region and the city.

The families that are part of the *normalista* community in some cases present conflicts of coexistence, absence of affection, domestic violence, mistreatment, absence of authority patterns, lack of time to share and guide their children, with socio-economic difficulties; there are recomposed families and dysfunctional homes. Many parents have processes in the *ICBF*.

School population.

The children and adolescents, in a high percentage are students who arrive motivated and with expectations for their life project, they are cheerful, spontaneous, punctual, with a desire to learn, to participate, to live together, to be accepted, with a sense of belonging and desire for self-improvement among others.

However, there are several focalized cases of students who are intolerant, aggressive, demotivated towards the future, with no desire for a life project, irreverent towards authority, some with *ICBF* foster homes, bullying, cyber-bullying, with vulnerability towards the beginning of sexual relations at an early age, to drug dependency and there is an increase in the rate of cases

of consumption of psychoactive substances in the institution and there are some cases of micro-trafficking.

Influence of the external context

The other situation that affects and undermines the young people and is having a strong and direct impact on the coexistence and pedagogical work of ENSP is the external context. The reality of the city has changed and the level of drug dependency, drug addiction, smoking, the beginning of sexual life at an early age, alcoholism, debauchery, gangs, trade of psychoactive substances has skyrocketed, consumerism and this external reality reaches the schools, seriously affecting the educability of young people (their dreams, self-esteem, life project, coexistence relationships, respect for rights and duties, academic results, school success, the use of free time and the valuation of their family).

Teacher training

The ENSP in the Complementary Training program serves students from various regions of the department and the nation and graduates of the Escuela Normal Superior de Pamplona, other teacher training colleges and different modalities of high school characterized by their vocation and desire to practice the teaching profession to quickly access the labor field and improve their quality of life.

INSTITUTIONAL HORIZON

Vision

The Normal Superior School of Pamplona envisions itself as an educational institution that leads initial and continuing teacher training programs within the framework of curricular and human integration where education professionals re contextualize and produce pedagogical knowledge for the improvement of educational quality based on human rights in the rural, urban and marginal urban sectors, at the local, regional and national levels.

Mission

To train high quality teachers, from preschool to the Complementary Training Program, with research, productive, technological and citizenship competencies within the framework of pedagogy and social projection to work at the preschool and elementary school levels, in rural, urban and marginal urban sectors.

Institutional objectives

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

- Strengthen the pedagogical nature of the Normal Superior as an educational agent, capable of reinventing itself by permanently redefining its identity.

- To develop research projects that contribute to the solution of the problems of the rural, urban and marginal urban sectors, from the pedagogical, productive and technological aspects, developing a pertinent pedagogy through seedbeds, groups and networks.
- To offer relevant training that articulates, from pedagogy and didactics, the culture of school and life with a curriculum that responds to the educational needs and challenges through the recontextualization of pedagogical knowledge.
- To lead from the culture of human rights and inclusive pedagogy the improvement of the quality of education, the expansion of coverage and the processes of coexistence and social equity.
- To offer teachers in training and in practice educational options that allow the strengthening of professional competencies for rural, urban and marginal urban transformation in order to improve the quality of education in the area of influence.
- Strengthen the human condition of the vulnerable and disabled population, empowering their capacities, respecting their learning rhythms from the curricular planning, guaranteeing a pertinent and quality education.
- Incorporate the new Information and Communication Technologies - ICT - in the educational processes, according to current world trends.

PEDAGOGICAL PRINCIPLES

According to the document: "Nature and Challenges of Higher Teacher Training Colleges" (Ministry of National Education 2015), Teacher Training College assumes as pedagogical principles Educability, Teachability, Pedagogy and Contexts, as well as elements referred to inclusive education, interculturality, transversal pedagogical projects, the learning of a foreign language, the use of ICT, pedagogical trends for the training of teachers of the XXI century and Educational Research which converge in the Pedagogical Practice.

- Educability:

The formation of the Normal Superior de Pamplona is based on the integral conception of the human person, his rights, duties and possibilities of formation and learning.

- Teachability:

The Normal Superior guarantees that the teacher is capable of designing and developing pertinent curricular proposals for preschool and basic primary education.

-Pedagogy:

The Normal Superior understands pedagogy as the reflection of the teacher's daily work based on pedagogical actions that favor the balanced and harmonious development of learners' abilities.

- Contexts:

Normal Superior Understands it as a fabric of social, economic, cultural relations, which occur in specific spaces and times addressed through educational research.

- Inclusive Education:

Inclusive education gives the possibility of welcoming in the educational institution all students, regardless of their personal or cultural characteristics. It starts from the premise that everyone can learn, as long as their educational environment offers conditions and provides meaningful learning experiences; in other words, that all children in a given community can study together.

- Educational Research:

The Normal Superior, assumes it as an axis in teacher training that allows it to identify potentialities among students, advance processes that motivate reflection on their own pedagogical practices, raise innovative proposals and develop a reflective attitude in future teachers and teachers of the normal.

Profile of the bachelor's degree with specialization in education

The Institution seeks to form an integral human being, builder of knowledge, promoter of ecological, ethical and moral values, promoter of science and research, with basic pedagogical foundations that will allow him/her to approach the different professional options, with a life project that impacts social environment and facilitates the continuity of professional training.

Profile of the higher teacher educator

Education professional with high pedagogical, research, personal and social competencies capable of designing, managing and developing a curriculum that favors integral development; autonomous and leader in processes of coexistence and social equity, within the framework of

human rights, for the improvement of education at the preschool and elementary school levels in rural, urban and marginal urban sectors.

Profile of the teacher trainer of teacher educators

The teacher trainer of trainers must be an integral human being, ethically and morally qualified, sensitive, a communicator of his or her experiences, democratic and supportive.

Likewise, with a defined identity towards the exercise of his profession, with a deep humanistic and pedagogical formation based on history and his praxis. They should be teachers who love art and its diverse manifestations, a professional with a globalized and prospective vision of society and its development. A teacher interested in permanently reconstructing his or her identity in the updating of his or her pedagogical work.

Institutional values

- **Sense of belonging and relevance:** it is concretized in the commitment in the development of actions and activities by all the actors of the educational community, which lead ensp towards continuous improvement and are characterized by efficiency and effectiveness in achieving educational goals.

- **Respect:** this institutional value is related to justice, prudence, autonomy, equity, tolerance, acceptance and recognition of others as different but equal in rights and opportunities. It is fully realized in the reflection that leads to the acquisition of critical capacity, framed in openness, interaction and sincerity with ourselves and with others. All the members of the educational community of ensp assume this value as the basis for their relationships with other people and with their environment.

- **Honesty:** this institutional value is articulated with rectitude and honesty in our actions.

It is embodied in compliance with the rules and covenants built collectively and in the recognition of the moral authority that every person must show before society. In *ensp*, all personal and institutional actions are based on the development and management of social autonomy.

Curricular foundations of education at *ensp*

The Normal Superior, in accordance with its nature, orients its work within the framework of the curricular foundations and criteria in force with the intention of offering a comprehensive education to students based on the purposes of education. At the Normal Superior the school is conceived as an open and contextualized space, that is to say, it recognizes the nature of its environment and the importance of interacting with it. Pedagogical practices are being promoted in context, whether natural or social, depending on the nature of the knowledge to be studied/worked on.

That is, in the classroom, at the beginning of the study or work on a topic, action or thought process and whenever necessary, teachers and/or students are summoned to a physical - natural, social or cultural space that has a relevant and coherent relationship with such processes, or failing that, they resort to techniques, instruments or means that allow them the closest possible approach to the situation or phenomenon in question.

EDUCATIONAL OFFER, ACCESS AND PERMANENCE POLICIES

Educational offer

The Normal Superior offers the following levels of education: preschool, elementary and secondary, academic high school with a specialization in pedagogy, complementary training program in four semesters for students with a bachelor's degree with a specialization in pedagogy and five semesters for bachelor's degree students with other modalities.

The Normal School grants the title of Academic Bachelor with specialization in Pedagogy and the title of “*Normalista Superior*” upon completion of the Complementary Training Program, which enables them to work at the pre-school and elementary school levels.

Access policies

The following are policies for access to the *ENSP*:

- For the preschool level, to be five years old or to be five years old during the first semester of the school year.
- Comply with the age requirements as follows:

Image 2

Policies for access

FIRST	6 - 7 years
SECOND	7 - 8 years
THIRD	8 - 9 years
FOURTH	9 - 10 years
FIFTH	10 - 11 years
SIXTH	11 - 12 years
SEVENTH	12 - 13 years
EIGHTH	13 - 14 years
NINTH	14 - 15 years
TENTH	15 - 16 years

Policy of permanence and reduction of dropout rates

The following are the policies that the Escuela Normal Superior de Pamplona implements in order to reduce school dropout and strengthen the permanence of students in each level from preschool to the Complementary Education Program.

- Implementation of improvement plans in the areas that present the greatest difficulties for students.
- Creation of favorable spaces for the promotion of artistic, sports, cultural, pedagogical and scientific skills and abilities.
- Constant accompaniment of students by head teachers, area teachers, coordinator and counselor in school and extracurricular activities and especially in cases of vulnerability to dropout.
- Free tuition for students from preschool to eleventh grade, financing for PFC students.

Inclusion policies, early childhood and initial education.

Inclusive education is the process of identifying and responding to the diversity of needs of all students, it is a global concern about the defense of differences within educational institutions, since it has been demonstrated the existence of exclusion and segregation within them, there is then the desire to provide practical tools that contribute to the eradication of this school problem through greater participation in learning, culture and community.

INSTITUTIONAL CULTURE

Communication mechanisms

The institutional communication mechanisms allow the educational community to be informed in a timely manner and by various means, about the processes and programmed activities through two modalities. External information system: it is all the information that is not limited to the institutional space, but that goes beyond its limits and reaches the families; these are:

Circulars: these are documents with specific information addressed by the Rector to the families to specify some matters specific to the institution, dates of the school calendar, extracurricular activities, pedagogical outings, among others. Web page; Newspaper A LAS CUMBRES; School of Parents; Accountability Report NORSUPAM; Internal sound; Pedagogical Journey; Meetings of the different representatives and committees that constitute the School Government and E-mail.

Educational cores

Core one: representation and transformation of the world.

This core is made up of the following areas: mathematics, natural sciences and computer science, which are mandatory and fundamental areas of education in colombia.

Nucleus two: artistic - aesthetic - ludic

This core consists of the following areas: humanities, spanish language and foreign language, physical education, recreation and sports, and artistic education (music - arts).

Nucleus three: ethical-political

This core is made up of the following areas: social sciences, philosophy, ethics and values, and religion.

Nucleus four: vocationality and teacher training

This core is made up of the following areas: pedagogical induction, pedagogy, pedagogical practice, psychology, context reading and didactics. It leads the pedagogical processes of teacher training, counseling, accompaniment of significant experiences and study and implementation of flexible educational models.

ADMINISTRATIVE COMPONENT

Bodies, functions and form of integration of the school government.

The school government: as established by law 115, is made up of the following bodies: the rector as the legal representative of the school, the board of directors and the academic council.

Board of directors: school government body, conceived as the body that facilitates, leads and contributes to the construction and / or re-signification of the iep. Its planning, execution, evaluation and projection.

Academic council : the academic council is composed of the rector who presides over it, the teaching directors and one teacher for each area defined in the curriculum. The normal superior elects two teacher representatives for each training nucleus, each one organizes itself to

carry out its internal election, certifies its representative and prepares the minutes that are delivered to the secretary.

Organizations or instances of participation

Student council: collegiate body for student participation in institutional life. It is made up of one student from each grade from which the representative to the board of directors is elected.

Parents' council: in accordance with part 3, title 4, of decree 1075/2015, which defines the participation of parents in the improvement of the educational processes of official and private establishments, it is established that the parents' council is a body for the participation of the parents of the educational establishment, which serves as a means to ensure the continuous participation of parents and guardians in the pedagogical process of the establishment.

School ombudsman: the student representative in all educational establishments will be a student in the last grade offered by the institution, in charge of promoting the exercise of the duties and rights of students enshrined in the constitution, laws, regulations and the coexistence manual.

Student comptroller: at the normal superior the figure of student comptroller is established in accordance with the requirements of ordinance no. 011 of 2012 and resolution 01084 of 2013, which regulates this figure. An awareness day is held to provide training and guidance on the exercise of social and fiscal control, motivating students to participate in the institutional context.

THE TUITION AND PENSION SYSTEM.

The Normal Superior de Pamplona, in accordance with the policies of free schooling, does not charge any tuition or pension fees to students enrolled in preschool, elementary and middle school.

Evaluation of human, physical, economic and technological resources.

Teacher evaluation: It is regulated by the teaching statute in decree 1278 of 2002 and its regulatory decrees. Currently only four (4) teachers belonging to this statute are evaluated annually, under the procedure established by the SED.

Evaluation of administrative personnel: Only regular staff is evaluated annually and reported to the SED in the format established by the SED. Currently, ten (10) of the fourteen (14) existing administrative personnel are evaluated.

Evaluation of physical, economic and technological resources:

Facilities are visited and prioritized according to their condition and service provision.

Maintenance is performed subject to budget availability and approval by the Board of Directors when it is a work that requires modification of the already approved budget.

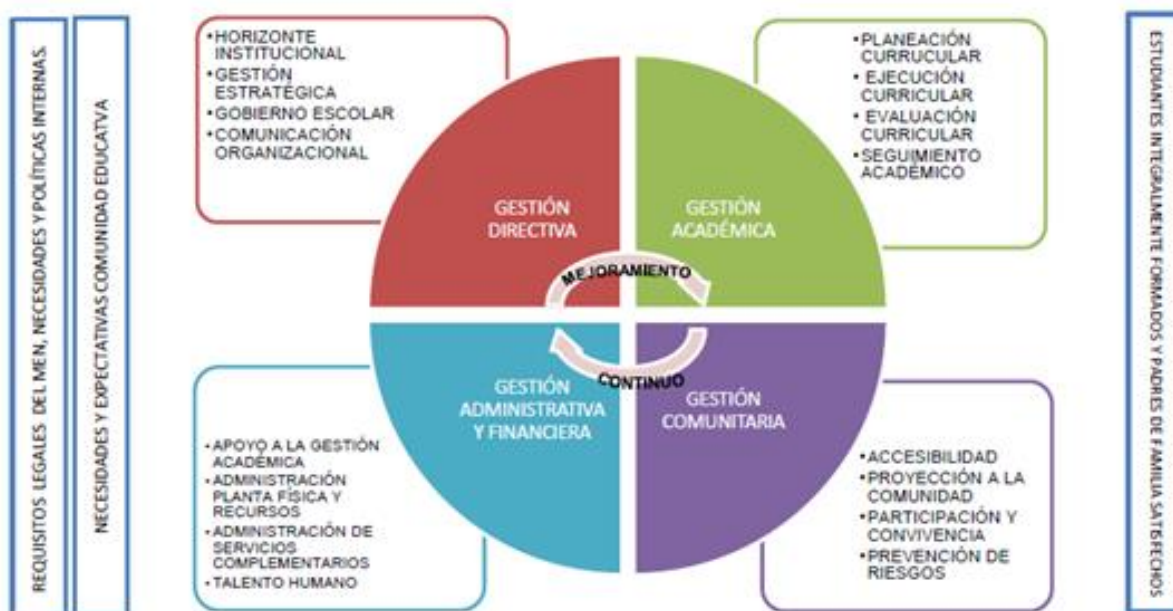
Coexistence manual, manual of functions and procedures of the departments and teachers.

Due to their length, these documents will be developed later on.

PROCESS MAP

Image 3

Process map



Criteria for administrative organization and management evaluation.

Management at the Pamplona Normal School is conceived and developed as a process that involves planning, organization, follow-up and evaluation of this task aimed at achieving the objectives and mission in an efficient and effective manner, within the framework of joint improvement and research.

Image 4*Administrative organization criteria*

THE NORMAL SUPERIOR SCHOOL has the following management support units.	STAFF
PRINCIPAL'S OFFICE	1
COORDINATION	1
GENERAL SECRETARY	1
SECRETARIAT OF THE COMPLEMENTARY TRAINING PROGRAM	1
PAYMENT OFFICE	2
NURSING	1
GENERAL SERVICES	4
CELADURY	2
MAINTENANCE OF PHYSICAL RESOURCES	1
VEHICLE PARKS	2
SCHOOL RESTAURANT	0

PEDAGOGICAL COMPONENT**Pedagogical model**

The educational community considers that a pedagogical model is a construct that brings together the efforts of the teaching staff to propose new ways of dealing with the deconstructive processes of knowledge, in accordance with the historical and epistemological evolution of the sciences, as a result of the permanent re-contextualization of knowledge.

In this order of ideas, and, in order to achieve the goals established in the philosophy of the Institutional Educational Project, the Normal Superior has assumed the pedagogical model called Curricular and Human Integration, taking into account that such didactic strategy is consistent with the integrality of the world.

The concept of integrality has been adopted by thinkers such as Edgar Morin (1982) to support a new epistemological point of view that favors another way of seeing, thinking and transforming reality.

The alternative proposal of a new knowledge is called by Morin as complex knowledge, where knowledge results from a recontextualization and reconceptualization of the notion of "the real" that describes it as a totality where all the elements that compose it are related to each other.

Principles of the pedagogical model of curriculum and human integration

The principles of complex thinking proposed by Edgar Morin have been adopted as the pillars that support the pedagogical model of the *ENSP*, namely:

- a. Knowledge and reason must be at the service of human action to build freedom and self-determination.
- b. Promote critical thinking in students and teachers to transform the way of thinking and reality, from individual and collective interests.
- c. Re-contextualization of pedagogy as a response to the characteristics of the new generations and the dynamics of today's world.
- d. Making knowledge a meaningful and productive action to transform reality.
- e. A curriculum with an integrating vision that promotes interpretative understanding and transforming action in a conscious manner.
- f. Dialogue based on universal, regional and local knowledge.

New school pedagogical model

The Normal Superior has two sites located in the peripheral and rural areas of the municipality. The two sites have an average of 25 students in grades pre-school to fifth grade; for this reason it was considered important and pertinent to implement the *Escuela Nueva* educational model. These two sites, Nueva ISER and CARIONGO, serve as a pedagogical scenario for the exercise of the practices carried out by the *P.F.C.* students according to their curriculum.

This flexible model, which is multigrade, allows attending to a group of students from different grades in the same classroom under the guidance of a single teacher.

Image 5

Weekly hourly intensity by area and subject, by level

PRESCHOOL DIMENSIONS OF DEVELOPMENT	IHS
SOCIO-AFFECTIVE	4
CORPORAL	4
COMMUNICATIVE	4
COGNITIVE	4
AESTHETIC	2
SPIRITUAL	2
ETHICS	2
TOTAL	22

BASIC ELEMENTARY SCHOOL MAIN OFFICE AND EDUCATIONAL CENTERS AREAS	IHS
MATHEMATICS	5
TECHNOLOGY AND INFORMATICS	2
NATURAL SCIENCES	4
SPANISH LANGUAGE	5
ENGLISH	2
ART EDUCATION	2
PHYSICAL EDUCATION	2
SOCIAL SCIENCES	4
ETHICS AND VALUES	1
RELIGIOUS EDUCATION	1
TOTAL	28

BASICA SECUNDARIA Y MEDIA PEDAGOGICA	SIXTH TO NINTH	TENTH	ELEVENTH
	IHS	IHS	IHS
MATHEMATICS	5	5	5
TECHNOLOGY	2	0	0
NATURAL SCIENCES	5	0	0
CHEMISTRY	0	4	4
PHYSICS	0	4	4
SPANISH LANGUAGE	5	4	4
ENGLISH	4	4	4
ART EDUCATION	2	0	0
MUSIC EDUCATION	2	0	0
PHYSICAL EDUCATION	2	2	2
SOCIAL SCIENCES	4	0	0
ECONOMICS AND POLITICAL SCIENCE	0	3	3
ETHICS AND VALUES	1	1	1
RELIGIOUS EDUCATION	1	1	1
PEDAGOGICAL INDUCTION	2	0	0
EDUCATIONAL AIDS WORKSHOP	0	3	3
DIDACTICS OF TICS	0	2	2
PSYCHOLOGY	0	3	0
PHILOSOPHY	0	2	2
CONTEXT READING AND OBSERVATION PRACTICE	0	0	3
GENERAL DIDACTICS	0	3	0
INSTITUTIONAL EDUCATIONAL PROJECT	0	0	3
TOTAL	35	41	41

INSTITUTIONAL EVALUATION SYSTEM.

The conception of evaluation at the teacher training college

The Normal Superior conceives the evaluation of students as a process where the competencies that human beings manifest in their diverse communicative spheres converge and are integrated. From this perspective, the Institution seeks to form an integral human being, constructor of knowledge, promoter of ecological, ethical and moral values; for this purpose, its philosophy is based on a Model of Curricular and Human Integration, which contributes to reduce the fragmentation of the curriculum and deepens the teaching and learning processes.

Bilingualism plan as a pedagogical strategy

Within the framework of making Colombia the most educated by 2025, the bilingualism program implements actions in the territorial entities and targeted educational institutions. For this first phase of the four-year period, the strategies are focused on 42 secretariats of education, 350 educational institutions and have an impact on 2,000 teachers and 176,000 students. The main objective is to ensure that students communicate better and better in English and have access to better job and professional opportunities.

Colombian context in English proficiency.

Students:

- In 2015, 3.2% of 11th grade students obtained Pre Intermediate B1 level (desired level).
- In 2015, the percentage of students from educational institutions in the official sector that reached the goal of Pre Intermediate B1 level (desired level), rose to 3% (Saber 11 Test, 2015).
- 1% of the previous percentage corresponds to students from educational institutions of the official sector (Saber 11 Test, 2014).

COMMUNITY COMPONENT

Pedagogical assistance for the educational establishments in the area of influence of the normal school

The activities of Pedagogical Assistance are a privileged scenario where links are strengthened with the community and with the surrounding educational establishments in order to build spaces that consolidate knowledge.

This social projection has two modalities which are: as a service or as an extension; always seeking the exchange of perspectives on the world and knowledge in order to achieve mutual enrichment.

In this sense, the Normal as a state pedagogical institution is committed to the construction of a better society and the qualification of its organizations. To this end, research is the alternative that offers ample possibilities for dialogue.

Non-formal and informal educational programs offered by the institution, in the development of the general objectives of the institution. Offer of services to the community.

Non-formal and informal educational programs offered by the educational establishment in the development of the general objectives of the institution.

Offer of services to the community:

- Subsidized bus routes
- School transportation
- School restaurant (mid-morning),

- Male marching band
- Female marching band
- Sports venues
- Library service
- Internet rooms
- Infirmary service
- Large green areas
- Spacious classrooms with good lighting
- Complementary training program
- School transportation
- Bilingualism room
- Physics and chemistry laboratory
- Swarm room

Student social service

Social Service is understood as the practice with the community, which must be performed by the students of Secondary Basic Education and Vocational High School; as an application of the knowledge acquired throughout the educational process and in pursuit of personal development.

1.1.2 Coexistence manual

The coexistence manual is the document drafted by the institutional authorities and that allows to control over the rights and duties of the entire educational community. This is the one that allows a healthy and active participation of students, teachers, administrators and parents,

within the rules of respect and responsibility. The manual offers guidelines and conducts that must be strictly followed. Some relevant aspects of the Superior Normal School manual are:

This Coexistence Manual, built from the mission and vision of the Normal Superior de Pamplona as an institution that trains teachers, establishes the duties and rights that guide the actions of the members of the Educational Community; It aims to train in principles and ethical values for the improvement of interpersonal relationships, participation, civic culture and the exercise of human rights of students, and aspires to become an instrument that from dialogue and agreement enable the peaceful resolution of conflicts and that from PROMOTION and PREVENTION can mitigate school violence.

CHAPTER I

Characterization and reading of the context

The institution

The *ENSP* is an institution immersed in the society of the XXI century with children and adolescents permeated by all the influences of this modern life and that arrive at the educational institution with weaknesses in some of the aspects that allow them a healthy coexistence and relationship with others and with their environment. As well as with the edification of their life project.

School population

There are several focalized cases of students who are intolerant, aggressive, show lack of motivation to study without the desire for a life project, irreverent towards authority, some with ICBF foster homes, bullying and cyber-bullying, with vulnerability to the beginning of sexual

relations at an early age, to drug dependence and there is a high rate of cases of consumption of psychoactive substances in the institution and some cases of micro-trafficking. For these reasons, it is difficult and complex the school coexistence, the experience of citizenship skills and of course the exercise of human rights and SRHR and the achievement of a good academic performance.

Reality of the context

The other situation that affects and distorts the young people and is directly influencing the coexistence and the pedagogical work of ENSP is the external context. The reality of the city has changed and the level of drug dependency, drug addiction, smoking, early sexual initiation, alcoholism, debauchery, gangs, trade of psychoactive substances has shot up notably, and this external reality reaches the schools, seriously affecting the educability of young people (their dreams, self-esteem, life project, coexistence relationships, respect for rights and duties and academic results, school success).

CHAPTER II

Conceptual references or conceptual framework

What is school coexistence?

School coexistence can be understood as the action of living in the company of other people in the school context in a peaceful and harmonious manner. It refers to the set of relationships that occur between people who are part of the educational community, which should focus on the achievement of educational objectives and their integral development.

Principles that generate school coexistence in the educational community.

Duties and rights of the school community.

Fundamental rights

The Educational Community guarantees for all members the Fundamental Rights enshrined in the Political Constitution (articles 11 to 41): To be treated with dignity.

Student rights

As a member of the community, the student has the right to:

- Receive a quality education that allows him/her to perform as a free and responsible citizen for his/her personal and professional performance.
- Receive an education for the exercise of human, sexual and reproductive rights.
- To know the organization, functioning, evaluation system and coexistence manual of the institution.
- To adequately use the services offered by the institution, after fulfilling the requirements.
- Represent the institution in events for which he/she is elected or selected, in accordance with the regulations of each event.
- To be treated and listened to with respect, understanding, justice and equity without discrimination of race, sex, religion or social position.
- To freely and respectfully express their opinions and suggestions and submit requests, following the regular procedure.
- To elect and be elected to be part of the different school governing bodies.
- To know the contents of the programs, the standards of competence and achievements during each period, abiding by the evaluation system adopted by the institution.

- Receive an education with a curriculum and physical plant adapted according to their needs in search of their well-being.
- To use the institution's facilities such as classrooms, library, computer and Internet rooms, photocopying and audiovisual services, abiding by the regulations established for each of them.
- Receive guidance and counseling to develop educational experiences, and/or overcome learning weaknesses in each of the areas.
- Receive timely and complete information about their academic situation, evaluative and behavioral judgments.
- To be evaluated in a comprehensive manner in all academic, personal and social aspects as provided by law and the SIEE.
- To be trained and advised in current pedagogical trends that allow him/her to perform well in the local and global context.
- To be part of the marching band, sports teams, musical group, etc.

Duties of students

The exercise of the rights recognized in this Manual implies the fulfillment of duties that favor coexistence and the development of the personality and at the same time constitute standards of behavior, evaluable through the educational process.

- To abide by the National Constitution, the General Education Law and its regulatory decrees, the Childhood and Adolescence Law and the rules established in this Manual.

- Participate in the construction, implementation and adjustments to the institutional educational project.
- Respect and value all members of the E.N.S.P. in order to be valued and respected; and not use the name of the Institution, assets and badges for personal, group or family use.
- Permanently carry the student ID card inside and outside the school and present it to authorized persons when requested.
- Participate in the design, execution and evaluation of the programmed curricular activities (standards, competencies and programmatic content of each subject, area and/or project), which guarantee their ethical, pedagogical, aesthetic, moral and investigative formation.
- Assume responsibly the academic, sports and social activities programmed by the institution within the established deadlines, without plagiarism, impersonation or fraud, attending punctually to their development.
- Comply with the recommendations and commitments acquired to overcome their weaknesses.
- Respond for damages caused to the physical plant, materials, equipment, tools and other elements of the institution, immediately, assuming the legal and disciplinary consequences.
- To wear the uniform, clean on their body, with short hair (boys) and without accessories (necklaces, pins, scarves, caps, make-up, colorful nail polish and other elements that do not correspond to the uniform), wearing it only during the school day.
- Avoid confrontations and physical and verbal aggressions by themselves or by third parties, inside and outside the school, as well as the carrying of any type of weapons or elements that present a risk to physical integrity.

- Refrain from bringing or producing pornographic material, and from using electronic devices (cell phones, walkman, discman, video games and others) during class hours.
- Not to engage in disrespectful shows or demonstrations of affection that go against morality and healthy coexistence in the Institution or outside of it, especially when wearing the uniform.
- Comply with public health standards that preserve the welfare of the educational community, and the prevention of the consumption of psychotropic and alcoholic substances.
- Not to play games of chance, conduct raffles, business or sales within the school.
- Bring and take care of the supplies and elements requested by the institution for the proper development of curricular activities.
- Present the medical incapacity or justification in case of family calamity signed by the parents and/or guardian at the time of their return to the institution.
- Inform their parents or legal representative in a timely manner of meetings or summons made by the institution.
- Represent the institution with dignity and fulfill the responsibilities assumed when elected as representative, comptroller or ombudsman of the students.

Parents' rights

Parents, guardians and/or legal representatives have the following rights in addition to those enshrined in the National Constitution and Colombian laws:

- To know at the time of enrollment the organization of the educational establishment, the Institutional Educational Project, the Coexistence Manual, the Study Plan, the basic

pedagogical strategies, the School Evaluation System and the Institutional Improvement Plan.

- Participate in the elaboration, execution and evaluation of the P.E.I. and the Coexistence Manual.
- Represent their child or student in all necessary actions.

Parents' duties

The family, guardians and/or legal representatives, as part of the educational community, within the framework of the National System of school coexistence and training for human rights, education for sexuality and the prevention and mitigation of school violence, in addition to the obligations enshrined in Article 67 of the Political Constitution, Law 115 of 1994, Law 1098 of 2006, Law 1453 of 2011 and other regulations in force, shall:

- Participate, through the instances of the school government, in the definition of criteria and procedures for the evaluation and promotion of students and in the review and adjustment of the Coexistence Manual.

Rights of educators

The rights of Educators shall be governed by those enshrined in the Political Constitution, The Teaching Statute 2277, The Teaching Statute 1278 those contemplated in the regulations and laws in force, and those stipulated in this Coexistence Manual.

The following rights are considered essential

- To know and participate in the revision of the Coexistence Manual and the Institutional Educational Project.

- Receive dignified and respectful treatment by the entire educational community.
- Receive their salary at the established time.
- Receive professional training and access to teacher qualification courses.
- To be recognized for their efforts, values and outstanding skills in the performance of their work.
- To enjoy the incentives established.
- To elect and/or be elected to the School Government bodies.
- Participate in the deliberations and express their thoughts contributing to the philosophy and principles that govern the Escuela Normal Superior.
- Autonomy in the professional development of their classes.
- Not to be discriminated against because of their political, religious beliefs and sexual orientation.
- To due process in any situation that warrants it.
- Access to recreation and healthy recreation spaces.
- To be informed of the safety and health at work system of the teaching profession.
- Receive timely treatment or human, spiritual and communication orientation to ensure their welfare.
- Receive in a timely manner the implements and materials necessary for the proper performance of their teaching duties.
- Receive in a timely manner the academic assignment and responsibilities according to their professional profile.
- To present proposals for the improvement of processes and institutional quality.
- To be listened to and attended to in a respectful environment.

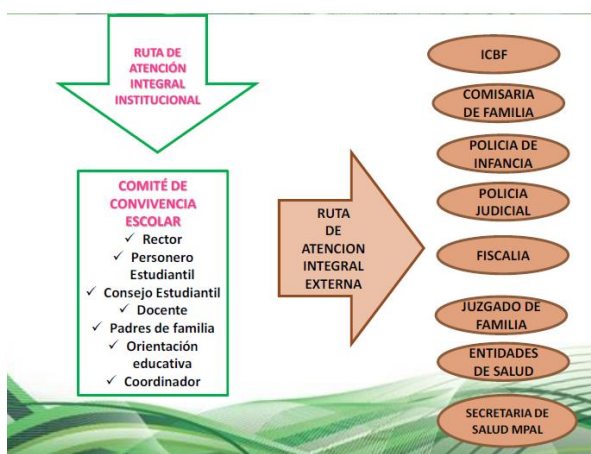
Duties of educators

- To know, analyze and implement the Institutional Educational Project.
- Contribute to the construction and application of the coexistence manual.
- To strive for the integral formation of the students.
- Propose initiatives and suggestions that contribute to the improvement of the Educational Project.
- Actively participate in the democratic life of the school through the School Government.
- Fill out and comply in a timely manner with the requirements and documents demanded by the Institution.
- Comply with schedules in a timely manner both at the beginning of classes and other activities scheduled by the Institution.
- Maintain and use in an appropriate manner the regular channel and the necessary instances for the good performance of school life.
- Provide timely, respectful and cordial treatment to all members of the educational community.
- Maintain an appropriate personal appearance.
- Request the corresponding permissions in case of absence.
- Comply with all academic and curricular guidelines established in the Institutional Educational Project.
- Elect and/or be elected to the school government bodies and in such case, comply with the functions of the position.
- Implement innovative strategies that motivate students and optimize results in the teaching process.

- Implement. Propose and argue academic development policies related to student evaluation systems aimed at familiarizing students with the SABER tests.
- Plan, evaluate and correct the methodological strategies developed in their subject.
- Promptly inform about the methodological strategies, the subjects and the results obtained by the student and provide the necessary guidance and implementation of the required recovery activities for the academic promotion of the students.
- Optimally use the available means to achieve excellent training and preparation of students.
- To be responsible for the work elements entrusted to them.
- Maintain in their students the best responsible, serious and objective attitude towards the activities designed by the institution.
- Apply the necessary sanctions within the formative processes, respecting the due process and the rights of the students.
- Comply responsibly with all activities designed by the institution for the benefit of students.
- Respect the differences and diversity of the other members of the educational community.
- Comply with the responsibilities of teachers in the National System of school coexistence and training for human rights, sexuality and the prevention and mitigation of school violence In addition to those established by current regulations and that are their own.

CHAPTER V

Image 6
Route of integral institutional attention





1.1.3 *MEN guidelines for the transition.*

Taking into account the processes for returning to the classroom stipulated by the Colombian authorities, the educational institution has also adjusted the processes in accordance with the indications of the Ministry of National Education, in agreement with the Ministry of Health and the National Government. For this reason, a series of recommendations have emerged from them. This information is taken directly from the GUIDELINES FOR THE PROVISION OF HOME AND PRESENT EDUCATION SERVICES UNDER THE ALTERNATIVE SCHEME AND THE IMPLEMENTATION OF BIOSAFETY PRACTICES IN THE EDUCATIONAL COMMUNITY (Educational Ministry, 2020).

Accompany governors, mayors, Secretaries of Education of Certified Territorial Entities, territorial Secretaries of Health and official and non-official educational institutions in the management of the process of academic work at home and the preparation and implementation of measures for the gradual, progressive and alternating transition during the school year, according to the context analysis of each territory and its educational institutions, in coordination with the competent authorities to ensure the required biosafety and pedagogical conditions.

The process of recovery of the daily routine includes the progressive transition of the educational service, which implies continuing with the academic work at home and gradually and progressively moving towards face-to-face attendance under the alternation scheme, taking into account the territorial realities, the evolution of the pandemic, the consent of the families and the assent of the students, in such a way that the gradual return of children and young people to the socialization and training scenario represented by face-to-face attendance, generates the appropriation and collective construction of new interaction dynamics that facilitate the integration of the parameters demanded by the biosecurity and physical distancing measures.

This requires preparation not only in the administrative, biosecurity or pedagogical fields, but also in the personal and social spheres, because even though the conditions are in place to make the return to educational establishments more flexible, it will be necessary to provide careful, intentional and permanent accompaniment on the part of secretaries, directors and educators, so that the members of the educational community feel safe, protected and motivated to adapt to a new lifestyle in which care and physical distancing measures must remain in force, the application of protocols in this sense, their motivations and creativity to establish new ways of interacting with each other, protected and motivated to adapt to a new lifestyle in which care and physical distancing measures, the application of protocols in this sense, their motivations and creativity to establish new forms of interaction with others, with knowledge and with the environment, supported by their capabilities, skills and human qualities, must continue to be in force.

Integration of interdisciplinary didactic strategies In accordance with the considerations of adequacy and revision already raised, it is advisable that the development of the pedagogical proposal contemplates interdisciplinary didactic strategies that encourage autonomous work and

the relationship with the different schemes of pedagogical action involved in the alternation. For each of the available mediations and resources, several didactic strategies can be associated, understood as the set of actions proposed by teachers to achieve the prioritized learning objectives and promote student participation and the appropriation of their role in autonomous work, with the support of families.

This purpose of encouraging participation should be based on the promotion of creativity and the students' protagonism in their formative process. The emphasis is on interdisciplinary work, that is, the systemic approach and the development of learning from different disciplines with the pedagogical mediation of various resources according to the particular context of each student. Some options to consider are:

- a. **Integrated didactic sequences** A series of intentional activities aimed at promoting learning processes through problematic situations and close experiences (Camps, 1995); they are based on the premise that the student's thinking is organized and reorganized in successive attempts. They seek to promote the development of meta-cognitive skills and attitudes regarding the management of information, the realization of objectives and the search for and choice of different possibilities in problem solving.
- b. **Project-Based Learning - ABPr** Pedagogical strategy focused not only on learning about something, but also on solving a problem or questions to obtain a final result. One of the main characteristics of ABPr is that it is action-oriented from the development of research skills where students take responsibility for their own learning, discover their preferences and strategies in the process (Thomas, 2000).
- c. **Problem Based Learning PBL** Pedagogical strategy framed in learning by doing.

It promotes collaborative work of students in small groups. In the case of the pandemic emergency situation, it is proposed to include and promote work with the family circle.

ABP also has the purpose of proposing the solution of a challenging problem presented by the teacher (Sastoque Gutiérrez, 2015), as well as the integration of new knowledge (Barrows, 1986).

1.1.4 Institutional schedule and calendar

Educational institutions require the planning and organization of 40 weeks within the academic calendar. In this way, the activities to be developed during the school year are established. Thus, the Normal Superior has established its curricular organization; however, for the last trimester of the year, certain changes have been generated due to adverse situations that have been occurring due to extra-institutional cases. Therefore, the programming is as follows:

Image 7
Institutional schedule

AGOSTO		
FECHA	ACTIVIDAD	RESPONSABLES
01 AL 05 de agosto	Revisión del planeamiento curricular en plataforma	Coordinador
05 de agosto	Terminación del segundo trimestre	Rector y Docentes
08 de agosto a 09 de septiembre	Planes de mejoramiento segundo trimestre en plataforma o en físico y aplicación	Docentes de área
9 de agosto	Jornada pedagógica	Rector y Coordinador
10 de agosto	Izada de bandera – Batalla de Boyacá	Primaria 1ª, 2ª y 3ª y sedes Secundaria 6ª, 7ª, 8ª, 9ª
11 de agosto	Reporte de notas del segundo trimestre en plataforma	Docentes de área
16 de agosto	Entrega de informes para la Comisión de Evaluación y Promoción del segundo trimestre	Docentes de área
16 de agosto	Consejo académico	Rector
17 de agosto	Consejo directivo	Rector
16 al 18 de agosto	Comisiones de Evaluación y Promoción segundo trimestre	Coordinadores, orientación, Titulares, Padres y Estudiantes representantes de grados
19 de agosto	Revisión de boletines	Titulares
23 de agosto	Entrega de boletines a padres de familia primaria	Coordinación y Titulares
24 de agosto	Entrega de boletines a padres de familia secundaria	Coordinación y Titulares
27 de agosto	Escuela de Padres de preescolar a quinto	Orientadora y titulares
29 de agosto	Día internacional contra el ruido	Núcleo 1
31 de agosto	Escuela de Padres de sexto a noveno grado	Orientadora y titulares

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

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

NOVIEMBRE		
FECHA	ACTIVIDADES	RESPONSABLE
04 de noviembre	Clausura Aulas en paz	Núcleo 3
04 de noviembre	Terminación tercer trimestre	
08 de noviembre	Jornada pedagógica	Rector y Coordinador
08 al 11 de noviembre	Aplicación de planes de mejoramiento	Docentes
11 de noviembre	Publicación de listado de estudiantes que aplican a pueba de suficiencia, en plataforma y en físico	Docentes
14 al 18 de noviembre	Aplicación de pruebas de suficiencia	Docentes
15 de noviembre	Consejo académico	Rector
16 de noviembre	Consejo directivo	Rector
17 de noviembre	Entrega de insignias -Izada de bandera	Titulares Grados 4º-5º-10º-11º
	Presentación pruebas T y T	Estudiantes PFC
25 de noviembre	Terminación de semestre Programa de Formación Complementaria.	
21 de noviembre	Reporte de notas del tercer trimestre en plataforma	Docentes de area

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

2. PEDAGOGICAL COMPONENT

The aspects that are addressed within the pedagogical component refer to all those elements that belong directly to the area of English within the academic curriculum of the institution. The main point to be highlighted in this section is to identify how the teaching and learning processes are methodologically implemented in the classroom.

2.1 Area planning

As shown in the image below, the planning of the area is done by grade level. There, a problematizing axis is generated from which the development of the activities is derived. Therefore, the design of the area plan includes the basic learning rights articulated with the sub-

processes of the competency standards. The second column establishes the thematic core, that is, the specific contents to be taught. In the next column the performances are identified, then the performance indicators and finally the methodology to be used with each activity.

Image 8
Area planning

	ESCUELA NORMAL SUPERIOR DE PAMPLONA LF: Resolución 04454 del 28 de octubre de 2016, emanada de la SED. Verificación de Condiciones de Calidad por Resolución 12658 de diciembre 27 de 2010, emanada del MEN. DANE 154518000265- inscripción Dptal. 1518162007. NIT. 800197417-5		FA002-V002
	PLAN DE ASIGNATURA		01-2019

GRADO: 6 RESPONSABLE: ARIEL MOGOLLON MORENO TRIMESTRE: PRIMERO

EJE PROBLEMATIZADOR (Proyecto Investigativo de Aula): HOW COLOMBIA BILINGÜE PROGRAM HAS CONTRIBUTED TO IMPROVE THE ENGLISH LEVEL IN OUR STUDENTS?

BASIC LEARNING RIGHTS:

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

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

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

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

2.2 Knowledge of available pedagogical resources

The institution has spaces for the development of pedagogical activities. There are audiovisual rooms where it is possible to make use of resources such as audio, video and even slides. For the area of English only, there is a classroom for the teaching of this subject. However, it is occupied by students in higher grades.

2.3 Methodology in language class

In the specific case of the courses assigned for practice, the methodology used is generally monotonous. To a large extent, this is due to the language level of the students. Mainly, the cause of this is that the conceptual bases that the students bring with them are not the best, therefore, it is necessary to retake very basic things and start a slow and often structural learning process.

2.4 Methods of accompaniment

The institution has the support of language students who are assigned by the University of Pamplona. Through this accompaniment, spaces are generated through which students with difficulties can have a more individualized process. However, due to the lack of teachers in the area, it is not possible to offer innovative tutoring or similar spaces.

Now, during the formative process, students receive accompaniment, feedback and evaluation throughout the academic weeks, through which they can recognize their strengths and difficulties.

2.5 Design of guides and materials

The design of guides and materials is made taking into account two sources. First, the knowledge of the teacher in charge of the area who is in charge of structuring these materials. Secondly, the guidelines of the text *Way to go*, shared by the Ministry of National Education in the institution.

2.6 The Basic Learning Rights in the institution .Standards

An articulation is made between the curriculum suggested by the basic learning rights and the competency standards in such a way that the planning seeks a harmony between both aspects in favor of the formation of the students.

2.7 Courses

As previously mentioned, the educational institution has all levels of education. Specifically for this project, the courses selected for the practice process are the sixth and ninth grades.

2.8 Timetable

The school has a single school day from 7:00 a.m. to 1:00 p.m. The school is open all day. During this time, the 16 hours corresponding to the formative practice of the foreign language student are completed.

Monday: (9B) 08:55-10: 40

Tuesday: (9B) 7:00- 7:55

(6A) 12:05 - 01:00

Wednesday: (6B) 7:00-7:55

(6A) 08:55 – 10:40

(9A) 11:10- 01:00

Thursday: (6B) 11:10- 01:00

Friday: (9A) 9:45-10:40

3. TECHNOLOGICAL COMPONENT

3.1 Degree of connectivity

The educational institution has multiple rooms where it is possible to connect to an internet network. However, given the size of the school, it is not possible to have coverage in all classrooms or the quality of the signal is often low.

3.2 Access to the use of platforms

The institution has an agreement with the vive 3.0 platform, which is in charge of managing aspects related to students' grades and their evaluation follow-up. There are also some platforms used in the swarm project but they are not used constantly or significantly.

3.3 Digital resources used

The resources that are used in the teaching practices of the institution are centered on digital tools such as video beam, televisions and audio equipment. Generally, they are used after a previous request. It should be clarified that it is the higher grades who have greater access to these resources.

4. Population level

4.1 Number of students

Chart 1				
<i>Number of students</i>				
Students	Gender		Age	Language level
SIXTH	24 F	57 M	11 av.	A-
NINTH	29	51 m	16 av.	A-

4.2 teaching staff

- Bermudez Infante Rosa Isabel
- Capacho Mendoza Gilberto
- Contreras Leal Leonor
- Cote Maria Rafaela
- Delgado Sanabria Saturio

- Delgado Sanabria Zenaida
- Duarte Castillo Judith Marleny
- Espinosa De Gonzalez Rosalba
- Fernandez Jaimes Elizabeth
- Gamboa Jaimes Trinita
- Gelvez Suarez Jose Agustin
- Gomez Ramon Cristian Yesid
- Guerrero Ortega Luis Antonio
- Jaimes Bastos Gladys Eufemia
- Jaimes Pulido Ruben Dario
- Jerez De Jaimes Mercedes
- Lizcano Mendoza Fanny Esperanza
- Mariño Quiñonez Elisa
- Mogollon Afanador Javier Oswaldo
- Mogollon Moreno Ariel
- Moreno Florez Doris
- Osorio Nieto Jose Mario
- Parada Parada Maria Ines
- Peñaloza Niño Leti Yadira
- Portilla Florez Martha Beatriz
- Ramirez Espinosa Zenaida
- Ramirez Meneses Javier Hernando
- Rincon Rios Ciro Antonio

- Sandoval Cruz Carmen Esther
- Santos Davila Maria Yamile
- Suarez Martha Cecilia
- Suarez De Gelvez Nohora Ines
- Valero Ortega Sandra Patricia
- Vera Abel

4.3 Administrative staff

- Blanca Mary Basto Caicedo
- Ana Josefa Mantilla Montaño
- Luz Margarita Ortiz Caicedo
- Wilmer Alexys Rojas Castellanos
- Fidel Alberto Becerra
- Silvio Alfonso Duque Peña
- Timoleon Suarez Rivera
- Carlos Arturo Portilla Sarmiento
- Luis Antonio Serrano Vera
- Omaira Mercedes Jimenez Pabon
- Doris De La Cruz Peña De Duran
- Nubia Haide Bayona Gomez
- Ruben Dario Jaimes Arias
- Carmen Cecilia Portilla Martinez
- Jose Bernardo Cañas

CHAPTER III

5. PEDAGOGICAL AND RESEARCH COMPONENT

5.1 Title

Radio as a tool to enhance oral expression skills in high school students.

5.2 Introduction

Currently, the regulations in Colombia have been concerned with improving the English levels of primary and secondary school students, especially in official institutions. In this way, strategies such as the National Bilingualism Plan have been created to significantly increase the appropriation of English as a foreign language. Certainly, for many years there have been different methodologies, but it is until the last decades that this learning has taken a preponderant role among the Colombian society and especially in the educational authorities.

In this sense, the processes of teaching and learning a foreign language have varied notoriously, with educational models that have revealed great difficulties in oral or written comprehension and production skills. In view of the above, the Ministry of National Education has required higher education institutions to provide comprehensive and updated training for future teachers. Likewise, basic and secondary education institutions are required to adopt significant resources and methodologies that have a positive impact on the development of students' skills so that they can reach a language level close to B2, according to the Common European Framework of Reference for Languages (CEFR).

As stated in the previous paragraphs, this proposal seeks to exploit the capabilities that can be generated from the radio, in order to expand the oral production skills of the students of the Escuela Normal Superior de Pamplona. Oral communication media such as radio become a

platform that adapts adequately to the needs of students and specifically to the context of the institution. This factor can become a point of support and motivation for students to find different spaces where they can apply what they learn in the classroom.

In summary, the projection of this research work is framed in the exploration of tools that allow establishing close connections between students and the area of study. For this reason, the Normal Superior School of the municipality of Pamplona has been selected as the epicenter of the research. There, high school students are conceived as the main beneficiaries of these pedagogical research strategies.

Therefore, for the development of this research, sections that will contain relevant and pertinent information to the indicated topic have to be configured. Therefore, it begins with the statement of the problem, followed by its justification in accordance with the established objectives. In fact, all of this is supported theoretically and methodologically. These sections can be found in the following pages.

5.3 Problem statement

According to the aspects identified during the diagnostic stage, major questions have arisen regarding the students' education. This initial observation process was applied as a technique that allowed the trainee teacher and researcher to identify the most marked difficulties or deficiencies in the process of teaching a foreign language.

The previous questions frame the investigative development of this document since it is from there that the pedagogical intervention is proposed.

According to international recommendations and the common frame of reference, students should have a command of the language that allows them to interact effectively with native speakers of the other language and also with other people who are also fluent in the language. Paradoxically, despite the efforts to develop English proficiency levels in school students, the results of observation have established persistent difficulties within the classroom. The resources employed and the methodologies identified are not sufficiently engaging for the students.

In this case, the students of the basic secondary school of the Normal Superior do not comply with the adequate appropriation of English as a foreign language. This has become a recurrent problem because, first of all, it affects the institutional performance in the evaluation tests and secondly, it affects the students' own integral development. Thus, young people are not in the right conditions to compete in today's world, since knowledge of other languages is essential, especially English. In this way, the student is at a great disadvantage compared to the levels and training of other institutions, such as private or bilingual schools.

Consequently, the following questions have been structured to drive the research:

General question

How to generate spaces for oral interaction between sixth and ninth grade students of the Normal Superior to improve oral production skills?

Specific questions

- What can be a contemporary mechanism to motivate student participation?
- What experiences allow to identify a need in the oral expression of English as a foreign language?
- How to increase the oral participation of students within the academic context?

6. Justification

Radio has been a means of mass communication that has accompanied Colombians throughout their history. Therefore, it is not a new aspect, much less an innovative one. However, when communication theory began to investigate the benefits and possibilities offered to communities through radio, a wide range of possibilities have arisen. The educational field is one of them, where community and school radio stations have opened up to the participation of young people in radio production. Based on the above, curricular adaptations and technology have made it possible to consider radio as a pedagogical strategy with a clear impact on the development of students. Certainly, when analyzing the basic rights of competencies and especially the curricular standards, the media and the communicative manifestations of the students have their space and their valuation within the academic processes.

In fact, from the pedagogical point of view, the development and implementation of new technologies within the institution is practically urgent. This is due to the identification of a great variety of difficulties specifically in the area of English. The results of the Saber Tests and the preliminary diagnosis made by the teacher in training, have been sufficient aspects to infer that the difficulty is persistent despite the demands and governmental efforts to strengthen the learning of a foreign language in the national territory. Specifically, in the Normal Superior, the language level is classified in a place well below normal. Students show marked differences in oral and written comprehension and production skills. However, the fault does not lie entirely with the students. The educational system does not allow for the maintenance of a solid foundation in the teaching of English. Much less support from the teaching staff, for example, in elementary school there is no professional in foreign languages who can mediate this process with the children. Finally, the pedagogical and didactic resources are also quite limited, so

students do not have the means to establish an adequate learning environment where they can experience contact with the foreign language in multiple ways.

Taking into account the previous paragraphs, this pedagogical and research project is conceived to advance the inclusion of new experiences in the classroom and also outside of it, where the students' tastes and interests can be freely expressed. In the same way, scenarios are generated where new and different experiences that result in a significant appropriation of concepts, expressions and feelings can be lived. In fact, this methodology is not only focused on the conceptual knowledge of English as a foreign language, but also on the opportunity to express the language directly and indirectly through authentic files and others, as a result of class work. In this way, processes such as the conscious use of English, creativity and multimodal daily interaction are reinforced.

From the research perspective, the methodological process will focus on the processes of radio production and broadcasting in a didactic but functional way, where not only the course is integrated, but also the educational community in general. In this way, the immersion in the bilingual environment is strengthened in a pertinent way, given that radio is not strictly for entertainment, but it is a mechanism that signifies and is lived as an experience or manifestation of the culture and thought of a community, in this case, the educational community of the Normal Superior. For this purpose, the school radio station will be used, which has a daily slot during breaks and is transmitted throughout the institution. It is there where the sixth and ninth grade students will have the possibility of facing an audience and themselves as an additional challenge in the process.

Putting together all that has been expressed so far, the project is considered to have a high and valuable impact on all participants. On the one hand, the teacher who guides the process benefits from accumulating experiences and competencies to exercise his role as a future foreign

language graduate. The students of the sixth and ninth grades, since they will have an opportunity to improve their learning of English as a foreign language, and finally, the educational community in general, since they will unconsciously have contact with another language.

7. Objectives

7.1 General objectives

To use radio clips as a pedagogical and didactic strategy to enrich the oral expression skills of sixth and ninth grade students of the Normal Superior School of Pamplona.

7.2 Specific objectives

- ✓ Identify the difficulties that students have in learning English as a foreign language.
- ✓ Design a pedagogical strategy to generate new English learning experiences to strengthen oral production skills.
- ✓ To implement the strategy of radio clips to motivate the learning of English as a foreign language and at the same time the oral production of the students of the Normal Superior.

8. Theoretical Framework

This section lists the theoretical foundations that support this research. In this way, contributions made in a diachronic way have been taken into account, highlighting the contributions that better adapt to the needs of the application of this project. In this sense, a thematic development has been organized from radio as a means of communication, school radio and radio as a learning strategy, as well as the theories that address oral competence.

8.1 Radio

Radio has always been understood as a means of communication or a means of disseminating information quickly, automatically and with a wide coverage in all territories. Therefore, as a means of communication, there are sociological and psychological models that establish rigorous scales to highlight the impact that radio broadcasts have on the population. Likewise, the contribution to the linguistic and cultural richness, where intrinsic aspects of the different cultures are shown or evidenced (Barbero, 2003). Through radio, one comes into contact with culture, with messages and with the institutional framework that are subject to explicit and implicit patterns and norms of behavior and understanding of the meaning of reality.

Despite technological development, radio has been able to transform and maintain itself on all platforms, being today one of the preferences of the public and society. This is perhaps one of the greatest virtues of radio: its ability to adapt and the speed with which it does so (Cárdenas, 2008). The current market conditions and the advancement of platforms have made the radio today has an essence that captivates and maintains its audience, regardless of journalistic formats, entertainment and others.

Among the main functions of radio are the informative and advertising spaces, as well as the expansion of the music industry. However, thanks to these transformations, multifaceted learning spaces have also been built, of interest to different types of audiences and that alternatively seek an improvement of society through an established social conscience.

For the development of this work, the radio becomes a relevant element for the academic training of students, because from there it is possible to enhance the expression and communication skills of the student population. In fact, the basic skills of listening and speaking; however, in the processes related to radio, it is imperative to link other skills such as reading and writing. When analyzing these aspects in more depth, the benefit does not stop at the basic skills but goes much further, enhancing qualities of the curricular development of the institutions and all their personnel. For example, collective work, motivation, leadership generation, globalization of thinking and an appropriate mechanism to address different topics as a transversal axis (Isarri, 2008).

It is from there that radio begins to be conceived in different ways. For the purposes of this project, student radio has been established primarily as a non-profit format. There, musical aspects are included that are elaborated by the students themselves and the times are also administered according to the interests and needs of the students.

8.2 School radio

In the Latin American context, school radio is most frequently used in educational institutions and in a non-profit format. In these contexts, the level of complexity with which the products are produced and shared does not matter to a great extent. In this case, it is much more

important to recognize the contribution that the radio equipment can make to learning both inside the booth and in the hallways and classrooms where it is listened to. However, if the educational context is much more specialized, such as university radios, the approach and academic level is a little more rigorous and according to the demands of the professional level (Melgarejo and Rodriguez, 2013).

The specifications of these student radio stations are very visible in all their environments. For example, all the management, organization and production is carried out exclusively by the students who have been motivated to carry out this activity, but certainly with the accompaniment and advice of a responsible adult, usually a teacher. These spaces for experimentation and learning, collaborate directly in the construction of knowledge and, more specifically, of experiences and skills to perform in front of an audience orally (Padilla, 2015).

In this way, the radio or school radio station has several aspects that contribute positively to the formation of students. In the first place, collaborative work is encouraged and unity among students is reinforced. Creativity also becomes an element that is enhanced and expressed in a significant way. Encourage the use of communication channels and other dependencies of the institution. Interaction and integration of students from different grades with their educational environment is favored. The use of active listening and a diverse way of educating through critical, open, democratic and friendly activities is developed (Perea, 2014). Finally, one of the aspects that are most relevant to this project is the development of written and oral expression skills, this is done in a more technical and conscious way supporting the internalization of these elements by the students.

8.3 *Speaking*

In many cases, speaking is an ability of human beings used to exchange information through language. This is one of the skills that are acquired with growth and the passage of time. Hadfield (1999) stated that "speaking is a way of bridging the gap between learners, the classroom, and the outside world" (p. 59). In this case, speaking cannot be just a manifestation of people, but there needs to be a need to communicate something or to exchange some kind of information. In this sense, it is possible to find two definitions of speaking. The first is the strictly physical materialization of the phonation process, where the system uses the senses to produce a phonological and articulatory effect following the grammatical rules of language. The second definition is related to the use that active and productive speech generates in human relationships. Both definitions are valid, identifying the need to express ideas to someone who listens and also to produce statements with a pronunciation procedure agreed by convention in a specific culture (Rajagukguk, D., 2012).

Thus, the concept of speaking is approached from different perspectives and favors the debate or the updating of the term depending on the various fields of study. However, many authors agree that speaking is a way of communicating ideas through an oral message, which allows the application of real communication. It is in this sense, that from the field of education, has sought to provide an importance to orality in recent decades. For this reason, some studies present evidence of the advantages of integrating discussion methodologies in the classroom. There, students are initially prepared to strengthen their oral production process and, in turn, to engage in discussions through spoken discourse. Lowther and Russel (2005) indicate that "discussions make the classroom environment more interesting for students than simply sitting and listening to the teacher" (p. 29). In the above framework, the role of the teacher is highlighted by proposing learning environments that motivate and challenge students to talk about various

topics that can include them. Also, it is a perfect scenario to know the students' thoughts, ideas and points of view (Amalia, 2014).

Transferring these concepts to the field of foreign languages and their learning, it can be concluded that speaking is one of the most difficult skills. This may be because in some cases, teachers focus on developing classroom activities where the student has to read or write. Even the development of listening is relegated to these silent activities. (Bueno, Madrid and McLaren, 2006). The development of speaking skills is one of the most important when communicating. In fact, frustration at the time of orally expressing ideas is one of the most common difficulties and all this given the lack of practice spaces (Segura, R. 2013).

8.4 Communicative competence

In the current context, communicative competence occupies a very important place, given the social, political, economic and cultural dynamics that require the ability to express oneself adequately. Now, when facing internationalization processes, communicative competence in a second language requires a relevant and indispensable command in order to be able to communicate effectively in different contexts. Today, it is important to keep up to date in this aspect, since two out of three people in the world use two or more languages. However, it is the task of educational training to generate the appropriate processes to close this gap and keep in line with social expectations (Fernandez, 2010).

In fact, this aspect of communicative competence is nothing new. Dell Hymes (1974) states that this competence can be recognized as a methodological strategy used in the classroom to build expression skills according to the needs of students. Also, taking into account previously established purposes in accordance with the integral formation of values and emotions. This communicative competence emphasizes the ability to generate a situational language that is

accepted by society or the context of the student. It is not simply a matter of speaking but of recognizing what to say, when and with whom to say it. Thus, by being able to recognize the appropriate conditions to construct a discourse, students will be putting this competence into practice when performing a communicative act and evaluating it; however, although there are different positions regarding this proposal, it is possible to identify some points of convergence, such as Chomsky (2011) when he states that this competence should be a vital element within the teaching processes.

According to the above, the communicative approach takes an important role in the application of this project. This is in agreement with Richards (2017) who state that it is "a theory of language teaching that advocates a communicative model of language and use that seeks to apply this model in the teaching system, in materials, in teacher and learner roles and behaviors, and in classroom activities and techniques" (p.36).

In fact, when teaching a language, the most important consideration is to develop the ability to communicate. This is where communicative competence, in addition to focusing on the learning of grammatical rules and formal aspects of the language, should be centered on communicative teaching. This means that experiences should be generated that allow for a functional use of the language. In relation to the above, Widdowson (2002) has studied a theory of communicative language teaching, in which he explains precisely how all the systems that make up the language should interact in order to favor the construction of coherent and functional discourse.

8.5 Radio club for learning English

The radio club is a space that is generated with the purpose of establishing opportunities for students and teachers to interact through the exchange of communicative competence practice. The primary objective is to reinforce the levels of oral expression, argumentation and thinking. However, in the case of learning a foreign language, the objective is to improve the level of oral production as a necessary aspect of communication.

The procedures that take place in a radio club are quite simple since the participants approach a topic of interest and develop it verbally with the help of the teacher. The most advisable thing is to have constant guidance and to emphasize the pronunciation and fluency processes. Undoubtedly, it is a strategy that greatly reinforces a new language, since the creation of a more relaxed learning environment allows conversations to take place spontaneously and without pressure.

Clearly, it is important to recognize the need to create and apply the necessary strategies for the proper development of a radio club; therefore Galarza, (2003) proposes a series of strategies that can favor the experience. In this sense, it is important to integrate moments to practice, for example, the repetition of sounds, phonemes or expressions. Another is to create connections between pre-knowledge and new knowledge. Another strategy can be the organization in small groups of people or grouping the information by themes to remember more easily. Also, strategies that can relate situations of each student's context. Similarly, planning the programs and performance of the learners. Another resource is to reflect on the activities carried out, analyzing mistakes and strengths.

8.6 *Fluency*

One of the most important aspects within the development of this project is fluency, therefore, this can be recognized when the person communicates verbally. At this moment, a person should express himself fluently, that is to say, without unnecessary pauses that take away expressiveness from oral communication. Velazquez et al. (2004) points out that "Fluency does not have to do with grammatical precision but with paying attention to the characteristics of the spoken language, the rhythm, the communicative situation, etc." Achieving a level of fluency in the language requires practice as well as the management of aspects such as vocabulary, expressions, grammar, intonation, etc. so that others can pick up the articulated sounds without confusion, misunderstandings and wasted time.

There is an impediment within the student that does not allow to develop the maximum potential at the moment of speaking and this is insecurity. This can generate doubts and fears in the person about the quality of the expression and the way in which somebody could be heard by others. In these cases it should be taken into account that helping the student to overcome their fears by allowing them to make certain mistakes that will be corrected in a timely manner during the process of developing oral skills. Diaz (2008) suggests that "There should be no hurry when saying things. By speaking slowly and without haste, all sounds can be expressed correctly" (p. 2). By remaining calm while performing oral interaction activities and through daily practice, it is possible to learn to produce oral texts in English. Fluency does not have to be understood as the ability to speak the language as quickly as possible.

Therefore, the radio club aims to promote spaces for students to practice their oral expression skills and thus overcome fears and possible mistakes when speaking English.

9. LITERATURE REVIEW

The literature review section allows to know and to evaluate the relevance of the selected research proposal. This review shows how the object of study is currently being studied and allows to appreciate or to integrate different perspectives to the research being developed.

For this specific case, publications in academic journals from the last five years have been selected. That is, between 2017 -2022, five articles have been identified that allow identifying relevant aspects that link radio as a pedagogical strategy, communicative competence and oral production as predominant topics. In turn, these articles are approached from the international scope with three articles and national with 2. In such a way, the literature review can be appreciated in the following numeral.

9.1 International scope

The first international article was written by Dewi Satria Elmiana in 2019 and entitled *IMPROVING STUDENTS' SPEAKING SKILL USING RADIO TALK SHOW PROGRAMME*. This research was conducted in Indonesia at Mataram University. The main objective of the study was to analyze the implementation of mass communication resources to improve oral production skills. Specifically radio. The qualitative methodology was applied to 42 high school students who were able to show improvement in their oral expression. As a conclusion, it can be identified through the study that radio can be a fruitful method especially when intervening in oral production. The influence of this method motivates and leads students to apply their best experiences, skills and knowledge in the use of English as an oral language.

The contribution made by this article to the present research is centered on the methodological approach since it is pertinent to the initial conception of the work. In this way, the qualitative approach is highlighted as an element in favor of the implementation of the proposal and allows to advance adequately with the other aspects of the methodology.

Secondly, we find the authors Bhaskar Sarmah and Sukmaya Lama, who in 2017 published the article entitled *RADIO AS AN EDUCATIONAL TOOL IN DEVELOPING COUNTRIES: ITS EVOLUTION AND CURRENT USAGES*. This research was applied at Handiqui State Open University in India. The main purpose of the research focused on conducting a historical journey on the use, application and growth of radio within the educational context. In particular, it focused on developing countries in all continents. The study was of a mixed approach with a comparative-explanatory scope. As a result, it creates a vision of how radio is implemented in different countries from an academic point of view. It also highlights the way in which rural or distance education is benefited.

The contribution that this article offers to the ongoing research is adopted from the theoretical point of view. The relationship of authors and concepts that is carried out within the study is very valuable and especially updated, with a view to strengthening and sustaining the ideas from the support of various academics who have been interested in the same area of intervention.

The third related article, was published by Adaobi Olivia Okeke; ulius Chibuike Nwosu and Gloria Nneka Ono in the year 2021 and entitled *USE OF RADIO AS A TOOL OF LEARNING IN CRISIS PERIOD* at Azikiwe University, also in India. The main purpose of this research is to recognize radio as a mechanism that can support education, especially in periods of

crisis. The primary focus of this article is to legitimize the use of radio to further educate people regardless of distance, social conditions and even if they are going through a crisis such as that of Covid 19. Methodologically, the article made a compilation of information and experiences based on the use of radio in different contexts. There, the documentary analysis methodology was able to account for the role that, beyond the paper, radio has played in the Nigerian context to support the most affected populations. As a result, it exemplifies the benefits of radio to impact a large percentage of the population in contrast with a very low percentage of investment.

The contribution of this research is again focused on the theoretical field, taking into account that the compilation of experiences also served as a literature review in the same period. In this way it was possible to identify positive experiences in the use of radio articulated with academic processes

9.2 National scope

There are two works to be taken into account within the national scope. Initially, the article published by María Fernanda Jaime Osorio; Mabel Catalina Caicedo Muñoz and Iván Camilo Trujillo Bohórquez in 2019 and *ENTITLED A RADIO PROGRAM: A STRATEGY TO DEVELOP STUDENTS' SPEAKING AND CITIZENSHIP SKILLS*. This article was developed in Colombia, specifically at the Surcolombiana University of Neiva. The purpose of the research was to examine the impact of a radio program as a tool to develop speaking skills in a private institution. Methodologically, interviews and surveys were applied to 18 students. The results allowed us to identify that there is an important relationship between the processes of radio and the development of the students' oral competence. Especially in dialogue, coexistence and motivation to learn.

The contribution of the article to the ongoing research is based on the instruments used to collect data. There, the use of interviews and surveys is evidenced, which may allow the development of information that after simple observation may remain isolated. Also, the importance of corroborating the relevance of these instruments with the objectives of the study.

Finally, the fifth article related in this literature review is the one developed by Maria Ximena Holguín Martínez and José Daniel Salcedo Camargo in 2019 and *entitled RADIO, A STRATEGY FOR ORAL COMMUNICATIVE COMPETENCE*. This article was developed at the Pedagogical and Technological University of Colombia, in the city of Tunja. The purpose of the research was to analyze the results of the saber tests to evidence the level and quality of performance of third grade students. The documentary analysis methodology favored the collection and contrast of data that allowed to show the difficulties and strengths of the students in their training process, but focusing the interest on oral expression. As a result, it is concluded that radio is an important tool in school processes, strengthening the use of the voice and the communicative capacity in general.

The contributions of this article focus on the activities that can be taken into account or that can be linked to the development of the intervention phase. Narratives, life stories, spontaneous speech and workshops can be a varied and enriching source of learning.

In summary, a review of the existing national and international literature has shown the feasibility and importance of using different tools to develop activities and new learning. In this specific case, the radio has shown great benefits at the moment of motivating and supporting students' learning; therefore, it is a positive factor in the development of this research.

10. Intervention Methodology

For the development of the activities with the use of technological tools, the organization is used from the qualitative approach through its phases. This is done in a pertinent manner and according to the approaches recommended by Hernández Sampieri for this type of process.

Phase 1: Diagnosis and conception of the idea. In this phase, the process of approaching the population and the context is carried out in order to establish or identify a need that can be addressed from the disciplinary field of foreign language teaching. According to what was developed within the framework of the practice, one of the most evident difficulties in the students of the sixth and ninth grades is the inability to express their ideas orally in English.

Phase 2: Problem statement and justification of the problem. In this second phase, the difficulty identified in the previous step is taken and from there a problem to intervene is posed. Having established this step, a background search, literature review and theoretical and methodological foundation are carried out in order to provide the researchers with elements to design and develop a pedagogical and research intervention proposal.

Phase 3: Application and intervention. In the third phase, the theoretical aspects that support the development of the research are put into practice. This is articulated with the methodologies selected by the researcher to participate directly with the population. In this case, the design and dissemination of radio clips. Also, the application of some interviews or surveys has been analyzed to support or corroborate the information. This, in addition to other instruments such as observation and field notes.

Phase 4: Project evaluation. In this final phase, all the elements, data and experiences gathered during the research are analyzed and discussed. It is there where the most important ideas will be generated and from where the conclusions of the project as a whole will emanate.

11. Research methodology.

11.1 Paradigm

For the methodological development and application of the present proposal, the socio-critical paradigm is taken into account. This paradigm adopts the proposal from its social character, it promotes, on the one hand, the benefit for the communities participating in the research through the study of the selected problematic. Fundamentally, it is framed in the autonomous reflexive procedures, building knowledge that allows access to answers that are formative and pragmatic (Alvarado and García, 2008).

The socio-critical paradigm suggests a development method in which it is necessary to know or understand the problem as a first step. From there, a process of contrast is made between the selected theory and the practice of real environments. Based on this treatment, actions are oriented to solve the problems and especially to generate processes of reflection, analysis and creation on the part of the participants.

11.2 Approach

The approach selected for this study is qualitative. This indicates that the treatment of the information does not have an orthodox methodology. That is, the process can collect and incorporate information at any point in the research and it is also possible to analyze it as we go along (Creswell, 2005). The contrast of theories, practices and data collected is carried out through a dialogue of knowledge and an interaction of the different voices participating in the process, adopting mechanisms of observation, verification, analysis and reflection. According to Sandoval Casilimas (1996), the qualitative approach "will guide both the contact with the human reality under study and the way in which knowledge about it will be constructed. In other words, it will seek to answer questions" (p 35).

11.3 Level of research

The selected level of research is descriptive, which indicates that an analysis of the impact of radio as the focus of research interest will be carried out, directly relating the context and the participants as well as their interactions. This descriptive analysis makes it possible to generate information of great impact that can provide a detailed vision of the proposed study and its actuality (Creswell, 2005).

At the descriptive level, procedures are developed in which none of the variables presented are modified. Thus, the primary intention is to detail the subject of study. Of course, there is room for a prospective approach, which means that some orientations or areas can be established to continue and deepen the research. In addition, it is possible to integrate data collection techniques (Hernández, Fernández and Baptista, 2014) such as those set out in the following section.

11.4 Population

The population participating in this research is the sixth and ninth grade students of the Normal superior school.

The students who will participate in the project will be those assigned to the development of the integral practice. From there, based on the development and performance in the workshops, a convenient sample of the most outstanding participants will be selected.

11.5 Data collection techniques

11.5.1 Observation

It is a technique that allows the development of a descriptive process with great relevance. In addition, it collects information of great validity and even of different types such as qualitative

and quantitative. It is an important tool when interacting directly with the research contexts.

Observation makes it possible to record in the instrument information related to all the dynamics that occur within the context of the participants.

For this reason, observation is recognized as an interactive technique that requires the participation and involvement of the researcher as an observer to obtain a series of perceptions and realities that cannot be obtained with other instruments (Rodríguez, Gil and García, 1996).

Instrument: observation form and notes. Throughout the entire process required by the research, an observation diary will be kept, which will be designed, checked and validated for the purposes explained.

11.5.3 Pedagogical proposal.

Within the framework of the development of the present research and pedagogical project, the elements and procedures that the pedagogical proposal seeks have been described. Thus:

(next page)

11.6 Chronogram

The following table represents the 4 months during which the pedagogical and research proposal will be developed. Therefore, in the first column you will find general aspects or guidelines of the proposal and in the columns in front of it, the week and the corresponding month of delivery are highlighted with a color.

Chart 2
Proposal chronogram

Time and activities	August	September	October	November
Induction				
Institutional observation				
Observational analysis				
Design of the Proposal				
Delivery of the Proposal				
Socialization of Proposals				
Evaluation of the Proposal				
Proposal implementation				
Proposal Follow-up				
Proposal correction				
General socialization				
Delivery of progress				
Delivery of corrections				
delivery of the final document				

11.7 Description of activities implemented

The development of the proposal has been proposed through three specific moments integrated to the fulfillment of the integral practice as an English teacher. There, a programming of three moments was made in which students began the exploration of their interests and also the discovery of oral expression skills that they had not previously explored.

In this sense, we thought of a gradual approach to oral skills through the verbalization of some literary resources.

Activity 1: A tongue twister was searched, selected and verbalized. The objective of this activity was to give the students the opportunity to read aloud and in front of an audience some words in English. The dynamic and lively atmosphere of the class made the students feel a little more comfortable when expressing themselves orally despite the fact that they have great difficulties in articulating phonemes. In the same way, the formation of an audience where the other classmates had the opportunity to learn to respect the word, the turn and the exposure in the face of mistakes.

In this activity, a variation with a poem was performed. There, the students looked for a poem that caught their attention and in a class activity it was shared with their classmates under the same conditions as the tongue twister. This activity was oriented towards expression, voice management, inflections and pronunciation. In this way, we sought to highlight the voice as a tool for expressing emotions and that has the ability to connect with a listening audience.

Activity 2: The second activity focused on the construction of a radio script through which students had the first approach to the structure of the radio strategy. In the first meeting the

students were taught the characteristics and components that a radio script should have. Elements such as the roles that each person plays, the development of the theme and the calculation of the time that each radio clip lasts were highlighted.


The methodology of the activity focused on several stages. Initially, the students had to consult a topic of their interest, which could be their favorite music, artists, sports or hobbies. The information was brought to the classroom and the group script was designed under the guidance of the teacher in training. The second moment focused on the translation, which was done with the help of dictionaries in the classroom. Finally, as time was very short, it was left as homework. The third stage of the second activity focused on a rehearsal broadcast in class in which all students participated and the best programs were selected to be broadcast live during the break.

Activity 3: The third activity was the live radio broadcast. This activity allowed the students who stood out in the class work to make their presentation on the institution's radio station. From this, the best participations of each group were selected as a sample. These students had the opportunity to share their musical tastes with students, administrators and teachers through the student radio station. In this case, the radio clip had a duration of 15 minutes and included the presentation and voice-over of the students, the reading of the script corrected by the teacher in training and some musical pieces selected by themselves.

11.8 Classroom sequences

Didactic sequences are a tool designed to present planned and sequentially organized pedagogical activities. It identifies the methodology, themes, duration and type of evaluation to be applied with the students. It is also a way to keep track of the contents that are taught during the school day and thus articulate learning with other pedagogical and didactic activities.

In the following image you can see an example of the didactic sequence designed for the integrated practice of foreign languages.

	English Lesson Planning		English class	
			Group	9º1 - 9º2

GROUP: 9º	LEVEL:	LESSON N: Three
TEACHERS: Fabio Peñalosa Flores Jose Angel Mielles Ojeda Anderson Fabián Rubio Villamizar	MAIN TOPIC Present perfect	DATE/ DAY: Synchronous Meeting Time 8:50 - 10:40 am (2h) 11:10 - 1:00 pm (2h)
COMMUNICATIVE OBJECTIVE: The student will be able to describe actions in the past and continue in present	CULTURAL OBJECTIVE: The student will be able to know about foreign countries	LINGUISTIC OBJECTIVE: The student will be able to identify the structures and the form of the verb
GENERAL COMPETENCES written production, written comprehension	PREVIOUS SEQUENCE Conditional Two	TOPIC-TASK affirmative, negative and interrogative form, have...ever? never

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	The teacher is going to call list	5	-	worksheet
Warm-up	The teacher will paste some memos on the blackboard and will choose a student randomly and, he/she must identify the present of each verb in order to classify them if it is regular or irregular	25	oral production, oral comprehension	using blackboard, memos (annex 1)
Explanation of the topic	The teacher is going to explain the target topic and will mention about the auxiliaries "have" and "has". Example: (I, we, you, they+have), (she, he, it+has) we have been in the USA for five weeks she has always wanted to learn Italian The teacher will talk about the structures (affirmative, negative, interrogative. On the other hand, the teacher will explain "have ... ever" to make questions:	60	oral production, oral comprehension	using blackboard
	Affirmative: [Personal pronoun+aux has/have+past participle+complement] Negative: [Personal pronoun+aux has/have+NOT+past participle+complement] Interrogative: [Aux has/have+personal pronoun+past participle+complement?] Have you ever tried beans? Have you ever flown by airplane? To take into account, there are two ways to say "no" by using this tense: "not" and "never". Example: Have you tried ajíaco? No, I have not No, she has not I have never tried			
Production Activities – Evaluation (task)	The teacher will give the student a worksheet to do the activity (individual) (note: if the student does not finish the activity, they will finish it the next class)	30	written production, oral production, written comprehension	annex 2
Closure	To close the theme, the evaluation will be done through a dynamic exercise. The course is divided into four small groups and collectively they must create sentences using the present perfect tense. They must also use the types of sentences worked on in class. After the allotted time, the sheets of paper are exchanged and corrections are made by the whole group.	30	written production, oral production, written comprehension	Piece of paper

According to the previous image, the presentation of the didactic sequence can be better illustrated. It is composed of five columns containing the following information. The first column identifies the time of the class session. The second column describes the activities to be carried out in detail. The third column indicates the time that will be allocated to each of the stages of the class session. In the fourth column, the competencies to be strengthened in relation to each of the selected activities are mentioned and finally, the fifth column identifies the resources that will be needed to develop each activity.

Next, the didactic sequences that were used to develop the research proposal will be described and finally, the sequence will be better specified in the annexes section.

Sequence 1 and 2: In the didactic sequence number 1, a space was established through which students face the public and share through oral competition a poem that they have written and translated, in order to generate contact with the foreign language and begin to correct aspects such as pronunciation, fluency and audience management (didactic sequence #1).

Sequence number 2, took as a resource the presentation of tongue twisters. This activity has a similar objective to the previous one. The main intention was to reinforce oral skills. The focus was on basic skills such as tone of voice, prosody and shyness when speaking in public (didactic sequence #2).

Sequence 3 and 4: Sequence 3 focused on the process of structuring the radio script. Here we explained how to fill out and organize the information in the table designed to capture the information desired by the student. The important thing in this case was for the student to identify

the most relevant information of the selected topic. In this way, the translation process also became relevant in order to better guide the organization of the text (didactic sequence # 3).

Sequence number 4 was dedicated to the revision of the text elaborated by the students. In particular, it focused on the grammatical, syntactic and morphological correction of the script. At the same time, there was a small counseling session on everything related to confusion in pronunciation and fluency when reading the script (didactic sequence # 4).

Sequence 5: The sequence of this class was dedicated to the presentation of the students in the class schedule. First of all, a description of the way in which the activity was proposed was made, then the students detailed the process of production of the necessary material and finally, they talked about the difficulties presented during the creation of the clip. Afterwards, each product was socialized with a respective heteroevaluation (see didactic sequence #5).


11.9 Designed pedagogical sheets

The pedagogical cards are a resource used within the learning sessions and serve as tools for reinforcement or exercise of the knowledge mediated in a school day. In this case, the pedagogical cards were designed according to the needs and language level of the students.

A clear example of the pedagogical cards used during the integral practice can be seen in the image below.

Image 9

Worksheets




ESCUELA LA NORMAL SUPERIOR PAMPLONA

UNIVERSIDAD DE PAMPLONA

COORDINATING TEACHER: FABIO PEÑALOZA FLOREZ

GRADE: 9º



Name: _____ **Date:** _____

1. Fill the gap and use the past perfect tense by adding the past participle of the verb. (see the example)

- I hope he **had not lost** his train. (not/lose)
- She _____ the question. (answer)
- I _____ the window. (not/open)
- They _____ their moms. (call)
- We _____ a box. (not/carry)
- It _____ a lot. (rain)
- He _____ his car. (wash)
- She _____ the museum. (not/visit)
- I _____ t (not/have)
- It _____ raining! (stop)

2. Choose the correct verb and put it into the past participle

steal / study / escape / watch / join / drink / leave /
lock / die / eat / start

- | | |
|---|---|
| <ul style="list-style-type: none"> • She went to prison because she _____ a lot of money • My sister _____ all the ice cream before I opened the fridge • Look! Somebody _____ the windows open • Our house was robbed because we _____ (not) the front door • The girl felt guilty because she _____ all the milk | <ul style="list-style-type: none"> • Kathy was arrested after she _____ from prison • When Sophie met Andres, he _____ the Navy • Her dog _____ two weeks ago. She was blue • Margareth went to bed after she _____ her favorite TV show • Naty didn't pass the exam because she _____ (not) at all • I _____ (not) to eat when my father called me |
|---|---|



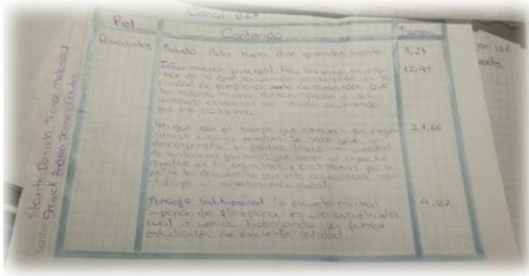
Like the previous one, the other images of pedagogical cards can be found in the annexes section of this document for their respective appreciation. It should be noted that each one of them had a specific purpose within the process and, likewise, it should be pointed out that it was not the only resource used, taking into account that the activities varied throughout the practice.

11.10 Evidence of proposal implementation

Taking into account the methodology of application of this research proposal. The evidence was selected according to the stages identified above. Likewise, this is materialized through the didactic sequences that supported the process of execution and application of the pedagogical proposal.

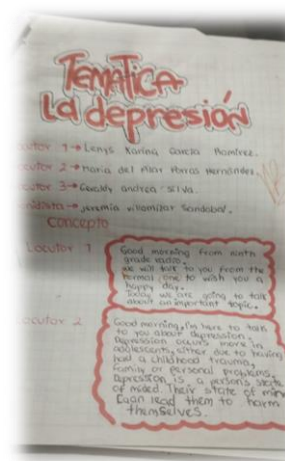
The following table shows three columns with the following information. From left to right, the first column relates the stage of the project according to the methodology. The second column refers to the didactic sequence that housed the activities carried out. The third column contains a short description of the evidence attached to the table. And finally, a photographic record is added to corroborate the information.

Chart 3
Proposal implementation

Stage	Sequence	Description	Evidence
Stage 3	Sequence 1	Oral expression exercise through the use of poetry as a motivational strategy.	
Stage 3	Sequence 2	Second exercise of oral and corporal expression through tongue twisters.	
	Sequence 3	The central activity of recruitment of roles, participants, themes and most important ideas to share with the group was carried out.	

Sequence 4

Review of the assignment, translation. Pronunciation support was carried out



Sequence 5

Students read their radio clip in the class session in front of all their classmates and teachers.



11.11 Instruments applied

The data collection instrument in this case was a tool of double value. Initially, the table designed allowed the students to develop their creativity and also to feel comfortable at the moment of developing the proposed activities. There, they were given the freedom to select a topic of their interest and to express their own ideas. This certainly helped to make the expression exercises more meaningful.

The following is the instrument through which the students developed the central activity of the proposal, which was the making of the radio clip.

Image 10
Radio clip chart

RADIO CLIP		
NAME		
Participants	<ul style="list-style-type: none"> • Announcer: • Soundman: • <u>Hostr:</u> 	
Roles	<u>Información</u>	<u>Tiempo</u>
Observations		

11.12 Implementation Schedule

The development of the proposal was carried out within the framework of the integral pedagogical practice. The courses that were selected for this activity were sixth and ninth grade, a population with which the following calendar of activities was designed and applied.

It should be noted that these dates are adjusted to the application of the didactic sequences chosen to develop the different stages of the proposal.

Chart 4
Schedule of implementation

Activities schedule			
Time	Diagnosis and design	Implementation	Evaluation
September	X		
October		X	
November		X	X
December			X

As evidenced in the proposal's application calendar, an attempt was made to adjust to the initially planned times. In the same way, there were a big effort to keep the programmed schedule for the development of the integral practice and all other activities that correspond to the teacher in training.

In this sense, for the diagnostic process, observation and initial classes were used to identify the main difficulties in the learning of English as a foreign language and thus design the intervention proposal. After that, some academic days were used between the months of October and November to apply the specific actions required by the project and finally, the evaluation of the whole process was carried out in the period between November and the beginning of December.

Based on this information, it is appropriate to say that the schedule of activities was partially adjusted to what was proposed and allowed the implementation of the proposal in a satisfactory manner.

11.13 Data analysis and interpretation

According to authors such as Preissle and Le compte (1993) the analysis process can consider the fragmentation of the information into small groups, categories or themes. Certainly, each of the particles must be oriented towards the study phenomenon identified from the beginning. This means that this division of information allows the study of the elements that make up a whole. However, the fragmentation arises from a detailed analysis from a theoretical perspective and always oriented by the objectives of the study.

Based on the above, a deductive method of reasoning can be followed to achieve the objective of describing the aspects identified in the research. This means that after the identification of oral competence as a latent difficulty in elementary school students, smaller units of study emerged.

Specifically, the subcategories that were identified after the application of this proposal focus on: motivation as a preponderant element within the teaching-learning process. The ability to speak in front of an audience, as an aspect that has generated barriers in the appropriation of the second language. And finally, intrinsic aspects of the study of the language such as fluency, pronunciation and development in the interaction space.

Taking into account the above, a detailed analysis of the scope of this research and the impact it had on all participants is made.

11.14 Results

Motivation

According to Carrillo et al. (2009), motivation can come from various sources in the learning process. Initially, interest in the activity being performed. This is a basic element of any teaching process since the student must feel attraction and curiosity for the information or

activities with which he/she is coming into contact. In the case of the project, this was addressed from the beginning of the proposal given that students were always given the freedom to select the topics they were most passionate about. In the same way, when the interventions were mostly oriented by the teacher, we also looked for ways to generate this affinity between the student and the subject matter. This was done taking into account current trends and the requests of the students themselves.

According to the same authors, cooperative learning also triggers a series of conditions that favor learning. The conformation of groups that perform in an oriented manner to achieve a specific goal is one of its main characteristics. Interaction, experience and the transmission of ideals are the determining factors when working as a team and following a common goal. When analyzing these factors within the study, it became evident that it was also an element that was taken into account. Evidence of this is that teamwork was encouraged and that the students voluntarily formed working groups. This allowed us to conclude that they already have some notions about the rhythms and work styles of each of its members, and that everything took place within a framework of emotional affinity.

Competition is another strategy that can generate motivation in the students. Feeling useful, valuable and recognized is one of the emotions that stand out the most when encouraging student participation. This leads students to make an effort to stand out and achieve the goals proposed within the groups. Within the research, competition can be generated at the moment of generating a space for massive participation through the school radio. This certainly motivated the participation of the students in order to be chosen among their classmates.

Similarly, the teacher's support is mentioned as another element that has an impact on motivation. Authors such as Solé indicate that the teacher's role allows the construction of the learning situation. This relationship must be interactive and reciprocal, being evidence of the

vocation and the human feeling of the teacher with each of his students. In this case, when transferring this element to the context of the Normal Superior and the project implemented, the accompaniment by the teachers was constant. The attitude was proactive and positive. They always had in mind the accompaniment, advice and motivation at each stage of the process of each student. In addition to the teacher's support, there is also the support of classmates. This aspect also determines the capacity, quality and responsibility at the moment of presenting an activity.

To conclude this category, the importance of orienting all learning towards the consolidation of a life project is highlighted. This means that the most significant aspect of this process is to value that learning has a direct impact on the formation of a profession or lifestyle for each student.

Oral expression

Strengthening oral expression is a process that requires a specific methodology and also the generation of many practice spaces. These should not be limited to the classroom, but other scenarios should be built to motivate students to express themselves comfortably. A clear example of this was the approach of the radio clip and the environment of this mass media. By taking these elements into account, it is important to emphasize that through concrete actions it is possible to encourage autonomous development and the breaking of mental barriers that prevent a student from speaking in front of his peers or a larger audience.

After the implementation of this study it was found that the activities that were executed motivated students to speak more appropriately, to adopt a more meaningful and participatory way of developing their learning. As a result of the analysis of this category, it is found that

aspects such as group work and motivation allow students to gradually overcome their fears and shyness when facing an audience.

The perceptions regarding oral expression are more than positive, especially in an educational environment in which very little dedication is given to the development of oral production on the part of the students. The way in which they approached the activities and the energy with which they did it allowed them to autonomously find the best way to reach an audience, to share their ideas and to face the difficulties involved in learning a new language.

In relation to the project, the school radio performed as an added element in the students' participation, since the idea or the role of announcers attracted their attention in a significant way.

Linguistic skills of expression

According to the linguistic skills of oral expression and especially within the context of foreign language learning, two subcategories have been highlighted. Pronunciation and fluency of speech.

Initially, in terms of pronunciation, a notable difficulty has been identified in the students of the grades that served as participants in this research. This is a living sample of a need to transform pedagogical practices in these educational contexts. To exemplify through the author Weinreich (1953) interference is highlighted as one of the most marked errors in students, since they do not recognize the various forms of pronunciation or articulation of phonemes in English.

This occurs because the students try to read the texts and radio scripts they designed as they are written. This means that they use the Spanish forms of articulation or pronunciation in the reading of the English scripts.

In fact, this difficulty is one of the most complicated to support on the part of the trainee teacher and certainly requires a much longer intervention time. In other words, this improvement

process is projected over the years. In other words, in order to generate a significant improvement in the aspects of pronunciation, it is necessary to establish a new pedagogy when teaching English as a foreign language. In this way, students will have a much better foundation and will show an upward learning curve.

On the other hand, in terms of fluency, the development of the didactic sequences favored the exercise of this other subcategory. In fact, the content of the units focused on dynamics, playfulness and motivation, which captured the students' attention and motivated their participation in the sessions involving aspects related to verbal fluency.

In a certain way, a very significant progress was observed when starting to integrate these other oral competencies. It was there where the improvement was evidenced in some aspects related to articulation or the use of "mumbles" by the students. In this way, despite the fact that it is not their mother tongue, the students took the risk of reading poems, tongue twisters and other types of texts that finally gave them the opportunity to improve.

Radio clips

Regarding the radio clips, it was possible to identify that the students found this to be an interesting strategy for the students. The main element in this case is to highlight that it was a new activity for the students. There, they went from an environment where they never spoke English to one where they began to use the language in an engaging way. Within the participation with the radio clips, the following elements stand out:

- Students found a much more fun way to approach learning English beyond the grammar-focused classes.

- There was a clear tendency to speak English. In this case it did not matter if they had the correct pronunciation or adequate fluency; the intention was to initiate the speaking processes.

- The teaching of English went beyond the classroom where its application and benefit could be appreciated in a more practical and meaningful way.

Chart 5
Radio clips

broadcasting on the school radio station



Students who performed outstandingly well in the presentation of their radio clip were given the opportunity to present an improved version on the institutional radio station. For this purpose, they were given 15 minutes of the break, during which time they made their presentation.



Conclusions

Based on the development of the study, conclusions can be drawn that allow the integration of all the experiences that shaped the development of the integral practice and its research component.

In the first instance, it was possible to identify that in the context of Colombian public education there is a great diversity of problems that affect the quality of education. Specifically, the teaching and learning of English as a foreign language is an aspect that is immersed in a great disadvantage in comparison with private institutions, for example. Based on this initial premise, a diagnosis was made focused on the English area of the Normal Superior where it became evident that the competence of oral comprehension and production is undervalued and isolated from the whole learning process. Therefore, oral production was defined as the main concern within this educational context.

In accordance with what was expressed in the previous paragraph, the situations identified made it possible to clean up the panorama and focus the interest on the design of a pedagogical proposal that in a certain way would motivate oral production in a dynamic and fun way. This entails not only the identification of a foreign language as a tedious aspect, but also as an opportunity to interact in diverse contexts beyond the classroom or the home. In this case, radio as a means of mass communication.

This process made it possible to implement in a pertinent and effective way the design of the activities budgeted to improve the students' language skills. Thus, an environment of dynamic and autonomous participation was built where values and knowledge were rescued. These two elements can become the pillars of today's education.

In view of the above, the use of radio clips as a didactic strategy within the teaching and learning processes is perceived as a tool that has a high impact and value within the student community. In this way, the processes developed under this conception derived in an evidence of strengthening of the oral expression of the students of basic secondary school of the Normal Superior.

Recommendations

Initially highlight the importance of generating educational strategies that motivate students. Doing so ensures that students participate in a more meaningful, autonomous and recurrent way.

The development of oral expression skills is one of the most marked difficulties in the institutions; therefore, it is imperative to integrate in a pertinent and pedagogical way all these types of activities that allow students to integrate new educational challenges.

To close, it is relevant to encourage the deepening of this research topic given that the radio as a strategy provided positive results, which would be interesting to verify or expand with the population of the same or other schools.

CHAPTER IV

COMMUNITY OUTREACH COMPONENT

This component is conceived as an additional element to the research and pedagogical development that involves the integral practice of foreign language students. In this case, the population to be benefited is the elementary school students of the Normal Superior.

Title: English, a new children's game

12. Objectives of community outreach component

12.1 General objectives

- ✓ To meet the English language training needs of the elementary school children.
- ✓ To integrate the language training of the students of the Bachelor's Degree Program in Foreign Languages English-French to the educational reality of English teaching in elementary school.

12.2 Specific objectives

- ✓ To identify a primary school class that requires support in the process of learning English as a foreign language.
- ✓ To establish a work plan to develop themes and activities that generate an English learning environment.
- ✓ To put into practice the necessary competences to work as a teacher in the area of foreign languages.

13. Introduction

In Colombia, the needs in the educational field are always permanent. For this reason, teachers are confronted daily with multiple situations that are generally beyond their competencies. Therefore, it is important in the training processes that teachers have the ability and experience to interact effectively with all academic levels of an institution.

The need to generate a better academic culture has led to the creation of new programs and new practices that have a positive impact on the training of the country's future professionals. Of course, this does not only apply to university students, but must begin in school education. Therefore, this component focuses on a part of the academic community that, from the national perspective, requires a quick and significant intervention that allows developing better and better competencies and bases in school students.

The university foreign language program has perceived this need and that is why this component of accompaniment has arisen. This process is parallel to the integral practice, but the performance will focus specifically on the area of English in elementary school, as a mechanism of support and accompaniment to the teachers of the Normal Superior.

14 Justification

The community accompaniment component is an idea centered on the analysis of the current Colombian educational situation. In reference to English as a foreign language, this component is an ally in the formation of children between 5 and 10 years of age in public and private institutions in the region. In this case, the Normal Superior receives support in all its sites from the foreign language students who are doing their integral practice.

The significance of this component is to be able to meet a series of needs identified over the years and through the various teaching experiences. Initially, many educational institutions do not have a teacher specialized in the area of English, who can train children in learning a second language. Similarly, and practically derived from the same problem, the academic curricula do not designate an established schedule for the learning of this language; many times there are no hours of English or in the best of cases only two hours per week are assigned.

Therefore, this component is of great importance for all participants. First of all, the professional who is being trained as a future teacher has a scenario of practice and direct contact with the child population. This can provide them with the necessary experiences and competencies to face the working world. On the other hand, the children, teachers and the institution itself benefit because the levels of learning, use and contact with the foreign language will increase.

The component described above will be implemented in the fifth grade and in the New Iser School. These practice scenarios only concern this research project. However, it is noted that the other courses will be covered by other English teachers who carry out the same process.

In this way, we seek to leave a positive impact on the community and support the learning of concepts that are necessary to cope with the pace and style of life today.

15. Methodology of the accompaniment component

The development of the activities will be carried out in parallel to the practices within the institution. Therefore, the teacher in training must assign an hourly intensity of 4 hours per week to attend to the children and design their work plans together with the head teacher of each group. Therefore, the methodology of the activities will be divided into the following:

Worksheets: it is a work methodology characterized by research, learning by discovery and teamwork that, in its external aspect, is distinguished by the collection of specialized material in accordance with the topic being dealt with, with the purpose of producing a tangible product. A workshop is also a training or guidance session lasting several days. It emphasizes problem solving, training, and requires the participation of the attendees.

Songs: Increases confidence levels, improves self-esteem and security. Development of motor, rhythmic and body expression skills. By listening to music, children achieve better coordination of movements, follow rhythms and try to imitate them.

Directed classes: the teacher prepares and exposes topics for the children to learn them in a didactic and sequential way according to their abilities.

16. Chronogram

The following table shows the themes selected to work on until the end of the year. In this way and with the suggested methodology, the activities will be carried out in a dynamic, playful and participatory way where children can learn while having fun.

Chart 6
Community outreach component chronogram

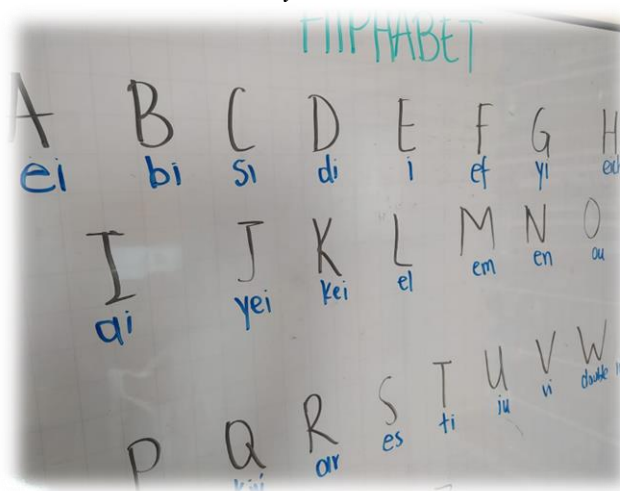
Topics	Fifth grade	ISER School	DATE
Alphabet and numbers reinforcement			September
We learn the vocabulary of types of stores, places, good habits and countries.			October
Modal verbs, connectors			October
The child will learn polite expressions and will know how to construct complete individual presentations			November

17. Description of the activities proposed

Alphabet

For this activity, a vowel song was played as a warm-up, which was repeated several times in order to familiarize the students with the pronunciation. Subsequently, the activity designed and implemented by the trainee teacher focused on the alphabet. There, the whole alphabet was written on the board and with another color the phonetic transcription was written to practice pronunciation. After that, an exercise was carried out in which the students had to learn to spell their name.

Image 11
Elementary class 1



Numbers

For the numbers activity, a warm-up activity was carried out in which the children had to start counting a number of elements that were in the classroom. Afterwards, an activity was carried out through a printed guide in which the students began to identify and place numbers in assigned spaces. In this way, different figures were worked on in numerical and written form. At the end, a group competition was held. The room was divided in two and some sums were made. The final result had to be written in English on the board.

Image 12
Elementary class 2



Days of the week and months

Taking into account the theme of the week, which was the days of the week and the months of the year, an activity was carried out in which the students remembered these terms. Initially, the alphabet was recalled to incorporate what had been previously seen with the new theme. In this case, a chart of the days of the week was made and the students had to write it down in their notebooks. Then, a round of questions was asked about the birthday month of each of the students, and little by little they were written on the board. Finally, the topic was reinforced with the application of a pedagogical card.

Image 13
Elementary class 3

Target: to identify the days of the week and months of the year

This week we have been learning the names and ordering the days and months. Can you colour days pink and the months blue?

Sunday	Thursday	Saturday	April	January
October	August	July	June	Tuesday
Friday	December	May	Wednesday	March
September	Monday	February	November	

Now can you write the days of the week in the correct order?

What day is it today? _____

What day is it tomorrow? _____

What day was it yesterday? _____

Can you write the months of the year in the correct order?

What month is this month? _____

What month is next month? _____

What month was last month? _____

What month is your birthday? _____

Greetings

Taking into account the topic of greetings, the explanation was carried out in two moments. First, the trainee teacher placed on the board images of the different forms of greetings, especially taking into account the time of day. From there, some basic ways of greeting and communicating with an adequate level of education with other people emerged. To conclude the activity, a practical exercise was carried out in which the students were organized in pairs and had to greet each other, say their names and finally spell them.

Image 14
Elementary class 4



Members of the family

For the activity of the names of the members of the family, a drawing in the notebook was used. There the students had to draw the people with whom they lived at home. Then, they were to identify themselves and place the names corresponding to each one of them. Afterwards, the closest or most common contact relatives were written in the notebook. They were repeated several times in the notebook.

Image 15
Elementary class 5



Parts of the body

In relation to the theme of the week, the song "my body" was shared with the students in which each of the terms was heard. Then a cutout was created for the students to learn each of the parts of the body. The activity was done in groups where each of the students had a part of the body and had to show it to their classmates. Then they completed the human body and the answers were socialized. As a complementary activity, a pedagogical card was handed out to be pasted in the notebook.

Image 16
Elementary class6



Welcome to Christmas

For the activity planned for that week, a Christmas carol was socialized with the students. Then, the teacher proceeded to write stanza by stanza on the board and the students wrote it in their notebooks. After writing it, a reading exercise was done to emphasize the pronunciation of each of the words of the song. Finally, with musical accompaniment, the carol was performed.

Image 17
Elementary class 7



Conclusion

According to the exercise of the teaching practice carried out in the Institución Educativa Normal Superior, located in the city of Pamplona, a series of elements that contribute significantly to teachers, students and parents can be identified. This means that the attention and implementation of this project had a positive impact on a high percentage of the educational community in this context.

Initially, it was possible to identify that the child population of the Normal Superior has difficulties in learning English as a foreign language. This is due to several factors such as, for example, the fact that there is no teacher exclusively for the area of English with training and suitability to guide the course. Second, the hourly intensity assigned by the institution is too low for the importance and needs of the children.

Therefore, another conclusion is that the planning of this type of project is essential to be able to offer a methodology designed to meet the needs of the students and their abilities. This allowed bidirectional strengthening of the teaching and learning process of English in elementary school. On the one hand, the teacher from the University of Pamplona strengthens his or her competencies as a teacher by interacting in a new scenario full of learning. On the other hand, the children of the institution benefit from having an adequate accompaniment to improve their level of English.

In summary, one of the pillars of this project was to address the needs of the children of the Normal and to be able to contribute to the improvement of the language level in general through the implementation of various activities focused on the didactics and pedagogy of foreign languages, thus the teacher in training had a close and direct contact with the school reality in the Colombian public education context.

Recommendations

In accordance with what is described in the previous subtitle, the following recommendations are made when interacting with elementary school students:

- Always keep in mind that public education institutions lack resources such as texts, technology and connectivity when planning activities.
- Give importance to didactics since children are motivated in different ways, but they also get bored quickly when encounters become monotonous or tedious.
- It is necessary to know the context in order to understand the best way to connect with students, teachers and parents.

CHAPTER V

INTRA-INSTITUTIONAL ACTIVITIES

This chapter deals with aspects related to institutional programming. In this way, spaces are created in which the teacher in training must participate as part of the educational community that has received him.

18. Introduction

The organization of learning environments and the roles of the educational community have been changing over the years. Thus, nowadays, greater importance is given to all these aspects and transversal elements that allow the articulation of the academic community around learning days.

Therefore, it is a mission of today's teachers to have the capacity to conceive and execute actions that allow the formation of potential knowledge through experiences different from those lived inside the classroom. These activities are often extracurricular, but they support and strengthen students' learning processes and experiences.

In this section, it will be possible to appreciate the activities that have originated from within the different training nuclei of the Normal Superior to provide students with innovative learning methods, where in addition to acquiring knowledge they will interact with others and be formed as good citizens, as civilized people and knowledgeable about the rights and duties that a human being must apply when living with others.

19. Justification

Intra-institutional activities are a series of events that are programmed during the year. There, different topics are developed and characteristic themes are addressed that support student learning and the promotion of values formation. In addition, these activities are spaces for teachers to interact and get to know their students in settings other than the classroom.

It is very important to know and participate in these activities that take place in the educational institution because it is there where aspects and competencies necessary for the students are articulated. Based on them, they will learn to take care of the environment, to take advantage of their free time, to know and exploit their abilities, to practice sports and even to learn about other aspects of daily life. These activities are programmed in the institution and are organized by teachers and training centers.

In the case of this project, these activities take place inside the Normal Superior. There, the teachers in training participate directly, since it is necessary that they also know these aspects or moments of the school year. The close contact and the participation, make the future teachers aware of the methodologies and processes that must be taken into account to carry out the consolidation of these activities. Likewise, the importance for educational projects, teacher evaluation and student training.

20. Objectives of intra-institutional activities

General Objective

- ✓ To interact actively in the different academic activities programmed by the Normal Superior.

Specific objectives

- ✓ To investigate the programming of the academic activities stipulated for the year 2022 taking into account the English activities.
- ✓ To participate in the organization of activities and students during the development of the pedagogical days.
- ✓ To attend all the intrainstitutional activities developed by the Normal Superior in order to know important aspects to involve in the role of the current teacher.

21. Methodology

The methodology selected for these activities will be subject to the development and nature of each activity. In this way, the future teacher will adapt to the needs, schedules and roles to be assumed during the execution of each activity.

Therefore, the methodology in this case is not specific, it simply focuses on the active participation and understanding of procedures and spaces generated in order to strengthen the conception of teaching and to know the organization of these events.

22. Chronogram

The activities proposed by the teachers and their training nuclei are presented below. It should be noted that these activities were approved by the administrative council of the Normal Superior. Likewise, although the dates have already been established, they may be modified with the prior agreement and approval of the institutional authorities.

Chart 7
Intra institutional activities




INTRA-INSTITUTIONAL ACTIVITIES		
Normal Superior School		
Date	Activity	In charge
September 3 rd	Saber 11 exam	Normal Superior
5 th to 9 th September	Human Rights week	core 3
13 th September	Pedagogical day	Core 1
8 th September	Parents school	Coordination office
20 th September	Talent show	Core 2
20 th September	Academic council	Principal's office
10 th to 14 th October	Institutional development	Directives
20 th October	"Normalista talent"	Core 2
21 st October	Save energy day	Core 1
28 th October	Students's day	Normal Superior
15 th November	Closing academic reports	All teachers
1 st December	Closing academic year	Normal Superior
2 nd December	Graduation ceremony	Normal Superior
2 nd December	Ending academic year	Normal Superior
5 th December	Vacations	Normal Superior



23. Description of the activities carried out




The following table shows the activities that were carried out within the educational institution during the time of the internship. The performance and accompaniment in each of these activities becomes an important element to interact and know in depth the environment of the institution.

Chart 8

Intra institutional activities developed

DATE	ACTIVITY	EVIDENCE
September 2nd	Induction Welcome and socialization of general school rules and regulations	
September 9th	Flag Raising Academic recognition to outstanding second quarter students	
September 16 th	Celebration of love and friendship playful dance activity carried out in celebration of love and friendship	

October 6th	<p>Inauguration of the inter-school championships.</p> <p>Participation with the team of teachers</p>	
October 6th to November 25th	<p>Classes, meetings and celebrations (English festival).</p> <p>Organization and development of the talent festival in English</p>	
October 24th	<p>Talent Show</p> <p>Participation in the "Normalista" Talent Day</p>	
October 28th de	<p>Dance and costume contest</p> <p>Student's day celebration with activities and contests</p>	

November 11th de	<p>Presentation of institutional symbols.</p> <p>Presentation of the symbols of the institution to the tenth grade students.</p>	
November 17th	<p>Closing of elementary school</p> <p>promotion ceremony for fifth graders</p>	
November 17 th	<p>Inter-school championship awards ceremony.</p> <p>reception of the second place medal obtained by the teachers' team</p>	

24. Conclusions

The complementary activities are of great importance in the framework of the promotion of students and the entire academic community in terms of the dynamics of being a competent citizen. This indicates that it is through these activities that students' behavior is experienced in a natural and uninhibited way. Likewise, they are favorable spaces to put learning into practice.

In general terms, it can be said that the activities carried out are necessary to be able to interact in accordance with the traditions and structures of coexistence that are already established before the arrival of a trainee or new teacher. For example, flag-raising is a student civic act that recognizes the efforts made by some students and that deserve to be publicly acknowledged. This is a motivating aspect for them.

Similarly, the celebrations of special dates collaborate in the spiritual and emotional formation of students and teachers. Championships, festivals, contests and exhibitions are spaces that allow students to discover, strengthen and freely express their abilities beyond academics.

Certainly, all these elements help to consolidate values such as belonging and recognition of the efforts made by teachers, parents and students.

CHAPTER VI

25. Reflection on the integral practice

In this chapter we will describe all the conceptions that were structured from the pedagogical, didactic and investigative exercise within the teaching practice carried out at the Normal Superior. For this purpose, 4 fundamental pillars will be taken into account: observation, intervention proposal, accompaniment to the educational community and intra-institutional activities.

Observation component

Initially, the institutional observation component is a process approached in a consistent manner. This indicates that the benefits of carrying out a previous observation of the educational environment provides a series of useful tools at the time of applying each of the activities designed in this proposal.

From the observation, several elements are identified, such as the type of population and its most predominant characteristics. There, students were also observed in class, which allowed us to identify the most worrisome difficulties in the process of learning English as a foreign language.

This observation allowed to know the institution, its principles, its values and its role within the dynamics of the municipality and from there, to guide the academic actions in favor of the formation of integral students.

Pedagogical component

The pedagogical component becomes the structure or foundation of this document. It is there where the activities that will guide the development of the practice will be built.

First of all, it is necessary to be clear about the process that, although it is dynamic, has specific stages that must be fully complied with in order to meet the diagnosed needs.

This is the most important component in this process, since it is there where theoretical and practical knowledge converge to consolidate and strengthen the knowledge of the teacher in training. As an outstanding element in this section is the methodological aspect, which puts into operation all the conceptual references and favors the intervention of the population in order to improve the situation identified in this case, which was the lack of oral expression of the students.

Community component

The community component is a space for reflection. It is in this environment where students realize that beyond a profession, teaching has become a social duty that requires certain sacrifices.

In this element, two points of view stand out. Initially, one concerned and oriented to the gap that exists between the educational offer for the people of the Colombian country. Similarly, the perception and the way in which students take advantage of the spaces that are created in order to contribute and support learning. The other point of view is positive, since the experience developed through the work with the children was enriching and significant from the didactic, safety and organizational point of view.

Complementary activities component

The complementary activities are of great importance in the framework of the promotion of students and the entire academic community in terms of the dynamics of being a competent citizen. This indicates that it is through these activities that students' behavior is experienced in a natural and uninhibited way. Likewise, they are favorable spaces to put learning into practice.

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