

**SOCIAL IMPACT OF ORIENTATION OF THE EDUCATIONAL PROCESS "OPE"
OF THE MODERN LANGUAGES PROGRAM SANTANDER OF QUILICHAO IN THE
EDUCATIONAL INSTITUTIONS CONVENTION PERIOD 2018.2**



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SANTANDER DE QUILICHAO

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Project for obtaining the Degree of B.A. in Modern Languages,

English and French

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ABSTRACT

The study sought the impact of the Orientation of the Educational Process during 2018.2. It is necessary to take into account that the Modern Languages Program is recent in the municipality of Santander de Quilichao, it means that before this research there was not a study that revealed the impact of pedagogical practices in the region. The objective of this study was to give to know the social impact of the Orientation of the Educational Process " OPE " of the Modern Languages Program 2018-2. To obtain information, mixed type research was used which had structured and semi-structured interviews such a collection tool as well as open and closed question type surveys. According to the information collected, it could be deduced that there was a positive impact on the participants of the Educational Process Orientation such as: the change of children's attitude towards English classes, the pre-service teachers' reflection on the decision to become professors, to mention some examples.

Key words: Social impact, OPE, Institutional convention, Pre-service teachers, Characterization

RESUMEN

El presente proyecto de investigación indagó el impacto de la Orientación del Proceso Educativo durante 2018.2. Es necesario tener en cuenta que el Programa de Lenguas Modernas es reciente en el municipio de Santander de Quilichao, lo cual indica que no hubo antes de este proyecto de investigación un estudio que revelara el impacto de las practicas pedagógicas en la región. El objetivo de este estudio fue dar a conocer el impacto social de la Orientación del Proceso Educativo “OPE” del Programa de Lenguas Modernas 2018-2. Para la obtención de información se empleó la investigación de tipo mixta, la cual tuvo como instrumentos de recolección entrevistas estructuradas y semiestructuradas, además de encuestas de tipo pregunta abierta y cerrada. De acuerdo a la información recolectada se pudo deducir que hubo un impacto positivo en los participantes de la Orientación del Proceso Educativo como el cambio de actitud de los niños hacia la clase de inglés; la reflexión de los estudiantes educadores acerca de la decisión de convertirse en maestros por mencionar algunos ejemplos.

Palabras claves: OPE, Impacto social, Convenio institucional, Estudiantes educadores, Caracterización

Content

INTRODUCTION	16
1. RATIONALE	17
2. REFERENCIAL FRAMEWORK.....	19
2.1 Review of studies at the international level.....	19
2.2 Review of studies at the national level	20
3. PROBLEM STATEMENT	22
4. RESEARCH QUESTION	23
4.1 Objectives	23
4.1.1 General Objective.....	23
4.1.2 Specific Objectives.....	23
5. METHODOLOGICAL ASPECTS	24
5.1 Type of research	25
5.2 Scope of the research study	25
5.3 Mixed method design	26
5.3.1 Sequential execution.....	26
5.4 Technique and instruments for data collection.....	26
5.4.1 Interviews.	27
5.4.1.1 Structured interview.	27
5.4.1.2 Semi-structured interview.	27

5.4.2 Surveys.	28
5.4.2.1 Open-ended surveys.	28
5.4.2.2 Closed-ended surveys.	28
5.5 Supplementary instruments	29
6. PARTICIPANTS.....	30
7. THEORETICAL FRAMEWORK	31
7.1 Social Impact	31
7.2 Characterization.....	33
8. CONCEPTUAL FRAMEWORK	34
8.1 Institutional Convention	34
8.2 Social Impact	35
8.3 Orientation of the Educational Process “OPE”	35
8.4 Institutional Convention	36
8.5 Educational Practice	36
9. CONTEXTUAL FRAMEWORK.....	37
9.1 Bachelor’s Degree in Latin America	39
9.2 Bachelor’s Degree in Colombia	39
9.3 Bachelor’s Degree in Modern Languages English-French, University of Cauca	40
10. CHARACTERIZATION.....	41
10.1 Institución Educativa Francisco José de Caldas	43

10.2	Institución Educativa Instituto Técnico.....	44
11.	ANALYSIS OF DATA COLLECTION	46
11.1	Interview analysis to school principal of the Institución Educativa Instituto Técnico and Institución Educativa Francisco José de Caldas.	47
11.2	Analysis to school coordinators.....	51
11.3	Analysis to school teachers Institución Educativa Francisco José de Caldas 2018.2 ...	65
11.4	Analysis to school teachers Institución Educativa Instituto Técnico, Rafael Tello 2018.2.....	74
11.5	Analysis to school teachers Institución Educativa Instituto Técnico, Francisco de Paula Santander 2018.2.....	79
11.6	Analysis to school teachers Institución Educativa Instituto Técnico, José Edmundo Sandoval 2018.2.....	84
11.7	Analysis to OPE 2018. 2 advisors University of Cauca, Santander de Quilichao	91
11.8	Analysis of Semi-structured interview carried out to OPE coordinator in Modern Languages Program University of Cauca, Santander de Quilichao	106
11.9	Analysis to pre-service students OPE I - 2018.2 (VIII semester)	109
11.10	analysis to pre-service students OPE-II 2018.2 (IX semester).....	119
11.11	Analysis to school students from grades 0 – 1 Institución Educativa Instituto Técnico and its primary institutions	130
11.11.1	Analysis to school students from 2 nd – 5 th grades survey type 1	136

11.12 Analysis to school students from grades 0 – 1 st Institución Educativa Francisco José de Caldas	141
11.12.1 Analysis to school students from 2 nd – 5 th grades Institución Educativa Francisco José de Caldas (primary institution).....	146
12. RESULTS	152
13. CONCLUSIONS	156
14. RECOMMENDATIONS.....	157
15. BIBLIOGRAPHICAL REFERENCES	162
Books	162
Articles	163
Web pages.....	164
APPENDICES	168
Appendix 1. Script for school principals structured interview	168
Appendix 2. Script for School Coordinators Interview	169
Appendix 3. Script for OPE 2018.2 Coordinator Interview	170
Appendix 4. OPE advisors surveys	171
Appendix 5. School Teachers Surveys	172
Appendix 6. Pre-service Teachers Surveys	173
Appendix 7. School Students' Surveys	174
Appendix 8. School Students Surveys.....	175

List of Tables

Table 1. Abbreviations	15
Table 2 General Characterization of the Institutions	41
Table 3 General School Student's Characterization	42
Table 4. Second General School Student's Characterization	42
Table 5 Institución Educativa Francisco José de Caldas First Characterization.....	43
Table 6 Institución Educativa Francisco José de Caldas Second Characterization	43
Table 7. OPE Beneficiaries from IEIT Primaries School	44
Table 8 Institución Educativa Instituto Técnico First Characterization.....	44
Table 9 Institución Educativa Instituto Técnico Second Characterization	45
Table 10 School teacher from Francisco Jose de Caldas I.....	67
Table 11. School teacher from Francisco Jose de Caldas II.....	68
Table 13. School teacher from Francisco Jose de Caldas III	69
Table 14 School teachers from Francisco Jose de Caldas IV	70
Table 15 School teachers from Francisco Jose de Caldas V.....	71
Table 16 School Teachers from Rafael Tello I	75
Table 17 School teachers from Rafael Tello II	77
Table 18 School teachers from Rafael Tello III.....	78
Table 19 School teachers from Jose Edmundo Sandoval I.....	85
Table 20. School teachers from Jose Edmundo Sandoval II.....	86
Table 21. School teachers from Jose Edmundo Sandoval III	87
Table 22. School teachers from Jose Edmundo Sandoval IV	87
Table 23 School teachers from Jose Edmundo Sandoval V.....	88

Table 24 School teachers from Jose Edmundo Sandoval VI	89
Table 25 Advisors I.....	92
Table 26 Advisors II.....	93
Table 27 Advisors III	95
Table 28 Advisors IV	96
Table 29 Advisors V	98
Table 30 Advisors VI.....	100
Table 31 Advisors VII.....	102
Table 32 Advisors VIII	103

List of Figures

Figure 1. Pie Chart Institutional Convention Opinion from IEFJC School Teachers.....	66
Figure 2. Pie Chart- Contribution of EE towards Integral Development of IEFJC School Student	69
Figure 3.. Pie Chart- Institutional Convention Opinion from ITRT School Teachers.....	74
Figure 4. Pie Chart- ITRT School Teachers Opinion about OPE Impact at Schools	75
Figure 5. Pie Chart- Contribution of EE towards Integral Development of IERT School Student	76
Figure 6. Pie Chart- IERT School Teachers' Opinions about EE as a Support	76
Figure 7. Pie Chart- IEFPS School Teachers Opinion about Institutional Convention	79
Figure 8. Pie Chart- IEFPS School Teachers Opinion about EE job	80
Figure 9. Pie Chart- IEFPS School Teachers Opinion about OPE Impact at Schools	81
Figure 10. Pie Chart Contribution of EE towards Integral Development of IEFPS School Students	81
Figure 11. Pie Chart- IEFPS School Teachers' Opinions about EE as a support	82
Figure 12. Pie Chart- IEFPS School Teachers Opinion about EE continuance	83
Figure 13. Pie Chart- IEJES School Teachers Opinion about Institutional Convention.....	84
Figure 14. Pie Chart- Pre-service Teachers -OPE I Opinion about teaching role.....	110
Figure 15. Pie Chart- OPE Importance in Pedagogical Task for EE	111
Figure 16. Pie Chart- Pre-service teachers Opinion about OPE Context.....	112
Figure 17. Pie Chart- Pre-service Teachers Opinion about OPE Contribution.....	113
Figure 18. Pie Chart- EE OPE I Opinion about OPE-different sceneries	114
Figure 19. Pie Chart-OPE as an influence area for OPE I -EE	117
Figure 20. Pie Chart- Pre-service Teachers OPE II Opinion about teaching role.....	120

Figure 21. Pie Chart OPE Importance in pedagogical task for EE OPE II.....	121
Figure 22. Pie Chart Pre-service teachers OPE II Opinion about OPE context.....	123
Figure 23. Pie Chart OPE as an influence area for OPE I I-EE	128
Figure 24. Adaptation of the Facial Hedonic Scorecard.	130
Figure 25. Pie Chart - IEIT Children Gender (Source; survey 2)	131
Figure 26. Pie Chart - IEIT School Students feelings to English Class	132
Figure 27. Pie Chart - IEIT School Students Opinion to EE.....	133
Figure 28. Pie Chart - IEIT School Students Opinion to English Classes	134
Figure 29. Bar Chart-Students' favorite subjects from IEIT	135
Figure 30. Adaptation of the Facial Hedonic Scorecard for IEIT 2nd-5th grades.	136
Figure 31. Approval rating Scale for IEIT	136
Figure 32. Pie Chart- IEIT Children Gender 2-5 grades.	137
Figure 33. Pie Chart-IEIT School Students Feelings to English class - 2-5 grades	138
Figure 34. Pie Chart - IEIT School Students Opinion about EE- 2-5 grades.....	139
Figure 35. Pie Chart- IEIT School Students Opinion about English classes - 2-5grades	139
Figure 36. Bar Chart-Students' favorite Subjects from IEIT 2nd-5thgrades.....	140
Figure 37. Adaptation of the Facial Hedonic Scorecard for IEFJC	141
Figure 38. Pie Chart-IEFJC Children Gender	142
Figure 39. Pie Chart-IEFJC School students Feelings to English class	143
Figure 40. Pie Chart-IEFJC School Students Opinion about EE	144
Figure 41. Pie Chart-IEFJC School Students Opinion about English Classes.....	144
Figure 42. Bar Chart-Students' favorite Subject from IEFJC	145
Figure 43. Adaptation of the Facial Hedonic Scorecard for IEFJC 2nd-5th grades	146

Figure 44. Approval Rating Scale for IEFJC	146
Figure 45. Pie Chart- IEFJC Children Gender - 2-5grades	147
Figure 46. Pie Chart- IEFJC School Students Feelings to English Class.2-5 grades.....	148
Figure 47. Pie Chart- IEFJC School Students Opinion about EE. 2-5 grades	149
Figure 48. Pie Chart-IEFJC School Students Opinion about English Classes. 2-5grades	150
Figure 49. Bar Chart-Students' favorite Subject from IEFJC 2nd-5th grades	151

KEYWORDS

Table 1.

Abbreviations

<u>N°</u>	<u>Key words</u>	<u>Definition</u>
1	EE	Estudiante Educador/ Pre-Service Teachers
2	OPE	Orientation of the Educational Process
3	IEFJC	Institución Educativa Francisco José de Caldas
4	IEIT	Institución Educativa Instituto Técnico
5	IEJES	Institución Educativa José Edmundo Sandoval
6	ITRT	Institución Educativa Rafael Tello
7	IEFPS	Institución Educativa Francisco de Paula Santander
8	PEP	Proyecto Educativo del Programa
9	PLLMI-F	Modern Languages Program English-French in Foreign Languages
10	PEI	Institutional Educational Project

Note: For further understanding, this table presents the abbreviations of the keywords that were used throughout the study.

INTRODUCTION

This study project aimed to determine the Social Impact of Orientation of the Educational Process "OPE" had in the Modern Languages Bachelor Program at the University of Cauca in Santander de Quilichao; the OPE committee signed in the educational institutions convention with different educational institutions of the region such as: Institución Educativa Francisco José de Caldas(IEFJC) and Institución Educativa Instituto Técnico (IEIT) and its institutions: Institución Educativa Francisco de Paula Santander (IEFPS), Institución Educativa Rafael Tello (ITRT), Institución Educativa José Edmundo Sandoval (IEJES) and Institución Educativa Francisco José de Caldas (IEFJC). The pre-service teachers carried out the OPE process in these institutions in order to give support in the English subject and learn from the experiences of the school teachers.

This study proposed recommendations provided by research participants for the improvement of educational conventions. It also showed and connected the speeches and experiences of the OPE participants. This information gathered through interviews and surveys applied to principals, coordinators, professors of educational institutions, Pre-service teacher ¹, advisers "OPE" and students of educational institutions convention period 2018.2, aiming to know the social impact of the OPE; the mixed method approach was applied regardless to the collection and selection of data with the purpose of stating some conclusions.

¹Term assigned by the Bachelor's Program in Modern Languages English-French of the University of Cauca, to the students of VIII and IX semester that realize their educative practice in the educational institutions of convention. (Reglamento de la Práctica Profesional, 2010, pag. 3)

1. RATIONALE

The University of Cauca has established conventions with some Educational Institutions in Santander de Quilichao, in order to carry out the OPE that PLLMIF students should run during their formative process. *“La Universidad del Cauca ha establecido convenios con diversas instituciones educativas en aras de posibilitar la OPE que los estudiantes del PLLMIF deben tener durante su desarrollo formativo”*, Área de Práctica del Programa de Licenciatura en Lenguas Modernas, Inglés-Francés (s.f), whose general objective is according to Proyecto Educativo del Programa “PEP” (2011)

“contribuir a la formación de Licenciado capaz de desarrollar y reflexionar acerca del Proceso Educativo desde su área de conocimiento en el marco de las relaciones e interrelaciones de ésta con el contexto social en el que se desarrollan sus acciones educativas” (p.58).

The Modern languages students must carry out the OPE in educational institutions as it is specified by the "PEP" of the Modern Languages Program English-French in Foreign Languages Department in its pedagogical area. Considering the above, it is important to note that the PLLMIF has been offered in the Santander de Quilichao municipality since 2013, and the "OPE" began in the second period of the year 2016. From this year there has not been a single study in Santander or Popayan that demonstrated what has happened in OPE process.

Therefore, the relevance of this project lies, it threw information to future investigations; it provided recommendations, it showed strengths and points to improve to the educational convention; this will help to improve the educational quality and the academic self-assessment and accreditation processes that are carried out in the PLLMIF and in the educational institution conventions period 2018.2.

Likewise, this research project was important for researchers because as future professors, they will work in the educational field and it is indispensable to be aware of the teaching mechanisms that schools handled inside. The social impact of education is manifested in diverse areas beyond the labor market such as health, social participation, development of institutions, social and individual welfare. In addition to its effects on overcoming poverty and social equity, education has also an impact on scientific and technological development; a topic which often turns up absent from debates on education.

The coverage of the OPE in public institutions is shocking since most of these children who are OPE beneficiaries come from vulnerable communities and perhaps they do not have any facility to enter a bilingual course. The classes taught by the pre-service teachers are rewarding enough for both students and schools which in turn has a positive effect on their lives, a change of perspective in connection with English by expanding visions abroad. Furthermore, the researchers of this study have acquired knowledge and experiences in the research field, it means they would be provided with tools to achieve coming research projects.

2. REFERENCIAL FRAMEWORK

2.1 Review of studies at the international level

At the international level, there were found some papers about the impact of the pedagogical practice, one of them was carried out in Venezuela, whose name is “The Social Impact of the Pedagogical Practice of the Teacher in Primary Education Training” done by Linares M., & Sánchez M. (2016). The aim was to assess the socio-educational contradictions of the pedagogical practice of teachers in training at the level of primary education and its social impact; in this investigation, qualitative research techniques and procedures were applied such as observations, interviews and review of the planning of the learning projects.

This research concluded that the pre-service teachers achieved greater awareness for their educational practice, an organized quality planning of learning projects; in addition, it was concluded that a successful development of the practices of teachers in training will have a favorable effect on their own education and on students.

Likewise, in El Salvador, it was found an article written by Nelson Martinez (2015), called “Impact of the teaching practice in the student of the English teaching staff”. The main objective of this investigation was to analyze and reflect on how the teaching practice carried out by the teacher training program in El Salvador, promoted by the Ministry of Education, specifically in the Teacher Training Program for English, it had a positive or negative impact on the professional profile of the future English teacher. For the analysis of this research, the author is based on 10 key assumptions that establish the conditions of a successful experience of teaching practice for a student of the English teaching staff.

In view of the above, this research yielded positive results, since it showed that the teaching practice is fundamental in the professional profile of the future teacher; it also highlights the

importance of practice not only for students who now consider the practice as an indispensable element in their training, but also for the training institutions that now allocate the time and resources necessary to have a successful practice. This research has a particular importance to our study because in its results, it can be seen that the pedagogical practice is essential for pre-service teachers and for the rest of beneficiaries of the educational institutions of convention.

2.2 Review of studies at the national level

At the national level, the research carried out by Rojas Y, Ramírez J. & Tobón F. (2013), which has the name "Evaluación de la Práctica Pedagógica en Comunidades Rurales y Suburbanas". It had the objective to show the advantages and disadvantages of carrying out the pedagogical practice in rural and suburban communities from the experience of some Bachelor graduates in Basic Education with Emphasis in Natural Sciences and Environmental Education, of the University of Antioquia in the municipality of Sonsón (Colombia).

This project was carried out in rural and suburban areas since it is believed that the university education is not providing enough pedagogical elements that work to face the role of teacher in some specific contexts. In order to respond to the previous problem, this study showed in its results that the pedagogical practice in rural and suburban communities was a significant experience to the practitioners or pre-service teacher. However, this investigation culminated that the municipality topographic situation and the organizational aspects are factors that do not contribute to the development of the practice.

Furthermore, in this project, qualitative research procedures were applied (case study) and for the collection of data, the focus group technique was applied. The previous study contributes to the research owing to the pedagogical concept plays an important role is given in the investigation,

besides this study evaluated the importance of pedagogical practice in the student community placed in 1 and 2 social stratum of Santander de Quilichao and its surroundings.

3. PROBLEM STATEMENT

According to *Ministerio de Educación Nacional de Colombia, la Ley General de Educación, Ley 115 of 1994*, from article 109, establishes pre-service teachers of the highest scientific and ethical quality, to develop pedagogical theory and practice as a fundamental part of the educator's knowledge, to strengthen research in the pedagogical field and specific knowledge, and prepare educators at the undergraduate and graduate studies for the different educational grades and forms of educational service provision (*Ley General de Educación, No. 115, República de Colombia, 1994*).

At the University of Cauca, students of the Modern Languages Program must complete OPE in VIII - IX semesters, as specified by the "PEP" in its Foreign Languages Program of the Department (*pedagogical area*). Considering the above, it is important to note that University of Cauca opened its undergraduate PLLMI-F in 2013, in Santander de Quilichao, and the "OPE" began its internship in 2016.2; it is then when it is discovered during these years of practice, it has not emerged a single study which shows the effects or the impact OPE has produced in the region. Consequently, there was an urgent need to know the social impact the OPE is generating in the public convention institutions.

On the other hand, Ministerio de Educación Nacional de Colombia, Resolución 18583 of 2017, mentioned the teachers of the degree programs will make formative research activities, besides

“adelantarán investigación disciplinar y pedagógica para la producción de conocimiento relevante que permita visibilizar el impacto del programa regional, nacional e internacional, de forma que oriente los procesos de formación de los futuros licenciados y conduzca al mejoramiento continuo de la práctica educativa y pedagógica.”

4. RESEARCH QUESTION

What is the Social Impact that the Orientation of the Educational Process "OPE" has in the educational institutions' convention period 2018.2 of the bachelor degree program in Modern Languages, English and French of Santander de Quilichao, University of Cauca?

4.1 Objectives

4.1.1 General Objective.

To determine the social impact that the Orientation of the Educational Process "OPE" has in the educational institutions' convention period 2018.2 of the bachelor degree program in Modern Languages, English and French of Santander de Quilichao, University of Cauca.

4.1.2 Specific Objectives.

- To describe the information provided by the participants.
- To characterize the OPE school student beneficiaries
- To propose recommendations provided by research participants for the improvement of educational conventions and the O.P.E practice.

5. METHODOLOGICAL ASPECTS

The present study "Social Impact of Orientation of the Educational Process "OPE" of Modern Languages Program, Santander de Quilichao in the Educational Institutions Convention 2018.2" corresponded to an interactive research project since it implied an evaluation of a particular case within a determined time. At the same time, it made use of different data collection instruments that were found viable to the environment to study.

The objective of this project was to determine the social impact of the "OPE" on school principals, school coordinators, OPE coordinator, school teachers, pre-service teachers and OPE advisors. This study only covered the second period of 2018, it means, it covered months from August-September, October until November, time in which the OPE is usually accomplish in schools. Hence, it became necessary to apply and collect data through interviews and surveys to investigate the particularities in which the different participants' interventions were valued.

This process of data collection took place in two months (October, November); first, interviews were conducted and surveys were applied afterwards. Finally, data analysis period took a short time because the study had as specific objective of describing information provided by the participants. It is worth noting that totality of participants was **1153** people on overage from among University of Cauca, Institución Educativa Instituto Técnico (I.E Francisco de Paula Santander; I.E Rafael Tello; José Edmundo Sandoval), Institución Educativa Francisco José de Caldas.

5.1 Type of research

It was an investigation of mixed nature because it integrated quantitative and qualitative methods in a single study with the purpose of generating a broader, understandable, and profound view of the present research, thus promoting greater security in the analyzes and conclusions that emerged.

Hernández and Mendoza (2008) affirm that:

Los métodos mixtos representan el conjunto de procesos sistemáticos, empíricos y críticos de investigación que implican la recolección de datos cuantitativos y el análisis de datos cualitativos, así como su integración y discusión conjunta, para realizar inferencias del producto de toda la información recolectada a fin de lograr un mayor entendimiento del fenómeno que se encuentra bajo estudio”.

5.2 Scope of the research study

This study had an exploratory scope since it exhibited a pioneering theme in the region, it is currently presented as a primary source to the educational institutions of convention and to the PLLMI-F. In this way, it went to the formulation of instruments that allowed to obtain the necessary data for the development of the same study. According to Hernández Sampieri, Fernández Collado and Baptista Lucio Sampieri (2014) the investigations with exploratory scope establish that:

They are carried out when the objective is to examine a topic or research problem insufficiently studied, of which there are many doubts or has not been addressed before. It means, when the review of the literature revealed that there are only uninvestigated guides and ideas vaguely related to the study problem, or, if we wish to investigate subjects and areas from new perspectives. (p. 91)

Now, according to the level of depth and the objectives of the research, it was a study with a descriptive scope since it sought to describe the population covered by the OPE. Hernández et al. (1998) affirms: *“La investigación descriptiva busca especificar propiedades, características y rasgos importantes de cualquier fenómeno que se analice”* (p.98).

5.3 Mixed method design

5.3.1 Sequential execution.

It was chosen this design research, a mixed approach, given that there was a reweighting in the qualitative approach, although the quantitative approach was never left aside. In the first place, it sought to collect and relate qualitative data by means of interviews, and in second place, it searched to group quantitative data to codify the answers. Finally, the two approaches were combined to expand the understanding of the problem in a larger sample, and to generalize the population's results (Creswell, 2013).

5.4 Technique and instruments for data collection

The research instruments were the resources that the researcher could use to approach the problems and phenomena and extract the information from them. Paper forms, mechanical and electronic devices were used to collect data or information about a specific problem or phenomenon. Questionnaire, thermometer, scales, eco sonograms. (Sabino, 2000).

Research techniques were the different ways, forms or procedures used by the researcher to collect or obtain the data or information that it was required. They constituted the path towards the achievement of the objectives set to solve the problem under investigation. Arias F (2006).

For the previously mentioned, the following techniques were adopted:

5.4.1 Interviews.

With the purpose of facilitating the obtaining of information, it was provided a space where the participants felt comfortable to carry out the interview, structured and semi-structured type as techniques for data collection in an oral and personalized way, in which subjective aspects of people such as: the speeches and opinions in relation to the research topic.

5.4.1.1 Structured interview.

From the different visits to the convention of educational institutions, it could be observed principals did not have much time to conduct a semi-structured interview that allows them to deepen their responses. Consequently, researchers decided to apply structured interviews in order to obtain complete, specific and clear information that responds in a pertinent way to the objectives of the research.

Structured interviews were conducted with two school principals who are primarily responsible for granting permits to carry out institutional conventions in schools. The structured interview instrument (Appendix 1) was used as a script for the interview.

5.4.1.2 Semi-structured interview.

This type of interview is assigned since coordinators tended to have greater flexibility in their working hours. Also, semi-structured interview allows interviewee becomes protagonist in the interview, it means, interviewee expresses freely their answers without any option posed by the interviewer. That's why, interviewer is allowed to alternate or generated questions according to the answers of the interviewee.

This interview (Appendix 2) was conducted with 5 coordinators among whom 4 were school coordinators and one was an OPE Coordinator (Appendix 3).

5.4.2 Surveys.

According to Naresh K, Malhotra (2004) the survey is defined as a descriptive research technique that is applied to a specific number of people (generally broad), it would be use as a tool a predesigned questionnaire that is given to the participants in order to obtain specific information on the topic to be studied.

5.4.2.1 Open-ended surveys.

It was chosen this survey because it allows to collect descriptive and more detailed information in the answers of the respondents. On the other hand, the people who was surveyed had a time of recess during their daily days of study and work, which facilitated to the researchers and the people interviewed to be able to execute the interview. In addition, the number of questions was not broad, so they could answer the survey accurately without any concern about the number of questions and the short time.

The survey, open question type was applied to 42 EE 2018.2 (Appendix 6), to 30 primary school teachers 2018 (Appendix 5), and to 4 OPE advisors (Appendix 4).

5.4.2.2 Closed-ended surveys.

The closed-question survey targeted 1070 students in educational institutions for the 2018 convention period.² Two types of survey were used because not all students had reading and

writing skills. Type 2 survey (Appendix 7) was applied to zero and first grades. Type 1 survey (Appendix 8) was applied to students from second grade onwards.

5.5 Supplementary instruments

In order to achieve greater security when collecting data, electronic devices such as smartphone, portable recorders, laptops were used. These tools allowed researchers for greater assurance of the information collected in interviews, surveys and questionnaires. In addition, a signed prior informed consent was developed informing all participants that their contributions to the project were for research purposes only.

6. PARTICIPANTS

The population of the research project was composed of 2 School principals, 4 School coordinators, 30 Primary School teachers (group directors), 42 pre-service teachers, 3887 primary school students from the Educational Institution Convention period 2018.2., Institución Educativa Francisco José de Caldas and Institución Educativa Instituto Técnico (IEIT), and its others institutions: Institución Educativa Francisco de Paula Santander, Institución Educativa Rafael Tello (ITRT), Institución Educativa José Edmundo Sandoval (IEJES) and Institución Educativa Francisco José de Caldas (IEFJC); of which 1,070 school students took part in the OPE, including only 35% of the population benefiting from the OPE. In addition, the 4 OPE advisors, 1 OPE coordinator were included as participants. Finally, those who carried out the research project were the 4 researchers students belonging to semester X of the Bachelor Degree Program in Modern Languages English – French of the University of Cauca, Santander de Quilichao.

7. THEORETICAL FRAMEWORK

The social impact was an essential concept in this project, for this reason it was crucial to highlight there was neither a concrete process nor indicators that led to the meaning of the social impact in the educational field, and contrary there are studies about the social impact evaluation in the business or environment fields. In this regard, it is clarified that this project did not seek to evaluate the social impact of the English classes in the convention institutions but rather how the OPE impacted the educational community, taking into account that “impact” has several uses in different fields “*when considering the impact that is generated as a result of research, a number of authors and government recommendations have advised that a clear definition of impact is required*” (Duryea, Hochman, and Parfitt 2007; Grant et al. 2009; Russell Group 2009). Thus, it was embraced a definition by *Cambridge dictionary* “*the strong effect or influence that something has on a situation or person*”.

7.1 Social Impact

In the field of psychology was found a theory attributed to Bibb Latané (1981); then, it will be defined and some other concepts that will allow a good understanding of the project.

Latané (1981) exposes: “la teoría de impacto social es definida como la cantidad de influencia social que los individuos tienen el uno en el otro”. In relation to the present research project, the OPE can be seen as an influential factor in the educational institutions of the convention. In addition, *Latané (1981)*

“proposes a theory of social impact specifying the effect of other persons on an individual. According to the theory, when other people are the source of impact and the individual is the target, impact should be a multiplicative function of the strength,

immediacy, and number of other people. Furthermore, impact should take the form of a power function, with the marginal effect of the other person, when other people stand with the individual as the target of forces from outside the group, impact should be divided such that the resultant is an inverse power function of the strength, immediacy, and number of persons standing together.

Polcuch (2000) defines “*el cambio efectuado en la sociedad debido al producto de las investigaciones*”. Likewise, Guzmán M (2004) determines social impact as the results acquired at the end of a program or project. These effects imply a significant improvement; and in most cases they are enduring in time.

While Cohen E and Martínez R (2002) define the term “impact” in their instructional manual named as *Formulación, Evaluación y Monitoreo de Proyectos Sociales*:

El impacto de un proyecto o programa social es la magnitud cuantitativa del cambio en el problema de la población objetivo como resultado de la entrega de productos (bienes o servicios).

El impacto se asocia directamente al problema social que dio origen al proyecto (disminución de la morbilidad, malnutrición, analfabetismo, desempleo, mayor escolaridad, etc.)

Finally, there is no a theory of social impact that fits into the field of education, it was decided to reference the previous concepts that describe the main objective of this project.

7.2 Characterization

In the absence of a theory which demarcates parameters that a characterization project should follow, it is decided to resort to concepts given by authors who describe and specify the objective with which it is intended to characterize the population emerged in the present research.

The characterization concept is considered for the development of this project, because it is a crucial part to understand the Social Impact that the OPE had in the 2018.2. In this way, in the characterization, the qualitative description is used whereby quantitative data can be utilized with the purpose of deepening the knowledge on some topic.

“La caracterización es un tipo de descripción cualitativa que puede recurrir a datos o a lo cuantitativo con el fin de profundizar el conocimiento sobre algo”. Para cualificar ese algo previamente se deben identificar y organizar los datos; y a partir de ellos, describir (caracterizar) de una forma estructurada; y posteriormente, establecer su significado (sistematizar de forma crítica) (Bonilla, Hurtado & Jaramillo, 2009).

8. CONCEPTUAL FRAMEWORK

To address the Social Impact of the teaching practice carried out by the students of the Bachelor's Degree in Modern Languages English-French of the Universidad del Cauca in Santander de Quilichao, the following categories were taken into account: Social Impact, Orientation of the Educational Process "OPE ", Educational Institutions Convention and Teaching Practice, for this, it was necessary to understand all the concept involved in this project and the each one function.

8.1 Institutional Convention

The concept of convention refers to

“al concierto de voluntades, expresado en convención, pacto, contrato, tratado o ajuste. Sinónimo de cualquiera de estos vocablos que implican acuerdo, por la elasticidad y uso generalizado que a convenio se le da; no obstante, las diferenciaciones técnicas que en cada remisión se concretan” (p. 365).

Considering the previous, it is important to mention the definition of the Colombian civil code around contracts and conventions, which establishes in article 1495 “contrato o convención es un acto por el cual una parte se obliga con otra a dar, hacer o no hacer alguna cosa. Cada parte puede ser de una o de muchas personas” (p. 360). In other words, the Civil Code refers to the convention, as a pact of interests that must be carried between two or more parties, by which one of the two of them, it is obligated to the other to give, do or not do something.

On the other hand, according to concept 63 of the General Secretary of the Mayor's Office of Bogotá DC (2008) *...aquellos acuerdos de voluntades celebrados por la entidad con personas de derecho público o privado, que tienen por objeto el cumplimiento de las obligaciones constitucionales, legales y reglamentarias de la entidad, para el logro de objetivos comunes.*

In this type of convention, that is, institutional convention, it is not conducted for an economic interest, rather, look for a general objective, either cultural, social, or strategic collaboration. In this case, the University and Institutional convention look for establishing cooperation bases without any economic interest.

8.2 Social Impact

The concept of social impact will develop, understood impact of the late Latin *impactus* as “impresión o efecto muy intensos dejados en alguien o en algo por cualquier acción o suceso” (Moliner, M., 1988). Diccionario de uso del español. Madrid, Gredos. In this way, social impact is defined as “al cambio efectuado en la sociedad debido al producto de las investigaciones”. Polcuch E (2000).

8.3 Orientation of the Educational Process “OPE”

The concept of Orientation of the Educational Process "OPE" is presented as a space in which pre-service teacher must develop their teaching practice, and the Institutional Educational Project "PEI" of the program defines it as:

un proceso en el cual los estudiantes recolectan información necesaria para el planteamiento de sus problemas de investigación-acción, ponen en práctica y confrontan sus conocimientos a través del análisis del proceso de enseñanza y aprendizaje. También diseñan y aplican estrategias para motivar el aprendizaje con el acompañamiento de un docente. Con ese fin, estas actividades se apoyan en la elaboración de reflexiones de tipo ensayístico, discusiones y plenarias alimentadas con seminarios relacionados con las temáticas y en el desarrollo de actividades particulares (p.13).

8.4 Institutional Convention

Institutional Convention which offers the scenarios to students who are VIII-IX semesters of their career to carry out their practice; this is a requirement the students have, and it is regulated by the National Education Ministry. Thus,

Las prácticas con estudiantes universitarios, técnicos o tecnólogos que las empresas establezcan directamente o con instituciones de educación aprobadas por el Estado de acuerdo con las leyes 30 de 1992 y 115 de 1994 demás disposiciones que las adicionen, modifiquen o sustituyan que establezcan dentro de su programa curricular este tipo de prácticas para afianzar los conocimientos teóricos sin que, en estos casos haya lugar a formación académica, circunscribiendo la relación al otorgamiento de experiencia y formación práctica empresarial. Tendrán el tratamiento de contrato de aprendizaje” Ley que ampara a los pasantes y practicantes” (p.3). Ley que ampara a los pasantes y practicantes (p.3).

8.5 Educational Practice

Educational Practice is carried out by students who are close to get their Bachelor degrees in Colombia; this space is propitious to strengthen knowledge acquired throughout the career, being aware of their training as graduates. For this reason, it is defined as [...] “el conjunto de acciones que consciente o inconscientemente, de manera continua, repetida y a la vez creativa, el docente lleva a cabo al enseñar” (Campo, R., 2000, p.8).

9. CONTEXTUAL FRAMEWORK

According to the Official Website of the Mayor's Office of Santander de Quilichao (2016), the Republic of Colombia is a Latin American country divided into 32 departments, among which is the department of Cauca, in which the municipality of Santander de Quilichao is located. The official bulletin No.5 of the University of Cauca (2008) highlights that: “un elemento realmente preocupante en el Departamento tiene que ver con la escolaridad. Bajo muchos presupuestos se ha establecido que la educación constituye la mejor estrategia para mejorar la calidad del capital humano” (p.4). The municipality has the presence of several educational institutions, among which are the Institución Educativa Francisco José de Caldas "IEFJC" and the Institución Educativa Instituto Técnico "IEIT" with its three institutions that are: José Edmundo Sandoval, Francisco de Paula Santander and Rafael Tello.

The Universidad del Cauca opened the regionalization process in the municipality of Santander de Quilichao in 2013², due to:

“la Universidad se ha comprometido con la ampliación de la cobertura de la educación superior con calidad, pertinencia y permanencia, y brindar mayores oportunidades a las personas de las regiones para realizar sus estudios universitarios. Que corresponde al Estado, por medio de la Universidad, garantizar el cumplimiento al artículo 67 de la Constitución Política de Colombia. Que la Ley 30 de 1992, ley marco de la Educación Superior, señala entre sus objetivos en la reseña histórica de la Universidad del Cauca "promover la unidad nacional, la descentralización regional y la cooperación interinstitucional, con miras a que las diversas zonas del país dispongan de los recursos

² Universidad del Cauca, Centro de Regionalización. Acuerdo Superior 005 de 2013, on the creation of the Regionalization Center of Unicauca. Popayán, Colombia.

humanos y de las tecnologías apropiadas que les permitan atender adecuadamente sus necesidades".

The historical review of the Universidad del Cauca states:

La Universidad del Cauca inicia su presencia permanente en Santander de Quilichao en el año 1998 con la compra de su primera sede, denominada "La Casona", que se encuentra ubicada en el sector céntrico de la cabecera municipal, junto al parque principal"; y segundo, debido a la gran aceptación que tuvo la Universidad del Cauca en el municipio de Santander de Quilichao "la Universidad realizó dos gestiones paralelas, por un lado, firmó un convenio de cooperación institucional con la Universidad del Valle y un comodato para compartir el lugar denominado "Campus Carvajal" y por el otro obtuvo la donación, por parte de la Gobernación del Cauca, de un predio de 19 hectáreas.

The University of Cauca offers a Bachelor's in Modern Languages English and French, in which it is essential that students carry out their OPE in compliance with law 115, resolution 02041 (2016) states bachelor majors should ensure students acquire pedagogical practice training. Hence, undergraduate students must understand and appropriate dynamics activities to classroom context, also outcoming teachers should recognize the differences and modalities of children, youth and adult's education process. Besides, pedagogical teaching practice must be linked to educational institutions conventions to demonstrate higher education by developing pedagogical practices as relevants training spaces related to the future professional and labor performance of the pre-service teachers. (p.1-2)

According to resolution 021 of April 4, 2017 of the University, the University of Cauca signed an inter-institutional cooperation convention with the Institución Educativa Instituto Técnico

Santander de Quilichao and the Institución Educativa Francisco José de Caldas in order to contribute to the enrichment of the three institutions and the region. In accordance with the files of the institution of the general secretary, the Institución Educativa Instituto Técnico, Santander de Quilichao covers a population of 2517 students of which 793 participate in the OPE; and according to the files of the general secretariat of the Institución Educativa Francisco José de Caldas, the primary institution covers a population of 989 students of which 209 students participate in the OPE.

9.1 Bachelor's Degree in Latin America

It is necessary to know that the degree does not play the same role in many Latin American countries such as Mexico or Chile.

En un sentido general, a nivel latinoamericano, esta podría definirse como el título que se obtiene al terminar una carrera universitaria de dos ciclos, el cual dependiendo del ritmo del estudiante toma de cuatro a seis años en concluirse. La licenciatura se obtiene de manera independiente o bien, como ciclo de formación continua tras obtener la diplomatura. Por eso se dice que la diplomatura es formación de primer ciclo mientras que la licenciatura es formación de segundo ciclo (Hotcourses Latinoamérica, 2011).

9.2 Bachelor's Degree in Colombia

The concept of bachelor's degree in Colombia is brought up since it is one of the only apart from Brazil, in which the bachelor's degree is to be an educator. Therefore, Law 30, 1992, and Law 115, 1994; article 25 of the former establishes that Bachelors program need to have relevance to

higher education training at schools; and article 112 of the latter establishes the responsibility for the initial training of teachers at the higher education level but at beginning of the majors, i.e. through degree programs. (Ministerio de Educación Nacional de Colombia, n.d).

9.3 Bachelor's Degree in Modern Languages English-French, University of Cauca

Bachelor's degree in Modern Languages English and French from the University of Cauca (s.f.) has its own definition and/or objectives with respect to other universities in the country. Its general objective fixed the academic Program aims at training teachers and researchers in Foreign Languages (English-French), trained to assume educational activities in primary, secondary and vocational middle school. In addition, it privileges research as a pedagogical and knowledge process, by materializing the Orientation of the Educational Practice carried out by pre-service teachers in different institutions during the VIII - IX semester of the major.

10. CHARACTERIZATION

In the following section, it will be found the characterization of the students' beneficiaries (children) of the educational institutions' convention signed in 2018.2 OPE. Currently, educative institutions have 3887 of which **1,070** students cover the OPE.

First, the general characterization of all students will be presented. Second, the characterization by institutions will be introduced, Institución Educativa Francisco de José de Caldas. Third, the characterization of the Institución Educativa Instituto Técnico.

Table 2.

General Characterization of the Institutions

<u>Educative institutions</u>	<u>Student number</u>
Institución Educativa Instituto Técnico	2898
Institución Educativa Francisco José de Caldas	990
Feminine population	2038
Masculine population	1849
Total number of students	3887
Total OPE beneficiaries	1070

Note. This table specifies the general information concerning the student population of the institutional convention (the whole schools).

Table 3.

General School Student's Characterization

<u>Stratum</u>		<u>Ethnic group</u>		<u>Residence</u>	
0	144	Half-breed	3456	Rural	877
1	2093	Afro Colombian	266	Urban	3010
2	1281	Indigenous	30		
3	355	Not defined	135		
4	11				
5	1				
6	2				
Total	3887		3887		3887

Note. This table shows the information concerning to the ethnics features of student population of the institutional convention (the whole schools)

Table 4.

Second General School Student's Characterization

<u>Conflict victim population</u>	<u>Exceptional abilities children</u>	<u>Special need students</u>
Not apply	3779	14
In displacement	105	
Children of demobilized adults	2	
Mines	1	
Total	3887	

Note. This table specifies the information concerning to the student population situation of the institutional convention (the whole schools).

10.1 Institución Educativa Francisco José de Caldas

The Institución Educativa Francisco José de Caldas had a total of 990 students during the year 2018, of which **369** students were beneficiaries of the OPE 2018.2 program. During 2018.2 OPE took place at the primary school. The features' students benefiting from the OPE are presented below.

Table 5.

Institución Educativa Francisco José de Caldas First Characterization

	<u>Stratum</u>	<u>Ethnic group</u>	<u>Residence zone</u>		
0	15	Half-breed	358	Rural	97
1	312	Afro-colombian	360	Urban	893
2	474	Indigenous	48		
3	189	Not defined	224		
Total	990		990		990

Note. In the following table it will find the information concerning the student population of the convention institutions.

Table 6.

Institución Educativa Francisco José de Caldas Second Characterization

<u>Educative institutions</u>	<u>Student Number</u>
Institución Educativa Francisco José de Caldas	990
Feminine population	548
Masculine population	442
OPE beneficiaries	369

Note. In the following table it will find the information concerning the student population of the convention institutions

10.2 Institución Educativa Instituto Técnico

The Institución Educativa Instituto Técnico and its three primary institutions had a total of 2898 students during the year 2018, of which **755** students were beneficiaries of the OPE 2018.2 program. The features' students benefiting from the OPE are presented below.

Table 7.

OPE Beneficiaries from IEIT Primaries School

<u>Primaries School from IEIT</u>	<u>OPE Beneficiaries</u>
Institución Educativa José Edmundo Sandoval	134
Institución Educativa Rafael Tello	176
Institución Educativa Francisco de Paula Santander	391

Note. In the following table it will find the information concerning the student population of institutional convention.

Table 8.

Institución Educativa Instituto Técnico First Characterization

<u>Educative institutions</u>	<u>Student number</u>
Institución Educativa Instituto Técnico de Santander de Quilichao	2898
Feminine population	1490
Masculine population	1408
OPE beneficiaries	701

Note. In the following table it will find the information concerning the student population of the convention institutions.

Table 9.

Institución Educativa Instituto Técnico Second Characterization

<u>Stratum</u>		<u>Ethnic group</u>	<u>Residence zone</u>		
0	129	Half-breed	2540	Rural	789
1	1786	Afro colombian	213	Urban	2109
2	810	Indigenous	134		
3	166	Not defined	11		
4	7				
Total	2898		2898		2898

Note. In the following table it will find the information concerning the student population of the convention institutions.

11. ANALYSIS OF DATA COLLECTION

In this chapter, the data collection analyses provided by whole participants are displayed in a specific way. In order to better understand the distribution of the analyses, the following list of the population surveyed and interviewed is presented.

- ✓ School principals (Interview Analysis)
- ✓ School Coordinators (Interview Analysis)
- ✓ School teachers (Surveys Analysis)
- ✓ OPE advisors (Surveys Analysis)
- ✓ OPE coordinator (Interview Analysis)
- ✓ OPE I 2018.2 pre-service teachers (Surveys Analysis)
- ✓ OPE II 2018.2 pre-service teachers (Surveys Analysis)
- ✓ School students' children (Surveys Analysis)

11.1 Interview analysis to school principal of the Institución Educativa Instituto Técnico and Institución Educativa Francisco José de Caldas.

Objective: To know the opinion of the principals regarding the OPE practices process.

Desde su punto de vista, ¿Qué opina acerca del Convenio Institucional que se celebró entre la Universidad del Cauca y la Institución Educativa?

The 2 principals indicated that they think that the agreement was profitable for both the educational institution and the University of Cauca. Also, the convention allows primary teachers to strengthen English classes, which are more enjoyable and productive for students.

“El convenio me parece muy provechoso para nuestros estudiantes del francisco José de caldas, sé que también los beneficia a los estudiantes de la universidad del cauca, pero realmente estoy satisfecho con el buen desempeño, la responsabilidad, el compromiso, con que los jóvenes han ehh, se han comprometido en desempeñar esta práctica.”

¿Cuál es el objetivo del Convenio Institucional acordado entre la Universidad del Cauca y la Institución Educativa?

Both principals considered that the objective of the agreement is that students of the Cauca University can carry out their practice while they are helping to teach English in educational institutions. Taking into account that there are not English teachers in the primary schools, the preservice teachers are a good source of knowledge in the English subject to students and primary teachers. *“Si, es precisamente eso no, colaborarnos con instituciones, colaborarles a los estudiantes que están próximos a ser profesionales y también aprovechar que ellos tienen sus fortalezas en un área específica para producir un mejoramiento en la calidad de los niños.”*

¿Cree que el convenio institucional se está cumpliendo? ¿Por qué?

Both principals thought that the institutional agreement is being fulfilled as it should be, but they think it is indispensable to carry out a meeting with all the OPE participants with the aim of knowing the impact that the OPE is having in the educative field. *“Sí, creo que se está cumpliendo a cabalidad y hoy por hoy yo veo a mis estudiantes de la primaria, ansiosos de que lleguen los jóvenes de la Unicauca a hacerle sus clases de inglés.” “Si, creo que sí. No se ha tenido ningún reclamo, pues las coordinadoras están en sedes que son alejadas del colegio, pero hay satisfacción en ellas, hay normalidad, entonces es porque el convenio se ha desarrollado como tal.”*

¿Ha notado algún cambio en la actitud de los estudiantes y profesores con respecto a la enseñanza del inglés? De ser así, ¿cuál o cuáles son?

There was a principal who considered that there has been a change in the attitude of the students regarding the teaching of English, the children show his joy to the arrival of the preservice teachers; while the other one principal thought that to know if there is an attitudinal change either in students or teachers, it should be carried out an evaluation of the work done with the high school coordinators since they have been more involved in the process. *“Si, realmente de ser una materia que, que ha sido como bastante difícil para los estudiantes, hoy por hoy, es algo que ellos esperan con con gran gusto, con cariño, con ansiedad, están dispuestos a recibir esta clase, la motivación es muy grande.”*

¿Cuáles son sus recomendaciones a los estudiantes de Licenciatura en Lenguas Modernas de la Universidad del Cauca que realizan su práctica pedagógica en la Institución Educativa Instituto Técnico? De ser así, ¿cuál o cuáles son?

There was a principal who said that he would not make a recommendation to pre-service teachers but the university of Cauca. On the other hand, the other principal continued to maintain his position to perform an evaluation of the work done to make the recommendations. *“Bueno, yo más que a los estudiantes, le recomendaría pues a la, a la universidad que nos pudieran acompañar más durante el proceso de todo el año electivo, que pudiéramos tener un acompañamiento más permanente, sé que eso beneficiaría a todos, me gustaría incluso que se intensificara, que pudiéramos tener más practicantes.”*

¿Hay algo que le gustaría cambiar, eliminar o agregar del convenio institucional celebrado con la Universidad del Cauca? De ser así, ¿qué es?

There was a principal who expressed that the University of Cauca could train the teachers of the institution, because it could be a better performance while the other principal answered that he had nothing to add at that moment. *“A mí me gustaría un convenio, donde nosotros pudiéramos empezar a capacitar a los docentes, a los docentes nuestros de acá de planta, ehh en algún momento tuve alguna propuesta de dar unos cursos, de la Universidad del Cauca acá, en el Francisco José de Caldas y en contraprestación me podían dar ehh, por el préstamo de salones dar capacitación a mis docentes, yo estaría muy de acuerdo con poder realizar este convenio.”*

Desde su punto de vista, ¿cree que el convenio institucional acordado entre la Universidad del Cauca y la Institución Educativa ha generado un impacto en la Institución? De ser así, ¿cuál es? Explíquelo.

A principal indicated that he considers the agreement has generated an impact on the school, besides she highlighted it should be a profitable convention for better results such as be bilinguals in the future while the other principal considered that it should be carried out an evaluation of the

work done to know the impact. *“Si, ha generado un impacto realmente, esto es ya obvio, ya lo he venido diciendo a lo largo de la entrevista ha ha servido para que el inglés sea ya una lengua amable, una lengua que los muchachos quieren conocer, que los muchachos ansían tener esa clase, ese impacto nos sirve y estamos esperando en algún momento se sueña con que podamos ser bilingües...mmm yo sé que es un proceso largo y que en una institución oficial es complicado, pero si pudiéramos hacer un mejor, un más provechoso convenio entre la Universidad del Cauca y el Francisco, sé que se podría, después de que haya voluntad, todo se puede.”*

¿Hay licenciados en lenguas modernas y/o licenciado en inglés en la Institución Educativa?

Justifique la respuesta

The principals expressed that there is a graduate of English in a primary school while in the other institution there are not English teachers because of the Colombian system. It means, in Colombia, the primary teachers are not specialized in a specific subject and they must teach all the subjects. *‘En las escuelas hay docentes de básica primaria que no tienen una especialidad de ninguna área específica, ¿sí? Entonces allí puede presentarse debilidades en matemáticas, debilidades en inglés y lógicamente los estudiantes que vienen a realizar sus pasantías pues nos son más útiles en la escuela que en el colegio. En el bachillerato tenemos unos seis porque la cantidad de estudiantes amerita que haya seis, en las escuelas pues no hay ninguno, sino que el profesor allá es como torero da todas las áreas sin tener especialidad en ninguna.’*

11.2 Analysis to school coordinators

This chapter shows the information collected by participants. For its comprehensible development, all similar answers are gathered in a single paragraph. The rest is explained below

Objective: to know the opinion of the principals regarding the OPE practices process.

Desde su punto de vista, ¿Qué opina usted acerca del convenio institucional que se celebró entre la Universidad del Cauca y la Institución Educativa Francisco José de Caldas?

In the first question of the semi-structured interview, the coordinators of the different institutions declared that the institutional convention is beneficial both for the titular teachers and for the children because the preservice teachers can learn from the experience of the titular teachers and they in turn can learn English from the EE, beside the children are learning English from a teacher specialized in English “...es un convenio que ha beneficiado a nivel pedagógico y didáctico a los docentes y a los estudiantes.” In turn, they expressed that it is pertinent for both educational entities (university and schools) “Pues a mí me parece un convenio muy pertinente para la institución y para los jóvenes que vienen a hacer su práctica, es un convenio que es de beneficio mutuo...”. They also said that the convention helps teachers, since there are no graduates in English and it is a good opportunity for them, “... poder tener un convenio con la universidad del Cauca con el objetivo de que los pasantes llegarán a nuestras sedes debido a que pues como todos sabemos en la sede de primaria no hay maestros especialistas y menos en el área pues de idioma Inglés.” “No, pues es una buena oportunidad para los estudiantes y también para los docentes ya que los docentes de básica primaria no tienen una formación en lenguas ni en el inglés...”.

2. ¿Cuáles fueron los mecanismos que utilizaron para realizar el convenio con la Universidad del Cauca, sede norte?

The mechanisms to carry out the institutional convention between the university of Cauca and the Institución Educativa Francisco de Caldas was by means of an application that was delivered to the principal and then it was sent to the coordinator of the school. “Pues vinieron inicialmente unos coordinadores y, aunque eso sobre todo fue con el rector, él es el que tiene que aprobar, entonces él después me llamó y me dijo que había llegado una carta de la universidad solicitando que los muchachos hicieran aquí sus prácticas; que, ¿qué me parecía? Entonces yo le di el concepto, bien, porque lo necesitamos, pero entonces inicialmente se hizo esa solicitud por escrito al rector.” While the convention between the university and the Institución Educativa Instituto Técnico was carried out through the coordinator of the institution Francisco de Paula Santander, and she made contact with a leader of the program in Popayan for making a precise management and achieve the agreement. “pues nos llega la coordinadora/un nuevo coordinador y el coordinador empieza a buscar cómo podemos establecer realmente un convenio formal. Tenemos una visita, tuvimos una visita también el año anterior de la coordinadora, la coordinadora de la Universidad del Cauca, la doctora Ruby Ulchur y también tuvimos la visita de la decana, entonces ellos estaban pues, ya tratamos de que el convenio realmente fuera establecido desde Popayán para que pudiera tener peso... Entonces el convenio se establece directamente con la coordinadora Ruby Ulchur y ya lo manejamos ya a nivel institucional; ¿qué permitió eso? Uno, establecer pues, unos puntos de compromiso a nivel de la Universidad y unos compromisos a nivel de la institución, además de que no solamente esos pasantes llegaran aquí a mi sede, sino que permitió que llegaran a la sede Rafael Tello y a la sede José Edmundo Sandoval.”

3. ¿Cuál fue la razón que motivó a firmar este convenio Institucional?

The reason that motivated the coordinators to sign this convention was the need for specialized teachers in the area of English, because the titular teachers do not have an in-depth knowledge of this area. This situation is due to the fact the Education Ministry does not train primary teachers in the tools that they provide. “La razón fue la necesidad de un docente de Lenguas Modernas en la básica primaria porque realmente nuestros maestros son maestros de básica primaria ósea les toca dar de todo un poquito, pero realmente en el área de inglés pues se encuentran muchas debilidades.” “Pues como ya les dije la falta de personal con el perfil adecuado y los niños acá lo requerían porque acá en el plan de estudios está inglés desde primero, segundo, tercero, cuarto y quinto. Y la docente que es preparada en inglés únicamente daba en terceros, cuartos y quintos; se rota, entonces en los otros grupos eran docentes que no tienen mucho conocimiento del inglés, entonces por eso vimos la necesidad de aceptar el convenio.” Besides, it asked the coordinator of the school Francisco de Jose Caldas the reason, why there is one teacher to teach the English class? and she answered the following: “Porque le cuento que generalmente para las básicas primarias los docentes que llegan ellos tienen su especialidad en, su perfil dice docente en básica primaria y el docente de básica primaria debe estar preparado para dar todas las materias, es decir que en estos momentos, licenciados, licenciadas en esta sede en primaria no lo hay sino la única licenciada en algo específico es la docente que da inglés y español; las otras son que en básica primaria con énfasis en una cosa, en otra en otra; y hay otra que son normalistas, las normalistas son realmente para dar en primaria entonces por eso casi no hay licenciados para la básica primaria, en nuestra sede pues, porque en otros puede ser que si los hayan.” On the other hand, this convention has not only helped the students but also the teachers, the pre-service teachers have been a support for them. “Entonces el contar con personas que tengan el dominio del

lenguaje, de la escritura que puedan servir incluso de maestros para mis maestros es muy importante porque estamos dejando huellas no solo en los niños sino también en los maestros.”

“Lógicamente es un beneficio mutuo, ustedes porque van a tomar la experiencia ehh como docentes, y nosotros porque nos beneficiamos porque los docentes son licenciados en básica con énfasis en... pero no son licenciados en el área, ósea no conocen la disciplina.”

¿Qué significado tiene este convenio para los estudiantes?

The convention for the students is pleasant, since they receive the pre-service teachers with emotion and happiness which makes the children have a different perspective with respect to English subject. “para ellos es muy interesante y uno los ve que cuando llegan los muchachos que les dan las clases ellos son muy efusivos, los abrazan, los besan y forman una algarabía porque llegan esos muchachos a darles el inglés, entonces es como una mirada diferente de ellos hacia una materia, que de pronto lo muchachos como son, tienen una forma diferente de darla y como que les llega más a los muchachos, y les llama la atención el inglés.” They also stated that the convention for them is very beneficial, since there are people with specialized knowledge in the area. “Para los estudiantes pues como les digo, es un beneficio grandísimo, es un beneficio alto porque, aunque ustedes son estudiantes que no han terminado, pero pues ya están en un nivel que, igual los estudiantes de primaria no necesitan un nivel tan alto, entonces es, de alguna manera es más especializado, ya los estudiantes están pues enfocados en una disciplina, entonces es un beneficio muy grande para ellos, el significado para ellos es ganancia total en la parte del aprendizaje.”

5. ¿Cómo describiría usted el impacto que ha tenido la Orientación del Proceso Educativo dentro de la institución?

The impact that the OPE has generated in the different educational institutions has been great and positive, since the students have acquired affection towards the subject, thus giving good achievement in the simulations of the English test. It is indispensable to highlight that the children look very happy with the arrival of the pre-service teachers, it can be heard the laughter of the children. However, one of the coordinators suggested that the time of the convention is short and she would like to be the whole school year “ha sido un impacto grande, beneficioso, ehh pues ha mejorado, las competencias en el área de inglés en nuestros niños, ya lo hemos podido notar a través de los simulacros que hemos hecho, ósea que los simulacros ya nos muestran unos puntajes altos en inglés, entonces hemos/nos hemos dado cuenta de que, que si ha sido muy beneficioso para nuestros estudiantes que son la razón de estar aquí.” “El impacto, vuelvo y le digo, o sea aquí tenemos que hablar es de cosas positivas porque se han beneficiado, vuelvo y le repito, estudiantes y docentes, entonces el impacto ha sido muy bueno, excelente, pensamos que es algo muy bueno, muy positivo.”

¿Qué le gusta del convenio institucional?

There were different answers from the coordinators:

C1: “Pues yo creo que me gusta todo, que no se vaya a quitar porque la idea es que, una, ustedes puedan intercambiar ideas con los docentes y puedan aprender de la experiencia de ellos. Y dos, los profesores se puedan enriquecer con ese bagaje conceptual, teórico y didáctico que ustedes tienen.”

C2: “Pues el apoyo que hay, eeh que el profe de planta va mejorando su práctica docente porque va aprendiendo muchas cosas. Además, digamos lo que ya tienen sus años, que traen sus costumbres, entonces se oxigenan de alguna manera con los estudiantes nuevos, pues ustedes ya son muy recursivos, ya utilizan otro tipo de metodología entonces de pronto el docente que ya tenía su práctica tradicional va aprendiendo también de esas cosas nuevas. Es una oxigenación muy buena también.”

C3: “Pues me gusta como la organización y las coordinadoras del programa, aquí han venido, hasta el momento han sido tres de las docentes que son muy comprometidas y ellas están muy pendientes que si sucede algo, me llaman por el *whatsapp*, me mandan mensajes de algún cambio de planes, están informando permanentemente porque no inician, cuando inician, que dificultades hay; entonces la comunicación ha sido muy pertinente y muy fluida.”

C4: “A mí me parece que el convenio este pues perfecto, así como esta siento que los chicos han sido jóvenes responsables, los profesores que acompañan ehh los pasantes han sido muy receptivos con la institución muy allegados, la profesora Karim una excelente maestra, eh el profesor eh Edwin excelente también, dos personas muy amables que saben llegar a la institución y que se prestan para trabajar.”

¿Qué le gustaría cambiar, agregar o quitar al convenio institucional?

The coordinators expressed that the convention should be longer, it means that pre-service teachers begin to work with the children whole the school year. On the contrary, one coordinator expressed that there should be more coverage regarding the different courses that the school has, it means the impact that pre-service teachers are making is admirable which will allow the creation of new conventions in the city. “Lo que le cambiaría es que podamos lograr que ustedes

lleguen desde el inicio del año, es decir que ese convenio se pueda establecer de tal manera, a final de año de/para que cuando ingresemos, es decir en febrero, ustedes ya estén iniciando clases con nosotros.” “No, pues o sea lo que yo quisiera que me agregaran, es más, en el caso particular de la José Edmundo sería que agreguen más pasantes porque yo tengo doble jornada, tengo jornada en la tarde y siempre se ha visto beneficiada es la mañana, en la tarde no. O sea, si hubo en algún momento, hubo unos chicos que atendieron en la jornada de la tarde, pero fueron solamente a grado quinto y un solo semestre. Entonces, de agregar que me mandaran más pasantes pues para atender a todos los niños de la escuela.”

¿Cómo describiría usted la presencia de estudiantes educadores del programa de lenguas modernas dentro de la institución?

The coordinators agreed that the presence of the pre-service teachers has been important and enriching, which has allowed a pleasant experience for both parties. They congratulated the exceptional labor that pre-service teachers are doing in the institutions with responsibility, creativity, and dedication. However, one of them wants the pre-service teachers can participate more with the activities carry out by the educational institution. “Es una experiencia grande y gratificante, enriquecedora, constructora porque permite, vuelvo y repito que ustedes como pasantes, ehh se enriquezcan de la experiencia de los maestros; y de una vez vayan dando sus primeros pininos’ para enfrentarse a su vida laboral y, vayan cogiendo la experiencia que necesitan para eso, enriqueciéndose de los niños, aprendiendo cada día más porque cada día uno aprende ¿no? Y ehh en los/por parte de los profesores, el fortalecimiento del conocimiento del área de inglés en la disciplina porque muchos no la conocen, entonces es un intercambio académico, pedagógico y didáctico grande que favorece las dos partes.” “No, muy buena, hasta

ahora yo no tengo nada que decir, no he tenido ningún inconveniente ni disciplinario ni social ni nada, o sea me parece hasta ahora que los muchachos que han ido son como respetuosos de las normas que hay dentro de la escuela. No, me parece que ha sido positiva también.”

¿Qué recomendaciones daría usted a los practicantes? (llamados por la -Universidad del Cauca, estudiantes educadores)

The recommendations given by the coordinators to the pre-service teachers were that there is more communication between them and the titular teacher, so that they can better organize the classes and learn from the titular teacher experience, they already have due to their long career in education. “... ehh compartir las experiencias que ustedes tienen, las estrategias que ustedes tienen para que cuando ya en el momento que cuando ustedes no estén, ellos vayan apropiándose de esas estrategias, entonces es más diálogo directo con el maestro, mucho más diálogo directo con el maestro, construir las clases con los maestros, invitarlos a eso, invitarlos a que, a que ósea hagan en equipo la clase, a eso/es mi mayor recomendación. La otra ya es a título personal, siempre estar dispuestos a dar lo mejor de ustedes, ehh ser siempre competitivos, ser unas personas perseverantes, ehh que amen, que amen lo que hacen porque el que no ama lo que hace no, no lo va a hacer de la mejor manera; ser humildes a pesar de tener el conocimiento porque cuando tú no eres humilde teniendo conocimiento, pierdes. Entonces las recomendaciones es ser excelentes profesionales, pero también ser excelentes personas.” Another recommendation is that pre-service teachers must learn to handle discipline within the classroom, since sometimes the titular teacher does not remain in the class, resulting in a not so successful class. “Pues las recomendaciones son más como desde el punto de vista del control del manejo de la disciplina, pues como son muchachos que realmente casi no han tenido práctica con estudiantes algunos, no todos, algunos, a veces no pueden controlar la disciplina y más que a veces el docente es bien

fresco y se va y los dejan solos; entonces ellos a veces tienen esa dificultad, pero todo debe ser un proceso y además que a muchos no les han dado formación para atender esos casos, me imagino, no sé en la universidad como es, si hay alguna asignatura o algo en donde a los muchachos los preparan para enfrentarse a un grupo para liderar ese grupo, para organizarlo de forma que al muchacho no le hagan indisciplina, entonces eso no sé cómo será allá en la universidad.”

¿Qué recomendaciones daría usted a los coordinadores OPE, a los asesores OPE?

The coordinators congratulated the work done by the advisors, but they recommended that advisors look for a strategy to observe the pre-service teacher, but that they do not feel intimidated, and other recommendation is that advisors can become more involved in the activities of the institution and not only in the class. Otherwise, these suggestions will help to improve processes that are carried out in the institution conventions to achieve excellent results in everything. “las recomendaciones pues, hasta ahora han venido haciendo un excelente trabajo... una excelente relación con Adriana, una persona muy comprometida, una persona que creo que siempre los lleva a ustedes de la mano y, que, a la vez, es una persona exigente, que también tiene que ser exigente y a la vez acompañar para que las cosas se puedan dar... de pronto la sugerencia sería para Claudia, la del jueves, sí que podamos tener un poco más de interacción. Para Karim noo, el proceso que ha venido manejando es excelente, es una persona muy comprometida, organizada, eh que ha mejorado muchos procesos ¡no! Ehh ha permitido que todo marche muy bien.” “A los asesores pues de pronto que tengan en consideración la participación de los chicos en las otras actividades lo que te decía, que nos puedan colaborar en la izada de bandera de pronto en la elaboración de carteleras que no sea simplemente la clase como tal, sino que de pronto los pasantes pues lleguen a compartir con nosotros otros espacios adicionales.”

¿Le gustaría que la Universidad (en general) o la realización de la práctica OPE genere otros espacios de aprendizaje dentro de la Institución?

The coordinators responded with great acceptance to this proposal, since it will allow the students to learn outside the classroom and to be able to help the children in other areas, that means to do a social work with them. it is pleasing to appreciate that the coordinators are willing to provide an extra space to share, strengthen, and support all those aspects that they have lived in the classroom. “¡Clarooo! Ósea que no solamente se pudiera limitar a los viernes, jueves ¡no! Que pudiéramos hacer otro tipo de actividades donde se fortalezca todas esas competencias desde el área de inglés y no solamente en la clase, que podamos hacer algún tipo de actividad a nivel general, que impacte a toda la comunidad, ósea esa podría, una esa; dos que de pronto generarle un espacio en las mismas reuniones de padres de familia para que ustedes los conozcan, y hasta me gustaría que lo voy a hacer gracias a este comentario, sí es posible voy a invitar a algunos pasantes el día martes a la reunión de padres de familia, los que puedan venir a las diez de la mañana, que no tengan clases, los invito para que los padres de familia los conozcan.”

¿Considera usted que la enseñanza de un idioma extranjero como inglés o francés sería beneficioso para los estudiantes?

The coordinators consider the learning of a second language important as is the case of English, but the option of learning French does not see it viable, since it is not in the national curriculum. However, one of the coordinators said that there is a proposal to teach French to the students in the free time. It is fascinating that there are plans to teach French in primary schools, because it demonstrates they are at the forefront of the globalized world. “Claro también, ósea es que siempre, lo que sucede es que lastimosamente el sistema nacional, nuestro sistema colombiano, no ha permitido que eso se pueda lograr desde la básica primaria, porque la estructura no lo da,

ósea la estructura ehh desde las áreas fundamentales no ha incluido estos dos idiomas desde la parte de transición. Entonces ehh a nivel público ¡no! Porque estamos/ también tenemos que reconocer que a nivel de instituciones privadas, al organizar su pensum, usted puede organizar esos dos idiomas desde transición, pero a nivel público pues nuestro sistema no, no cobija esa sede francés desde el grado transición, pero pues si nuestro sistema lo cobijara, ps lógicamente es una herramienta fundamental, es una área que si tendríamos que manejar desde, desde grado cero para fortalecer las competencias, pero es el sistema el que, que no tampoco no ha dejado que ps que avancemos en eso.” “Claro, y como yo le decía, el inglés está en el plan de estudios, ya todos conocemos la importancia del inglés y eso se les habla a los niños; ehh la importancia del conocimiento de una segunda lengua cuando sean grandes, que si hacen una entrevista, a veces se las hacen en inglés y entonces el que sabe inglés está mejor preparado y se le abren todas las puertas para un empleo; y del francés, tenemos con la profesora, con la coordinadora la propuesta de darles francés a los niños en la jornada de la tarde, entonces, porque ella me dice que hay niños que necesitan ehh afianzar la parte del francés, entonces ella ya está haciendo los convenios con el señor rector para que en la jornada de la tarde, en su tiempo libre los niños con la autorización de los padres vengan a aprender el francés.”

13. ¿Creería usted que la práctica u Orientación del Proceso Educativo debería abrir otros espacios dirigidos exclusivamente a los profesores titulares, coordinadores y rectores de la institución?

Teachers agreed with the University has other spaces to capacitate titular teachers, coordinators and principals, because they do not have enough tools and exact knowledge about English, so it is

an excellent proposal to get a change in the colombian education in the English area. “Realmente si es importante, si sería importante puesto que la universidad también tuviera la posibilidad de llegar a nuestros docentes porque sabemos que la universidad como digamos como centro de centro de la educación y de la formación tiene mucho todavía que aportarle a nuestros maestros y a nosotros como coordinadores y en si es a la comunidad educativa entonces pues claro es de aprovechar todo lo que la universidad pueda brindarnos es de aprovechar. Bienvenidos.”

“¡Excelente sería! Ósea poder que se genere unos espacios, unos espacios donde nosotros como docentes, coordinadores y directivos podamos establecer y mejorar nuestra competencia sería excelente. No solamente mejorar las competencias, sino que también haya procesos administrativos que tengamos que manejar... entonces lo que sí necesitamos es que esos espacios puedan ser por parte de la Universidad (hoy lo estamos haciendo por parte de la coordinación), la invitación es por parte de la coordinación, pero los podemos hacer, también pueden hacerlo por parte de la Universidad.”

Individual questions

In this section, it will be added the answers of some coordinators whom was formulated new questions that there were not in the script, taking into account that interview was semi-structured.

¿Cuántos profesores de inglés hay en la escuela?

I.E José Edmundo Sandoval coordinator

Public schools in our country do not have teachers in primary school specialized in a subject, in this case English. For that reason, English in primary school is not appropriate, because teachers do not have the knowledge in the subject, and they must teach all the subjects without exception

“No, haya no hay profesores de inglés. O sea, en las escuelas ustedes tienen que partir que las escuelas tienen docentes de básica primaria con énfasis en artística, cualquier disciplina. Pero no hay licenciados como tal en las escuelas, en las escuelas no los hay. Por lo menos en las públicas no los hay. O sea, porque el profesor de primero debe dar todas sus asignaturas, el de segundo todas sus asignaturas, entonces en el bachillerato si se maneja por especialidad, pero en las primarias no.”

¿A qué se debe esta falta de licenciados en las escuelas?

I.E Francisco José de Caldas coordinator

Public schools do not have specialized teachers in different subjects such as English in primary school due to the Education Ministry. “¿A qué se debe? No, esto ya es del ministerio, entonces ya viene desde el ministerio, los profes de primaria siempre se han manejado así y en bachillerato ya cada uno tiene su especialidad.”

¿Cree que el convenio institucional se está cumpliendo? ¿Por qué?

I.E Francisco de Paula Santander coordinator

This question was just made for to the coordinator who it established the convention in first time. She answered that the convention is accomplishing totally in the institution. “Siiii...se está cumpliendo a cabalidad, ustedes tienen ps una excelente coordinadora ehh y unos muy excelentes asesores de práctica ¿no?, ósea los tres asesores que ustedes tienen ps están pendientes de su proceso y yo pienso que hemos funcionado, lo hemos estado cumpliendo creo que a cabalidad.”

¿Ha notado algún cambio en la actitud de los estudiantes y profesores con respecto a la enseñanza del inglés? De ser así, ¿cuál o cuáles son?

I.E Francisco de Paula Santander

In this institution, the coordinator has noticed a change in the students and in the English test. "... ya lo hemos podido visualizar a través de las pruebas ya ha habido unos simulacros donde los resultados altos en inglés y también la actitud de los estudiantes, ósea ya vemos estudiantes ehh en el /así diariamente, ya andan pronunciando palabras en inglés, desde grado cero, desde gradito' cero, entonces ehh pues esa es de las que hemos podido notar, que ha empezado a fortalecer las competencias en el área de inglés."

11.3 Analysis to school teachers Institución Educativa Francisco José de Caldas 2018.2

This document describes the general analysis of the collection of data or responses obtained in the survey's application (open-ended question type).

It was chosen to apply this type of open-ended survey because school teachers accompany the pre-service teacher's session after session, they play the role of observers, therefore, they present themselves as our source of work information to find changes, improvements to OPE practices after their contributions collected in their responses.

The survey consisted of seven general questions, four of which were closed-ended questions, and three of which were open-ended questions. The closed-ended questions were dichotomous, in which the participant was only asked to mark one of the answer options. In the open-ended questions, there was no restriction, the participant was free to answer the question in their own way. The surveys were administered in a face-to-face manner, in which the interviewer formally delivered the survey to each participant. The participant was not given a time limit to complete it. Thus, survey was applied to six teachers (directors of 1.2; 2.1; 2.2; 5.1; 5.2; transition 2 grades), who in turn were in charge of pre-service teachers of the program of modern languages Bac of the University of Cauca, Santander de Quilichao, whose students taught English two hours a week, in a single day.

Below, the analysis was divided into 7 crucial points. Each point represented each question of the applied survey, by which the whole participants' answers given were compiled. This was done for the purpose of conclusions and/or recommendations found at each point.

Conventions found in the document:

EE: (Estudiante Educador), term designated by the Modern Language Program, University of Cauca to refer to students who are doing their OPE practices in the educative institution from the region. It is translated to English as pre-service teachers to refer to the same.

Question No. 1 ¿Está usted de acuerdo con la realización del convenio institucional entre la Universidad del Cauca y la Institución Educativa Instituto Técnico, sede José Edmundo Sandoval?

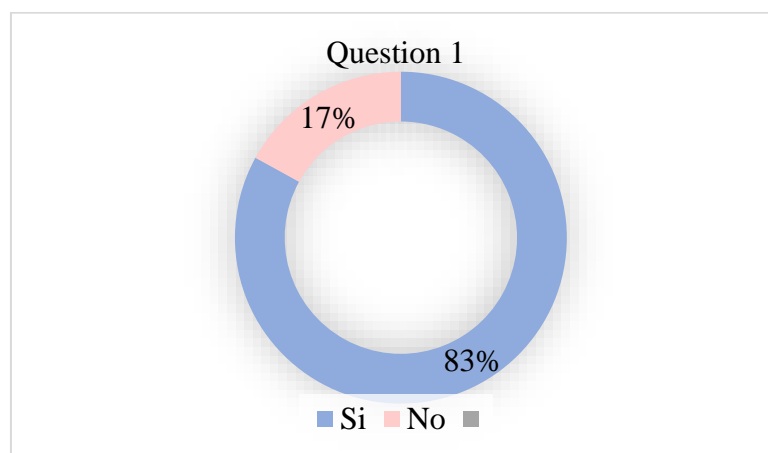


Figure 1. Pie Chart Institutional Convention Opinion from IEFJC School Teachers

Of 6 classrooms, which have 6 group directors, school teachers express to be agreed with the carrying out of the institutional convention signed between the University of Cauca and the Institución Educativa Francisco José de Caldas. Although, a teacher claimed that she did not entirely agree with the institutional convention since she saw that it was presented a lot of indiscipline in the classes, however, she reiterated that obviously it was a benefit for the school students to learn English as well as for the practitioners to face educational realities

Question No. 2 ¿Cree usted que los docentes en formación, es decir, estudiantes educadores, hacen una buena labor con los estudiantes de la escuela? ¿Si o no? ¿Por qué?

Table 10.

School teacher from Francisco Jose de Caldas I

<u>P</u>	<u>Item</u>
1	<i>Si, los practicantes tienen un buen conocimiento sobre los temas que orientan.</i>
2	<i>Si, los practicantes traen clases muy preparadas, fotocopias bien preparadas.</i>
3	<i>Si, con la globalización es bueno que los niños desde transición empiecen a sensibilizarse con un segundo idioma. Es una herramienta para defenderse. Además, los practicantes traen material didáctico, buena metodología.</i>
4	<i>Si, porque nosotros no somos licenciados en lenguas modernas. Los practicantes trabajan en la parte de pronunciación, ellos han enseñado algo. Los practicantes preparan la clase, son responsables, recursivos y también los niños han aprendido vocabulario.</i>
5	<i>Si, la práctica y la teórica y pedagogía tienen relación con el tema que se orienta en clase.</i>
6	<i>Si, es bueno que se trabaje desde grados ceros. Los practicantes dan buenos comandos y los niños aprenden vocabulario. Además, la clase es lúdica con juegos relacionados al tema.</i>

Note. The answers to question 2 are given in the table.

In relation to the table above which gathers answers given by the school teachers, the following information is concluded. The school teachers indicate that they consider that pre-service teachers are doing a good job because first of all, they have a good knowledge of English teaching, they

make use of didactic materials to supplement their classes, their material are very nice and well organized. Second, teachers claim that the activities in terms of practice and theory have a great relation with the development of the subject in the classroom. Third, teachers consider that it is very good that the institutional convention takes in children of lower grades because it helps them to approach the language, identify it and understand easy commands in the second language. Also, practitioners are very responsive and resourceful (creative).

Question No. 3 desde su punto de vista, ¿cree que el convenio institucional acordado entre la Universidad del Cauca y la institución educativa ha generado un impacto en la institución?

Table 11.

School teacher from Francisco Jose de Caldas II

<u>P3</u>	<u>Si</u>	6
	<u>No</u>	0

✓ *Los niños les gusta las clases de inglés. Hay una sensibilización hacia al inglés.*

✓ *Un impacto positivo*

Note. the answers to question 3 are given in the table.

Teachers point out that the institutional convention signed by Universidad del Cauca and Institución Educativa Francisco José de Caldas do has had an impact on the institution.

It has been a positive impact, students really like English class, and it also creates an awareness of the globalization era in which we are involved.

Question No. 4 ¿Cree usted que los estudiantes educadores ayudan al desarrollo integral de los students?

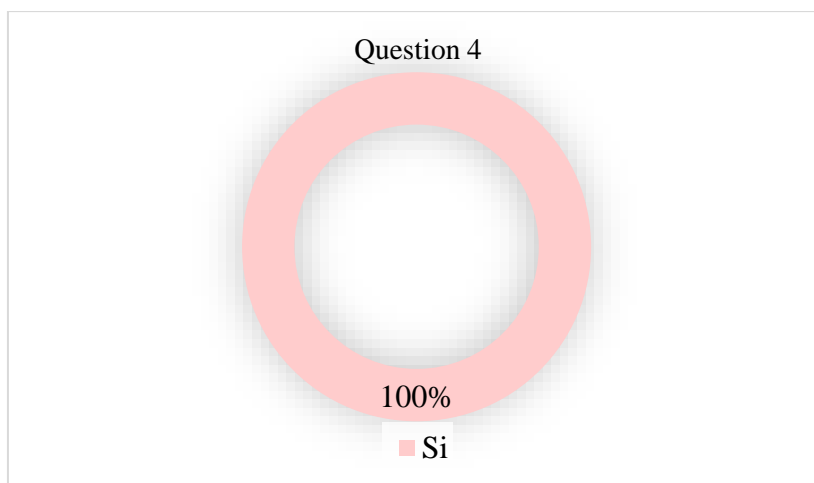


Figure 2. Pie Chart- Contribution of EE towards Integral Development of IEFJC School Student

Teachers report that students do help or contribute to the integral development of the students even some of them express there is greater participation of students in activities during English classes.

Question No. 5 ¿Considera usted a los practicantes como un apoyo para la institución educativa?

Table 12.

School teacher from Francisco Jose de Caldas III

P5 **Si** 6

No

Es un apoyo académico, pues según el área que se desempeña

Note. the answers to question 5 are given in the table.

Teachers reiterated that pre-service teachers are the great support for the institution by pointing out that EE have greater knowledge of the English area, and obviously it is a great support for teachers in academic area.

Question No. 6 ¿Le gustaría que los estudiantes educadores continúen realizando sus prácticas dentro de la institución educativa? ¿Si o no? Explique su respuesta.

Table 13.

School teachers from Francisco Jose de Caldas IV

<u>Participant</u>	<u>Ítem</u>
1	<i>Si, es un apoyo académico para la escuela.</i>
2	<i>Si, son un apoyo para la institución Francisco José de Caldas.</i>
3	<i>Si, es un apoyo al área.</i>
4	<i>Si, traen sus clases muy bien preparadas</i>
5	<i>Si, aquí hay una sola profesora de inglés, y no da en preescolar por el tiempo.</i>
6	<i>Si, porque la profesora no está preparada en el área. Pero los practicantes están estudiando inglés y manejan el tema.</i>

Note. The answers to question 6 are given in the table

All the teachers concluded that they would like to continue the educational practices “OPE” within the school because EE has been doing a good job, it has been observed that pre-service teachers are of great help to the teachers and especially to the students, they prepared very well their English classes. In addition, teachers all clarify that there is currently only one English teacher in the school and because of lack of time, she cannot guide English classes in the lower

grades. Therefore, the presence of pre-service teachers is great as well as group directors are not specialized in the area of English.

Question No. 7 ¿Qué recomendaría usted a los practicantes o estudiantes educadores?

Table 14.

School teachers from Francisco Jose de Caldas V

<u>Participant</u>	<u>Item</u>
1	<ul style="list-style-type: none"> ✓ <i>Utilizar más recursos audiovisuales.</i> ✓ <i>Mayor manejo de grupo. Están comenzando a enfrentarse al contexto.</i>
2	<i>Que en la universidad los guíen sobre la metodología para manejar grupos numerosos.</i>
3	<i>Que la universidad colabore con herramientas audiovisuales como video Beam, altavoces.</i>
4	<i>Mayor dominio de grupo.</i>
5	<i>Cumplimiento con el horario de clases. Hora de llegada al salón de clases.</i>
6	<ul style="list-style-type: none"> ✓ <i>Existen falencias en el manejo de la disciplina, se debe trabajar más en ello.</i> ✓ <i>Las actividades lúdicas deben ir proporcional a lo escrito, a lo que los niños escriben en el cuaderno, es decir, los niños deben tener consignado en sus cuadernos el tema de la clase, los ejercicios y todo lo relacionado.</i> ✓ <i>Esto es fundamental tanto para los estudiantes, padres de familia y, los mismos docentes tener evidencia en los cuadernos de lo que se trabaja durante las clases.</i> ✓ <i>Menos lúdica y más consignación de escritura.</i> ✓ <i>Se debería compartir el plan de clase con los profesores de la escuela para estar al tanto de lo que se trabajara en clase.</i> ✓ <i>Reuniones entre profesores de las escuelas con los practicantes para compartir y recibir sugerencias tanto para profesores como practicantes.</i>

Note. The answers to question 7 are given in the table.

Teachers listed a quantity of recommendations for the pre-service teachers to be taken into account for the development of the class and their practice as teachers. It should be noted that school teachers always accompany pre-service teachers in the classroom, acting as observers.

Recommendations & Suggestions:

- Pre-service teachers should make greater use of TIC's (audiovisual devices) to capture the attention of students.
- From the pedagogy courses of the university or the Program in modern languages Bac, students should be oriented in courses that provide strategies, methodologies to handle large groups of classes.
- University should provide electronic devices to its students to start using them in the practice rooms "OPE" since educational institutions do not have enough electronic devices (as well as loans).
- Students must be on time for class. In the event of an emergency, students should contact school teachers ahead of time thus, school teachers can plan ahead for an English class.
- Students in teaching training do a good job of implementing playful exercises in the classroom, but sometimes they make extreme use of playful activities and do not ask their students to write down the topic being studied that day in the classroom.
- Therefore, it is necessary for students to ask their students to record in their notebooks the topics seen in class in order to have a record of what is seen in each class session. It is also important for school students to record the topics seen in classes in their notebooks, in case parents want to find out what school students work on day after day in English class, that which parents can review what their children write in English classes. Also,

giving a space for children to write in their notebooks the topic seen in English class helps to take more control of the group.

- Playful activities should be propositional as the children write down the topics seen in each English session, all with respect to the time determined for each activity.
- Students should previously share the lesson plan with the school teachers so that both class leaders are aware of what is going on during the class, and teacher can be more supportive.
- It should be a half-yearly space where school teachers can meet with pre-service teachers to share suggestions, ideas that have been observed by each class leader in order to improve each one both school teachers and students from the university.

Finally, a recommendation in which all the teachers reached mutual agreement.

- Students should provide themselves with strategies to have group management, to manage discipline within the classroom. Exercise greater leadership and generate order in the classroom.

11.4 Analysis to school teachers Institución Educativa Instituto Técnico, Rafael Tello 2018.2

Therefore, survey was applied to five teachers (directors of 1.A; 2.A; 3.C; 5.A; transition A grades), who in turn are in charge of pre-service teachers of the program of modern languages Bac of the University of Cauca, Santander de Quilichao, whose students teach English two hours a week, in a single day.

Conventions found in the document:

EE: (Estudiante Educador), term designated by the Modern Language Program, University of Cauca to refer to students who are doing their OPE practices in the educative institution from the region. It is translated to English as pre-service teachers to refer to the same.

Question No. 1 ¿Está usted de acuerdo con la realización del convenio institucional entre la Universidad del Cauca y la Institución educativa Rafael Tello?

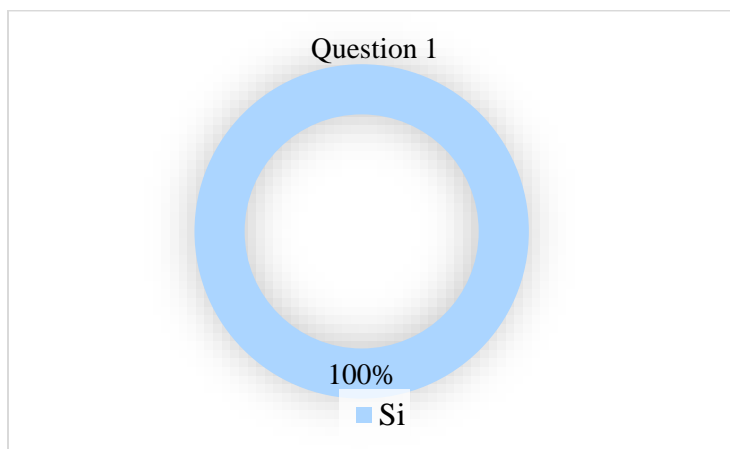


Figure 3.. Pie Chart- Institutional Convention Opinion from ITRT School Teachers

Of all teachers surveyed, they expressed their agreement with the institutional convention signed between the University of Cauca and the Institución Educativa Instituto Técnico - Rafael Tello.

Question No. 2 ¿Cree usted que los docentes en formación, es decir, estudiantes educadores, hacen una buena labor con los estudiantes de la escuela? ¿Si o no? ¿Por qué?

Table 15.

School Teachers from Rafael Tello I

<u>Participant</u>	<u>Item</u>
1	<i>Si, porque ellos están frescos en el conocimiento y manejan la lúdica.</i>
2	<i>Si, porque enseñan jugando.</i>
3	<i>Si, porque aportan al proceso educativo de los niños.</i>
4	<i>Si, los pasantes han colaborado con el proceso han sido muy dinámicos, creativos y manejan material didáctico.</i>
5	<i>Si, porque son recursivos, tienen paciencia y traen cosas nuevas a los chicos.</i>

Note. The answers to question 2 are given in the table

According to the previous answers, the principal teachers expressed an excellent work on the part of pre-service teachers, expressing that they are doing a good job in the institution. In this way, they said that the pre-service teachers are very dynamic, recursive, creative, etc., at the time of dictating the class.

Question No. 3 Desde su punto de vista, ¿cree que el convenio institucional acordado entre la Universidad del Cauca y la institución educativa ha generado un impacto en la institución?

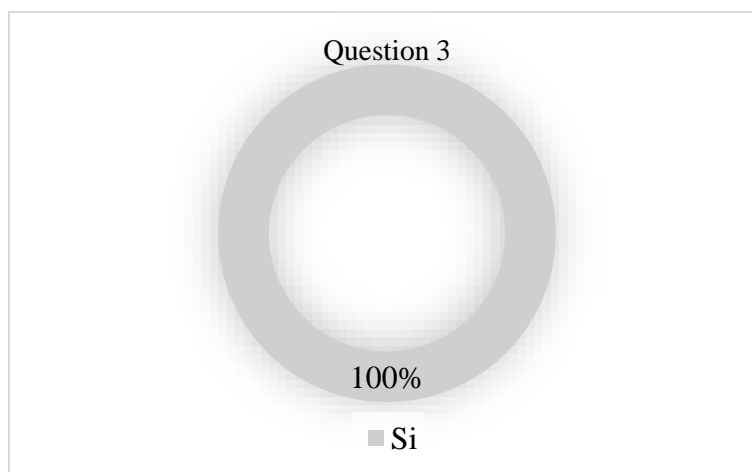


Figure 4. Pie Chart- ITRT School Teachers Opinion about OPE Impact at Schools

The institutional convention signed between these two public entities has had a positive impact on the Institución Educativa Rafael Tello. Pre-service teachers have motivated school students to learn English.

Question No. 4 ¿Cree usted que los estudiantes educadores ayudan al desarrollo integral de los estudiantes?

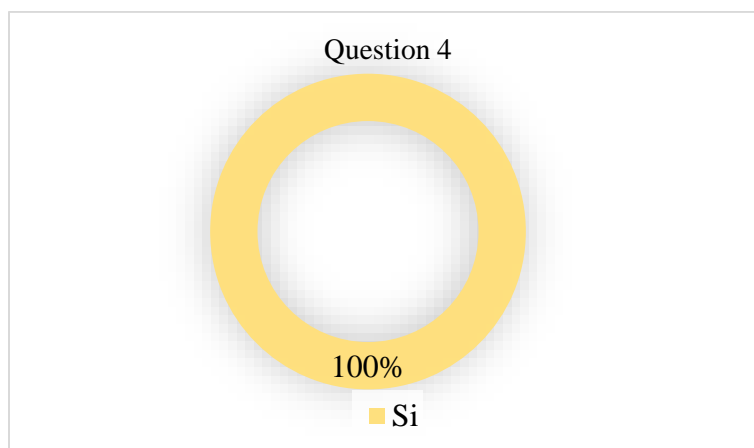


Figure 5. Pie Chart- Contribution of EE towards Integral Development of IERT School Student

The pre-service teachers help to the integral development of the students, since not only they teach the area of English but there is a transversely in the classes.

Question No. 5 ¿Considera usted a los practicantes como un apoyo para la institución educativa?

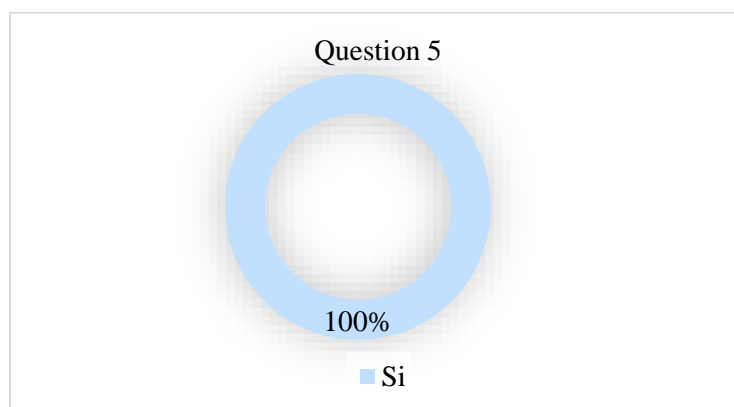


Figure 6. Pie Chart- IERT School Teachers' Opinions about EE as a Support

The titular teachers surveyed expressed with resounding Yes that the pre-service teachers are a support for the institution, since they have other and interesting methodologies that catches the attention of the children in the classes, which allows them to learn in a fun and different way.

Question No. 6 ¿Le gustaría que los estudiantes educadores continúen realizando sus prácticas dentro de la institución educativa? ¿Si o no? Explique su respuesta.

Table 16.

School teachers from Rafael Tello II

<u>Participant</u>	<u>Item</u>
1	<i>Si, porque facilitan el trabajo docente, se basan en los estándares para realizar las clases.</i>
2	<i>Si, porque la manera en la que orientan la clase es la más adecuada.</i>
3	<i>Si, porque le ayudan al proceso, y hay un aprendizaje mutuo.</i>
4	<i>Si, pero me gustaría que haya continuidad en el proceso.</i>
5	<i>Si, porque adoptan otras metodologías y otras maneras de trabajar.</i>

Note. In the following table it will find the answers to question 6.

The teachers agreed that the pre-service teachers continue to practice in the educational institution, but one of them states that there is continuity in the process, because the students have already built an affective bond with them. In addition, pre-service teachers are at the forefront of technology management, which allows learning to be more enjoyable.

Question No. 7 ¿Qué recomendaría usted a los practicantes o estudiantes educadores?

Table 17.

School teachers from Rafael Tello III

<u>P</u>	<u>Item</u>
1	<i>No hay recomendaciones, los estudiantes educadores son completas.</i>
2	<i>Que exija al docente estar presente en la clase.</i>
3	<i>Seguir con el dinamismo en las clases y utilizando material didáctico.</i>
4	<i>Que sigan preparando sus clases como lo han hecho antes de llegar al aula.</i>
5	<i>Que con antelación pidan los recursos, es decir las copias necesarias para la clase.</i>

Note. The answers to question 7 are given in the table.

The recommendations of the titular teachers are a way to continue improving in this process, for that reason it must be taken into account for the next pre-service teachers who are arranged to realize the practice, that means, the OPE.

11.5 Analysis to school teachers Institución Educativa Instituto Técnico, Francisco de Paula Santander 2018.2

Therefore, survey was applied to twelve teachers (0.1, 0.2, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 grades) who in turn are in charge of pre-service teachers of the program of modern languages Bac of the University of Cauca, Santander de Quilichao, whose students teach English two hours a week, in a single day.

Question No. 1 ¿Está usted de acuerdo con la realización del convenio institucional entre la Universidad del Cauca y la Institución Educativa Instituto Técnico, sede Francisco de Paula Santander?

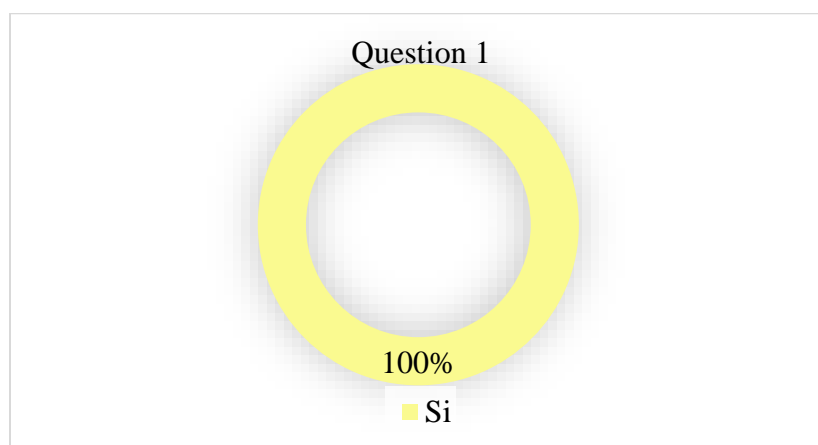


Figure 7. Pie Chart- IEFPS School Teachers Opinion about Institutional Convention

All of them expressed to be agreed with the carrying out of the institutional convention signed between the University of Cauca and the Institución Educativa Instituto Técnico, Francisco de Paula Santander.

Question No. 2 ¿Cree usted que los docentes en formación, es decir, estudiantes educadores, hacen una buena labor con los estudiantes de la escuela? ¿Si o no? ¿Por qué?

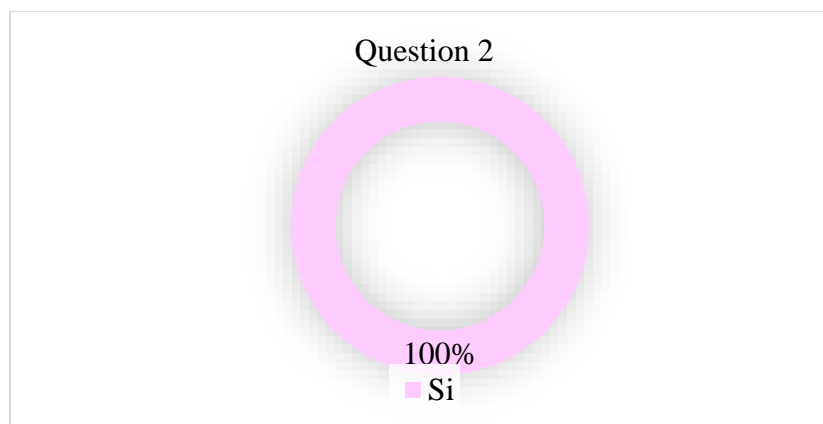


Figure 8. Pie Chart- IEFPS School Teachers Opinion about EE job

In this question, 100% the school teachers indicate that pre-service teachers do a good job with children (school students) since the classes are very dynamic, innovative, and are accompanied by diverse didactic material for each subject. In addition, teachers say that pre-service teachers have a good teaching method and they have knowledge about English. Another of the reasons given by teachers is that pre-service teachers are recursive and dynamic, besides they have a good relationship with the children, and they motivate them to learn more about the language.

Question No. 3 Desde su punto de vista, ¿cree que el convenio institucional acordado entre la Universidad del Cauca y la institución educativa ha generado un impacto en la institución?

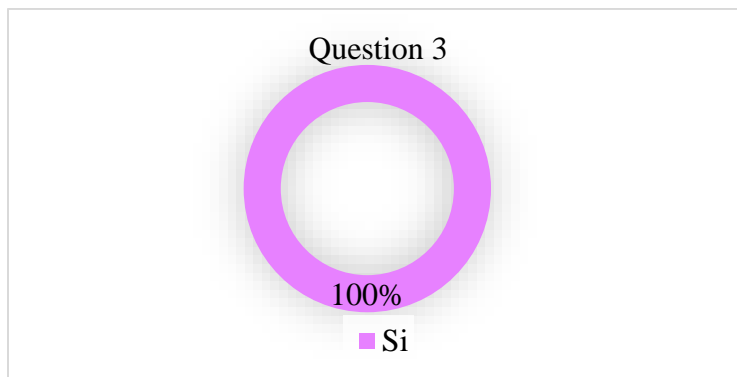


Figure 9. Pie Chart- IEFPS School Teachers Opinion about OPE Impact at Schools

100% Teachers answered **yes**, and some of them said “hay mas acompañamiento”, “Positivo”, for this reason, it is possible to deduct that the institutional convention signed by Universidad del Cauca and Institución Educativa Instituto Técnico, Francisco de Paula Santander has had an impact on the institution.

Question No. 4. ¿Cree usted que los estudiantes educadores ayudan al desarrollo integral de los estudiantes?

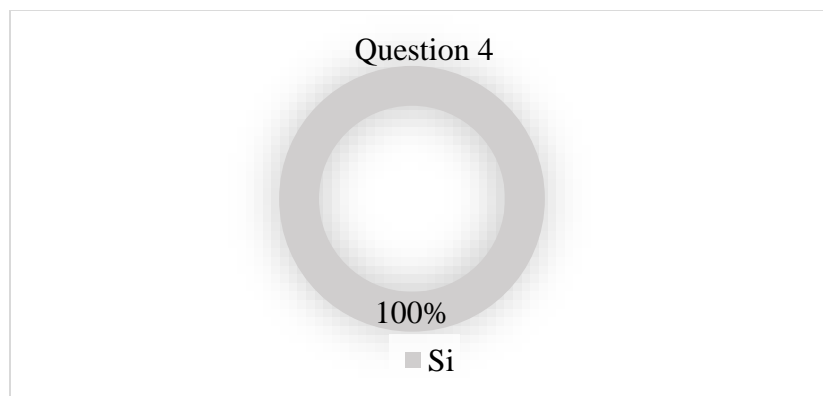


Figure 10. Pie Chart Contribution of EE towards Integral Development of IEFPS School Students

100% of teachers in the school Francisco de Paula Santander, affirm that the pre-service teachers help or contribute to the integral development of the students in the school.

Question No. 5 ¿Considera usted a los practicantes como un apoyo para la institución educativa?

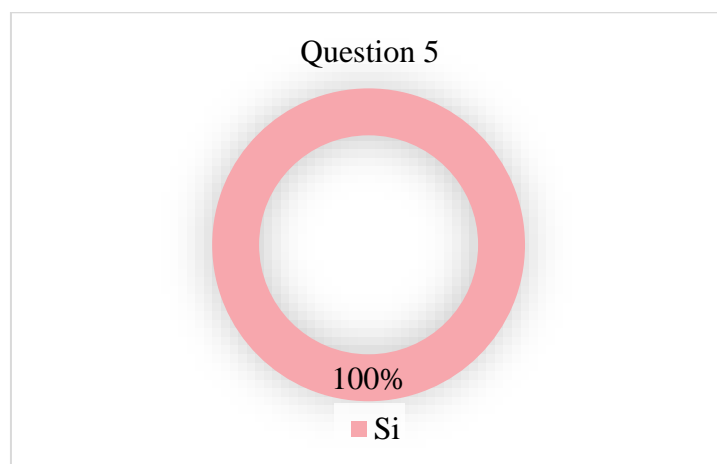


Figure 11. Pie Chart- IEFPS School Teachers' Opinions about EE as a support

100% of teachers, answered yes to this question. So, it is possible to infer that pre-service teachers are a support for the institution.

Question No. 6 ¿Le gustaría que los estudiantes educadores continúen realizando sus prácticas dentro de la institución educativa? ¿Si o no? Explique su respuesta.

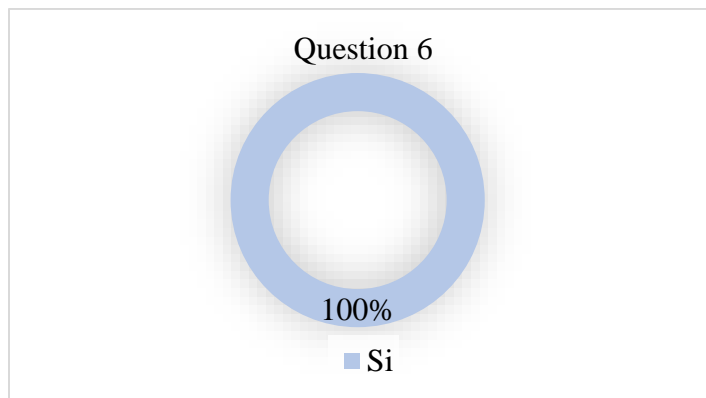


Figure 12. Pie Chart- IEFPS School Teachers Opinion about EE continuance

100% the teachers conclude that they would like to continue the educational practices (teaching of English) within the school because five of them said that pre-service teachers are of great help to the teachers and students. On the other hand, two teachers indicate that teaching English is a good way for the pre-service teachers share their knowledge and get new experiences. Finally, three of them conclude that pre-service teachers have the methodology and are preparing to teach English.

Question No. 7 ¿Qué recomendaría usted a los practicantes o estudiantes educadores?

They must warn beforehand to the teachers when they have difficulties with children, pre-service teachers must create strategies for students use the notebook in order to study in home. On the other hand, teachers mentioned that pre-service teachers should do more varied and group activities, and once a month, students should teach an English lesson to the teachers to reinforce their pronunciation and material's creation.

11.6 Analysis to school teachers Institución Educativa Instituto Técnico, José Edmundo Sandoval 2018.2

Thus, survey was applied to six school teachers (directors of 1.1; 2.1; 3.1; 4.1; 5.1; transition 1 grades), who in turn are in charge of pre-service teachers of the program of modern languages Bac from the University of Cauca, Santander de Quilichao, whose students teach English two hours a week, in a single day.

Conventions found in the document:

EE: EE (Estudiante Educador), term designated by the Modern Language Program, University of Cauca to refer to students who are doing their OPE practices in the educative institution from the region. It is translated to English as pre-service teachers to refer to the same.

Question No. 1 ¿Está usted de acuerdo con la realización del convenio institucional entre la Universidad del Cauca y la Institución Educativa Instituto Técnico, sede José Edmundo Sandoval?

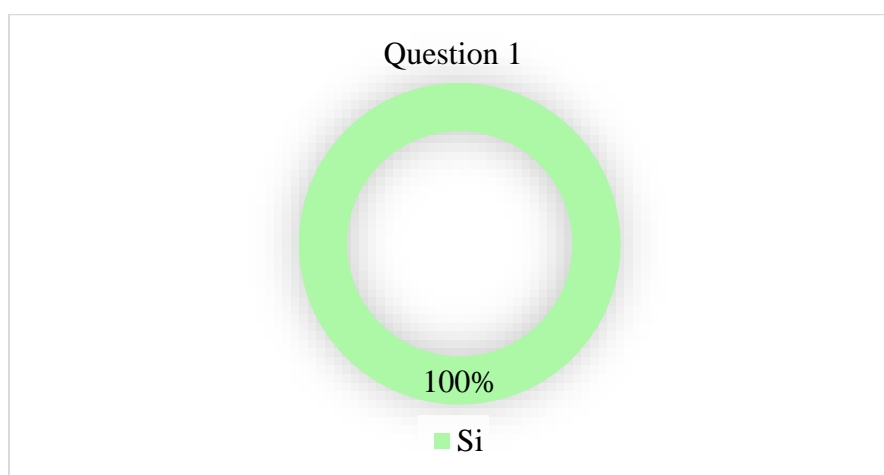


Figure 13. Pie Chart- IEJES School Teachers Opinion about Institutional Convention

Of 7 classrooms, which have 7 group directors, they express to be agreed with the carrying out of the institutional convention signed between the University of Cauca and the Institución Educativa Instituto Técnico - José Edmundo Sandoval.

Question No. 2 ¿Cree usted que los docentes en formación, es decir, estudiantes educadores, hacen una buena labor con los estudiantes de la escuela? ¿Si o no? ¿Por qué?

Table 18.

School teachers from Jose Edmundo Sandoval I

<u>Participant</u>	<u>Item</u>
1	<i>Si, las clases son dinámicas y a los niños les encanta esas nuevas ideas.</i>
2	<i>Si, orientan a los niños. Es un adicional que ellos le dan, a los niños les gusta cuando ven personas nuevas, con nuevas dinámicas; y es de gran ayuda para nosotros, los docentes.</i>
3	<i>Si, por sus nuevas expectativas, innovaciones y, el manejo de las Tics para hacer del quehacer pedagógico un aprendizaje significativo.</i>
4	<i>Si, son estudiantes del área</i>
5	<i>Si, se les observa que con autoridad preparan su clase y material, son dinámicos y tratan con cariño a los niños.</i>
6	<i>Si, tienen una buena preparación de sus clases. Las clases son motivadoras – dinámicas.</i>
7	<i>Si, traen material diverso y a los niños les gusta.</i>

Note. In the following table it will find the answers to question 2.

In relation to the table above which gathers answers given by the school teachers, the following information is concluded. The school teachers indicate that pre-service teachers do a good job

with children (school students) since the classes are very dynamic, innovative and are accompanied by diverse didactic material for each subject. It means that it facilitates children's learning in such a way as to generate meaningful learning in children. Another of the reasons given by teachers is that pre-service teachers do a good job through the use of Tics, this for their pedagogical work, it helps to sensitize students through the use of technology to make an impact. In addition, teachers say that they like the fact that the class has a minute-by-minute preparation, it is very organized.

Question No. 3 Desde su punto de vista, ¿cree que el convenio institucional acordado entre la Universidad del Cauca y la institución educativa ha generado un impacto en la institución?

Table 19.

School teachers from Jose Edmundo Sandoval II

<u>P3</u>	<u>Si</u>	7
	<u>No</u>	
<i>Positivo. Son dinámicas las clases, la preparación del plan de clase.</i>		
<i>Los estudiantes se sienten motivados, se interesan por las clases.</i>		

Note. In the following table it will find the answers to question 3.

Teachers point out that the institutional convention signed by Universidad del Cauca and Institución Educativa Instituto Técnico - José Edmundo Sandoval do has had an impact on the institution.

It has been a positive impact, school students feel motivated, every time they see pre-service teachers, they are interested in the class due to the good preparation of classes and the dynamic activities. (Some teachers pointed out).

Question No. 4 ¿Cree usted que los estudiantes educadores ayudan al desarrollo integral de los estudiantes?

Table 20.

School teachers from Jose Edmundo Sandoval III

<u>P</u>	<u>Si</u>	7
<u>No</u>		

Ayuda al desarrollo integral de los profesores también.

Porque los niños conocen nuevos profes, aprenden a desarrollar una habilidad a través de otras metodologías.

Note. In the following table it will find the answers to question 4.

Teachers report that students do help or contribute to the integral development of the students even some of them express that also helps to the integral development of teachers. When children see new teachers, they are motivated and learn to develop skills through other methodologies that also encourage team group.

Question No. 5 ¿Considera usted a los practicantes como un apoyo para la institución educativa?

Table 21.

School teachers from Jose Edmundo Sandoval IV

<u>P5</u>	<u>Si</u>	7
<u>No</u>		

Los estudiantes pasantes son una gran ayuda en el aula de clase ya que ellos manejan mejor la pronunciación.

Nosotros no somos docentes de área, y los pasantes sí lo son, son de gran ayuda.

Note. In the following table it will find the answers to question 5.

Teachers reiterated that pre-service teachers are an enormous support for the institution by pointing out that themselves have greater knowledge of the English area, they reinforce pronunciation in English. Also, teachers explain that they are not teachers of the area, therefore, they do not tend to reinforce certain aspects of the English language due to their lack of knowledge in the area.

Question No. 6 ¿Le gustaría que los estudiantes educadores continúen realizando sus prácticas dentro de la institución educativa? ¿Si o no? Explique su respuesta.

Table 22.

School teachers from Jose Edmundo Sandoval V

<u>Participant</u>	<u>Item</u>
1	<i>Si, están preparando las clases, traen buen material didáctico y, saben llegar a los estudiantes y es motivo grande para los niños.</i>
2	<i>Si claro, es de gran ayuda para la escuela.</i>
3	<i>Si, por sus nuevas expectativas, innovaciones y, el manejo de las Tics para hacer del quehacer pedagógico un aprendizaje significativo para los niños.</i>
4	<i>Si, tienen conocimientos frescos.</i>
5	<i>Si, es de ayuda para los docentes. Las clases son motivantes, planeadas y aportan a los estudiantes.</i>
6	<i>Si, ellos vienen con ideas nuevas, hacen un buen trabajo con la pronunciación y a los niños les gusta.</i>
7	<i>Si, me gustaría porque a través de ellas los niños aprenden y refuerzan su habilidad en el idioma inglés, componentes y aprenden a trabajar en equipo.</i>

Note. The answers to question 6 are given in the table.

All the teachers conclude that they would like to continue the educational practices (teaching of English) within the school because pre-service teachers have been doing a good job, it has been observed that pre-service teachers are of great help to the teachers and especially to the students, they reinforce skills, components in the language, encouraging teamwork. Teachers indicate English classes are motivating, innovative, didactic and in addition the pre-service teachers are affectionate, respectful and know very well how to get closer to students which becomes a great reason for both the students and the teachers.

Question No. 7 ¿Qué recomendaría usted a los practicantes o estudiantes educadores?

Table 23.

School teachers from Jose Edmundo Sandoval VI

<u>Participant</u>	<u>Item</u>
1	<i>Ninguna. Hacen un buen trabajo</i>
2	<i>- Si, que se trabaje con ayuda tecnológica, que se aproveche la sala de sistemas. - También, una practicante de sistemas que apoye al profesor.</i>
3	<i>- Que tengan mayor constancia durante el año, que puedan apoyarnos más tiempo. - Provisionarse de material didáctico para apoyo de la clase.</i>
4	<i>- Manejo de grupo. - Ejercer dominio de grupo /controlar el grupo.</i>
5	<i>- Mayor manejo de disciplina. - Que los profesores conozcan previamente el plan de clase organizado para determinado día. - Mayor comunicación entre profesor (director de grupo) y pasante.</i>
6	<i>-Estrategias para el manejo de grupo. Aunque la práctica lo da, pero toca reforzar esa área más.</i>

Note. In the following table it will find the answers to question 7.

Teachers listed a quantity of recommendations for the pre-service teachers to be taken into account for the development of the class and their practice as teachers. It should be noted that school teachers always accompany English teachers in the classroom, acting as observers.

Recommendations & Suggestions:

- It should have more consistency during the school year; perhaps pre-service teachers can start their practice “OPE” in February and go until November, accompany children in their school year.
- It should keep in mind that school has electronic devices that can be useful for the development of the English class (video beam, system room).
- Pre-service teachers must provide themselves with didactic material to facilitate the development of the class, at the same time it becomes a significant learning for the children when providing themselves with didactic materials.
- In order for both teachers and pre-service teachers to work as a team, students should inform - share the lesson plan beforehand, in order to corroborate most of the class development.

Finally, a recommendation in which all the teachers reached mutual agreement.

Students should provide themselves with strategies to have group management, to manage discipline within the classroom. Exercise greater leadership and generate order in the classroom...

11.7 Analysis to OPE 2018. 2 advisors University of Cauca, Santander de Quilichao

This chapter describes the general analysis of the collection of data or responses obtained in the survey's application (open-ended question type). This survey was addressed to OPE advisors from the University of Cauca, Santander de Quilichao.

It was chosen to apply this type of open-ended survey because the OPE advisors make up part of the OPE process, at the same time, they witness the educational environment within the educational institutions, and OPE advisors are also part of the OPE practice committee, where the rules that govern the English teaching practice in the institutions are analyzed and adjusted. In view of the above, therefore, they present themselves as our source of work information to find changes, improvements to OPE practices after their contributions collected in their responses.

The survey consisted of nine general questions, which were open-ended questions. There was no restriction, the participant was free to answer the question in their own way. The survey was administered virtually. A file attachment (survey) was sent to each of the University's email advisors, along with a document explaining the origin, purpose of the survey along with the informed consent. It took 20 days to complete, so there was flexibility.

Below, the analysis is divided into 9 crucial points. Each point represents each question of the applied survey, by which the whole participants' answers given are compiled. This is done for the purpose of conclusions and/or recommendations found at each point.

Question No. 1 ¿Cuál es el objetivo del Convenio Institucional?

Table 24.

Advisors I

<u>Advisors</u>	<u>Item</u>
1	<i>El convenio se establece entre la Universidad del Cauca y las escuelas primaria en este caso, pero en un futuro se podría iniciar con los colegios en educación secundaria y media , esto se hace a partir de la gestión realizada por la coordinadora de OPE , en este caso Karim Vergara, el objetivo de dicho convenio es la creación de una relación que genere aportes de manera recíproca entre la Universidad del Cauca y las escuelas , lo cual puede conllevar al descubrimiento y análisis de problemáticas que den inicio a investigaciones que se materialicen en el Énfasis .</i>
2	<i>De acuerdo con el convenio de cooperación entre la Universidad del Cauca y las Instituciones, la cláusula primera establece que el objetivo del convenio radica en el establecimiento de bases de cooperación entre la Universidad del Cauca y las instituciones educativas para el desarrollo de los trabajos de grado y las prácticas tanto académicas como profesionales. Ello indica complementar la formación académica dentro del proceso enseñanza-aprendizaje.</i>
3	<i>El objetivo del Convenio Institucional es sin lugar a duda brindar a espacios de donde los estudiantes pongan en práctica sus conocimientos en materia de pedagogía y enseñanza de las lenguas extranjeras.</i>

Note. The answers to question 1 are given in the table.

The 3 OPE advisors agreed to affirm that the objective of the institutional agreement is the reciprocal aid between the University of Cauca and the educational institutions convention.

The OPE Adviser 1 thinks that - “...*el objetivo del convenio radica en el establecimiento de bases de cooperación entre la Universidad del Cauca y las instituciones educativas para el desarrollo de los trabajos de grado y las prácticas tanto académicas como profesionales. Ello indica complementar la formación académica dentro del proceso enseñanza-aprendizaje.*”. The OPE Adviser 2 explains that – “*El objetivo de dicho convenio es la creación de una relación que genere aportes de manera recíproca entre la Universidad del Cauca y las escuelas, lo cual puede conllevar al descubrimiento y análisis de problemáticas que den inicio a investigaciones que se materialicen en el énfasis.*” And the OPE adviser 3 concludes – “*El objetivo del Convenio Institucional es sin lugar a duda brindar a espacios de donde los estudiantes pongan en práctica sus conocimientos en materia de pedagogía y enseñanza de las lenguas extranjeras.*”.

Question No. 2 ¿Cree que el objetivo se está cumpliendo? ¿Por qué?

Table 25.

Advisors II

<u>Advisors</u>	<u>Item</u>
1	<i>Si se cumple en un 80%. Los estudiantes ponen en práctica los conocimientos pedagógicos, didácticos, humanísticos y disciplinares cuando están en el aula haciendo su práctica. La parte de investigación y proyección social se queda un poco por fuera ya que algunos no desarrollan las problemáticas encontradas en el aula de clase como un proyecto de investigación para solucionar tal problema en el contexto su práctica, sino que los realizan en el contexto de su programa de estudios.</i>

- 2 *El objetivo si se cumple en parte, si bien si se realizan las prácticas académicas/profesionales donde los estudiantes llevan al aula lo aprendido dentro del programa, no todos los estudiantes desarrollan su trabajo de grado con base en lo vivenciado en dicha práctica.*
- 3 *El objetivo del Convenio se cumple en gran parte en la medida de que las condiciones de trabajo se cumplan, es decir que se cumplen cuando el ejercicio propio del convenio no se vea afectado por factores externos o interno de los involucrados.*

Note. In the following table it will find the answers to question 2

The participants agreed that the goal of the institutional agreement is largely fulfilled due to the following functions. The OPE Adviser 1 explains that – “*El objetivo si se cumple en parte, si bien si se realizan las prácticas académicas/profesionales donde los estudiantes llevan al aula lo aprendido dentro del programa...*”; The OPE Adviser 2 declares that – “*Si se cumple en un 80%...*” And the OPE Adviser 3 thinks– “*El objetivo del Convenio se cumple en gran parte en la medida de que las condiciones de trabajo se cumplan, es decir que se cumplen cuando el ejercicio propio del convenio no se vea afectado por factores externos o interno de los involucrados.*”. But the surveyed expressed that the goal is not being completely fulfilled because not all OPE students use the problems found within a classroom to carry out their research.

Question No. 3 ¿Piensa usted que se deben hacer cambios y/o ajustes a los Convenios Institucionales? Si los hay ¿Cuáles serían?}

Table 26.

Advisors III

<u>Advisors</u>	<u>Item</u>
1	<i>En la nueva coyuntura de la licenciatura, en la que se establece la práctica pedagógica como un núcleo importante de los programas de licenciatura debe ampliarse el convenio a la educación secundaria y media, para que el estudiante-practicante tenga la posibilidad de medirse en todos los contextos educativos. Que esas prácticas deberían ser remuneradas, como lo van a ser las prácticas de los estudiantes de medicina en el futuro.</i>
2	<i>Considero que podría agregarse un párrafo donde se estipulen los protocolos a seguir en caso de evidenciar maltrato psicológico/verbal/físico por parte de algún miembro de la institución educativa hacia los estudiantes u otros estamentos institucionales (coordinadores/profesores/administrativos/personal de aseo).</i>
3	<i>Los cambios ajustes deben estar encaminados en ampliar la cobertura que tienen los estudiantes en materia de enseñanza, idiomas a enseñar, espacios en los diferentes niveles de educación pública y privada.</i>

Note. the answers to question 3 are given in the table.

The participants concluded that it was necessary to add some clauses to the institutional agreement. The OPE Adviser 1 explained that – “... *podría agregarse un párrafo donde se estipulen los protocolos a seguir en caso de evidenciar maltrato psicológico/verbal/físico por parte de algún miembro de la institución educativa hacia los estudiantes u otros estamentos institucionales (coordinadores / profesores/ administrativos/ personal de aseo).*” The OPE

Adviser 2 thought that – *“En la nueva coyuntura de las licenciaturas, en la que se establece la práctica pedagógica como un núcleo importante de los programas de licenciatura debe ampliarse el convenio a la educación secundaria y media, para que el estudiante-practicante tenga la posibilidad de medirse en todos los contextos educativos. Que esas prácticas deberían ser remuneradas, como lo van a ser las prácticas de los estudiantes de medicina en el futuro.”*

And the last OPE Adviser stated that – *“Los cambios, ajustes deben estar encaminados en ampliar la cobertura que tienen los estudiantes en materia de enseñanza, idiomas a enseñar, espacios en los diferentes niveles de educación pública y privada.”*

Question No. 4 De acuerdo a los objetivos planteados en el PEP (Proyecto Educativo del Programa de Licenciatura en Lenguas Modernas) ¿Considera usted que los objetivos planteados se cumplen? O al menos ¿la mayoría de ellos?

Table 27.

Advisors IV

<u>Advisors</u>	<u>Item</u>
1	<i>Como ya se planteó, si se cumplen en su mayoría, pero es importante que se amplíe a la investigación (énfasis) y al a proyección social, ya que esa investigación debe generar un impacto en la sociedad a través de la solución de eso problemas en las instituciones educativas. Por eso es importante que se genere un cambio curricular desde el programa para que se inicié un verdadero impacto a nivel regional desde esta licenciatura.</i>
2	<i>Considero que los objetivos planteados se vienen cumpliendo, en tanto se atienden las reglamentaciones ministeriales y se tiene una coherencia con los objetivos misionales de la institución. El objetivo general propende por el desarrollo</i>

educativo y social del Departamento del Cauca, lo cual se ve manifestado en los convenios de práctica. La formación de licenciados idóneos con una visión crítica del mundo se puede ver manifestada en los diferentes escenarios fuera y dentro del aula de clase, donde al estudiante tiene voz para opinar sobre diferentes situaciones alrededor del mundo en más de una lengua. La articulación sólida de conocimientos específicos, pedagógicos y socio-humanísticos se vislumbra en la malla curricular del programa, y sus continuos ajustes a los cursos que se ofertan. En cuanto al enriquecimiento de la competencia comunicativa, el programa cuenta con docentes altamente calificados, quienes pasan por un riguroso proceso de selección. Entre los docentes contratados se encuentran hablantes nativos quienes tienen a su cargo cursos de conversación y comunicación intercultural. Por otra parte, la institución tiene un convenio con la YMCA para facilitar al estudiante la inmersión en la lengua extranjera. Según informes del programa de lenguas en Santander, 20 estudiantes han viajado a diferentes campamentos de USA en los últimos 3 años.

- 3 *La modificación del currículo obedece a procesos de análisis de las realidades académica del programa, no solo en el contexto de la OPE si no en las demás instancias del programa.*

Note. In the following table it will find the answers to question 4.

The participants maintain the position at affirming that the objectives set out in the PEP are being largely met.

Question No. 5 El programa de Lenguas Modernas ha realizado una modificación al currículo, ¿considera usted que la modificación al currículo del programa se deba por influencias de prácticas OPE?

Table 28.

Advisors V

<u>Advisors</u>	<u>Item</u>
1	<p><i>Esto solo se cumplió para el programa de Popayán, ustedes apenas van en el camino, como lo vimos en las clases de seminario I y II, la nueva normativa para las licenciaturas, mayor número de créditos para el componente pedagógico. Para llegar allá debemos hacer ajustes paulatinamente del currículo, estamos funcionando con el PEP viejo (2011).</i></p>
2	<p><i>Definitivamente si, según la resolución 18583 del 15 de septiembre del 2017, la práctica pedagógica y educativa requiere por lo menos de 40 créditos presenciales. Además, dentro de la práctica se debe asegurar que se realizar procesos de evaluación e investigación, con el fin de asegurar que se cumpla el objetivo de realizar trabajo de investigación desde el campo educativo. En el caso del currículo anterior solo se UNIVERSIDAD DEL CAUCA PROGRAMA DE LICENCIATURA EN LENGUAS MODERNAS INGLES – FRANCES SANTANDER DE QUILICHAO, COLOMBIA tiene la práctica docente al final de los semestres, lo que implica modificaciones al currículo para dar inicio a la práctica pedagógica y educativa desde semestres iniciales. Además de las prácticas, existen otros componentes expuestos en dicha resolución que han obligado a realizar cambios al currículo.</i></p>

- 3 La modificación del currículo obedece a procesos de análisis de las realidades académicas del programa, no solo en el contexto de la OPE si no en las demás instancias del programa.

Note. the answers to question 5 are given in the table.

According to the responses of the OPE advisors, they argue two different points. First, the modification to the academic curriculum of the Modern Languages Bach Program English - French was originated due to the new regulation (*Resolution of September 15, 2017*) requires Bachelor students obtain at least 40 credits within their pedagogical and educational practice, with the objective of carrying out evaluation and research processes, in order to carry out research work from educational fields to generate impacts and find possible solutions to problems. In addition, it is expressed that within the resolution there are other reasons why changes are made to bachelor curriculum in Colombia. On the other hand, it expresses that the modification to the curriculum is due to processes of analysis of academic realities. This modification is not directly influenced by OPE practices but by other instances that occur during the course of the program. In the end, it is concluded that the OPE practice has not been the main source of influence to generate modifications to the program's curriculum.

Question No. 6 Desde su punto de vista, ¿cree que los estudiantes de Licenciatura en Lenguas Modernas de la Universidad del Cauca deberían empezar a realizar la OPE desde los primeros semestres? Explique su respuesta.

Table 29.

Advisors VI

<u>Advisors</u>	<u>Item</u>
1	<p><i>Relacionado con el ítem anterior. Me acojo a la nueva normativa, desde primer semestre con la etapa de observación de contextos educativos, semestres intermedios con la intervención directa con una etapa de inmersión con estudiantes de escuelas y acompañado del docente de OPE y en últimos semestres la investigación a partir de su participación y desarrollo de un proyecto investigativo en los contextos educativos. Así se instituye en la resolución 18583 del 15 de septiembre del 2017, se establece que el programa de licenciatura debe contar con un componente de práctica equivalente al menos de 40 créditos presenciales de práctica pedagógica. Hasta ahora esta resolución rige, pero como en este país salen resoluciones cada mes y derogan las anteriores, esta inestabilidad jurídica hace que haya una incertidumbre en la reglamentación de las licenciaturas.</i></p>
2	<p><i>Completamente. La razón para empezar las prácticas en semestre iniciales radica en la necesidad del estudiante por contextualizarse y comprender el objeto del programa de Licenciatura en Lenguas, ya que, algunos de los estudiantes llegan al programa con expectativas, algunas veces, ajenas al perfil profesional del Licenciado en Lenguas. Por otra parte, la práctica debe iniciar con una observación donde el estudiante pueda articular su propuesta investigativa con una problemática analizada en dicha práctica observacional, garantizando así el objetivo de la práctica misma. El inicio de la práctica desde primeros semestres a través de la observación permitiría al estudiante comprender las dinámicas educativas, previo a una práctica profesional, que genere menos traumatismos.</i></p>

- 3 *Este punto está claramente evidenciado en las nuevas disposiciones del currículo que se generaron a partir de este tipo de reflexiones teniendo como resultado la implementación de las practicas desde los primeros semestres.*

Note. In the following table you will find the answers to question 6.

At this point, an agreement was presented among all the OPE advisors, who described that they were completely in agreement with the OPE practice starting from the first semesters. However, they described a design in which this rapprochement with educational institutions could be carried out, they even pointed out that this proposal was described in the *resolution 18583 of September 15, 2017*; which proposes three stages. The first one, it consists of an educational context observation, it allows students to contextualize and understand the objective of the program, and the educational dynamics since on many occasions' students enter with other expectations totally different from the professional profile. The second one, the immersion with school students - direct intervention. In this stage, the student is accompanied by the OPE advisor, in which the student interacts with the educational reality and continues the process of observation and reflection for the articulation of research proposals that arise from previously analyzed problems. In the final stage, development of a research project. Based on what the student has observed in school contexts, the student should carry out research that allows developing proposals or allows evidencing problems in educational contexts in order to solve and improve educational qualities, everything that goes in favor of education.

Question No. 7 Desde su punto de vista, ¿cree que el convenio institucional acordado entre la Universidad del Cauca y la Institución Educativa Instituto Técnico / Institución Educativa

Francisco José de Caldas ha generado un impacto en las instituciones convenio? De ser así, ¿cuál o cuáles son? Explique.

Table 30.

Advisors VII

<u>Advisors</u>	<u>Item</u>
1	<i>Según palabras de la coordinadora de dicha institución, señora Estela Peña, el impacto se ha visto en las pruebas saber que presentan los estudiantes en el área de inglés, la cual ha mejorado notoriamente. Por otra parte, se ha coordinado con las docentes las temáticas a abordar en esta área, teniendo en cuenta los requisitos Ministeriales y la formación de nuestros estudiantes.</i>
2	<i>NO entiendo la pregunta relacionada directamente con esa escuela.</i>
3	<i>Desde el punto de vista de asesor de prácticas profesionales, puedo afirmar que el talento humano de la institución Rafael Tello ve con gran agrado y cariño el trabajo que los estudiantes de OPE realizan con la primaria, los estudiantes y docentes agradecen y aprovechan al máximo la presencia de nuestros jóvenes practicantes, no solo para actualizarse en conocimientos en el idioma extranjero, sino también para interactuar y compartir durante el tiempo que se realizan las prácticas profesionales en un ambiente amable, donde prima el respeto y la colaboración.</i>

Note. The answers to question 7 are given in the table

One of the OPE advisors stated that the OPE practices in schools have really had an impact because they have seen a noticeable change, that is to say, they have noticeably improved the results in the English in the SABER test (Colombia). In addition, an agreement has been reached with the teachers of the schools to include ministerial themes according to the area of English in

the classes that are carried out. Hence, one OPE advisor highlights school students have welcomed very well the EE, children and school teachers appreciate and take advantage of the time EE spend with the them. It means EE are generating an impact in school students, not in the English learning but in the reciprocal affectivity among children and EE.

Question No. 8 Como asesor/a de OPE, ¿Cuáles son sus recomendaciones a los estudiantes de Licenciatura en Lenguas Modernas que realizan la OPE?

Table 31.

Advisors VIII

<u>Advisors</u>	<u>Item</u>
1	<ul style="list-style-type: none"> ● <i>Primero que deben ser conscientes que si escogieron esta carrera es porque realmente tienen una vocación como docentes.</i> ● <i>Mantener el control de sus acciones y palabras, si se pierde esto se pierde todo.</i> ● <i>Un buen planeamiento de clase jamás generara angustias o problemas en un aula. En la planeación está el secreto del éxito de una buena clase.</i> ● <i>Establecer reglas desde el inicio y ser constantes con su aplicación y consecuencias.</i> ● <i>Siempre tener una actitud positiva frente a sus estudiantes.</i> ● <i>Conocer los derechos y deberes de los niños.</i> ● <i>Certificarse en primeros auxilios con los bomberos locales de su municipio.</i> ● <i>Conocer la reglamentación interna de las escuelas</i> ● <i>Conocer la normatividad vigente en educación.</i>
2	<p><i>Una de las sugerencias que realizo a mis estudiantes de OPE, es que no se preocupen por llenar un cuaderno o cubrir todos los temas propuestos en un</i></p>

syllabus, si los niños tienen un proceso diferente al exigido por las mallas de aprendizaje. Por otra parte, sugiero prestar más atención al componente afectivo, el cual es el motor en contextos con población vulnerable y/o hogares con situaciones problemáticas. Así mismo, sugiero leer constantemente sobre trastornos del neurodesarrollo y del aprendizaje para poderlos reconocer y remitirlos a expertos del tema. Por último, pero no menos importante, se sugiere leer sobre políticas educativas y reglamentación escolar de la institución a la que vayan a realizar su práctica.

- 3 *Mi única recomendación es que hagan el trabajo con todo el amor posible para dejar en los niños y niñas una huella imborrable que les deje muchas cosas lindas y una experiencia duradera*

Note. In the following table you will find the answers to question 8

Recommendations & Suggestions

The advisors list a series of recommendations for the pre-service teachers to take into account in their OPE practices.

- Students must be aware about the real profile of a modern language bachelor Program English – French.
- Students must maintain control of their actions and words, if they lose everything.
- Good class planning will never generate anguish or problems in a classroom.
- The planning is the secret of the success of a good class.
- Students must establish rules from the beginning and be consistent with their application and consequences.

- Students must always have a positive attitude towards their students “know children's rights and duties”.
- Students should not worry about covering all the topics proposed in a syllabus, it should be borne in mind that each student has an educational process different from that required in the curricular meshes - policies.
- Students need to pay more attention to the affective component.
- Students must provide themselves of information on neurodevelopmental disorders and learning disorders of children and young people in order to recognize them and refer them to professionals in the field.
- Students must read about educational policies and the internal school regulations of the institution in which the OPE practice is to be carried out.
- Students ought to carry out the work of English teachers with love, vocation to leave in children an indelible mark, lasting for all their lives.

11.8 Analysis of Semi-structured interview carried out to OPE coordinator in Modern Languages Program University of Cauca, Santander de Quilichao

Question No. 1

¿Cuánto tiempo lleva usted como coordinadora de la Orientación del Proceso Educativo?

In the first she answered the time which she has been working with the OPE *“ehhh desde febrero del 2018, es decir en el periodo 2018.1 y 2018. 2”*

Question No. 2

¿Cuál es el objetivo del convenio institucional?

The coordinator mentioned that the objective of the agreement is that students of the Cauca University can carry out their practice in educational institutions, in order to create a mutual collaboration between University of Cauca Students and educational institutions members.

“es un ejercicio que permita la formación de las prácticas educativas de los estudiantes y, básicamente lo que hace, lo que permite esos intercambios, digamos de experiencias donde los estudiantes puedan aprender en su proceso de formación de las prácticas educativas, de las mismas actividades, de las mismas, digamos procesos internos que maneja la institución, de los mismos procesos académicos, pedagógicos”

Question No. 3

¿Cree que ese objetivo se está cumpliendo actualmente en las instituciones? ¿Por qué?

She mentioned that the objective is going on for different aspects *« Sé que el objetivo se está cumpliendo en muchas maneras. » « se está cumpliendo con los requisitos, digamos en los que se exigen a nivel administrativo; y en la parte administrativa, pues hay una/un ejercicio de*

comunicación constante, semanalmente de saber en qué procesos esta la institución, qué requiere, si de pronto hay algunos cambios, sí hay alguna una situación que se presenta, por así decirlo de manera sorpresiva o alguien se incapacita, en cualquiera de las dos líneas se está siempre manteniendo el contacto con ellos, uum también se está evaluando, se está dialogando con ellos, cómo nos encontramos, cómo estamos frente a la institución, qué cosas están bien qué cosas de pronto no están bien”

Question No. 4

¿Hay algo que le gustaría cambiar, eliminar o adicionar del convenio institucional celebrado entre Universidad del Cauca y las instituciones educativas de convenio?

The coordinator specified that the agreement there should have more details about undergraduate work. *“ hicimos un ejercicio de consolidación de mirar brevemente qué cosas era lo que pretendía el convenio, y lo que había que quitar o suprimir, ya hicimos ese ejercicio inicialmente, hasta el momento en lo que ha ocurrido del año, pienso que el convenio tiene elementos interesantes, de pronto...ehh tal vez, pensaría que hay que precisar un poquito algunos detalles en cuanto a lo que es la parte del trabajo de grado, tal vez habría que especificar un poquito más en cómo es esa parte de trabajo de grado dentro del convenio porque tiene algunos aspectos que de pronto no quedan muy claros inicialmente uno lo lee, en cuanto a lo de cómo tener ese estudiante dentro de ese proceso, dentro de ese tercer momento que si aparece registrado en el reglamento de práctica.”*

Question No. 5

Desde su punto de vista ¿qué opina usted acerca del convenio institucional que se celebró entre la Universidad del Cauca y las instituciones educativas?

She considered that the agreement is very important for the students and it is a process that should initiate from the first semesters. *“Es un proceso demasiado importante para los estudiantes... eh realmente es un proceso que se debe iniciar desde antes” “Entonces, por lo tanto, vamos a empezar las practicas desde los primeros semestres, desde primero prácticamente a/en un ejercicio previo pues que hay que hacer de ajustes y cambios a lo que es el pensum académico”*

Question No. 6

¿Considera que el proceso del convenio institucional o la Orientación del Proceso Educativo también deba llevarse a cabo en colegios o en espacios dentro de la Universidad? ¿Podría darse esa posibilidad?

The coordinator remarked that it is important to take into account other spaces, but the primary purpose of the university is to be in public institutions. *“Es inevitable no tener en cuenta otros espacios o escenarios diferentes.” “Lo que sí es que la Universidad del Cauca inicialmente su propósito era llegar a instituciones de orden precisamente público” “Y en cuanto a las universidades, estamos hablando de que ustedes están preparando para licenciaturas, entonces precisamente para ser licenciados, entonces se puede abrir a otros espacios.”*

11.9 Analysis to pre-service students OPE I - 2018.2 (VIII semester)

It will be presented the analysis and results of the surveys carried out by the OPE I students. A survey was administered to a total of 19 students of the Ba modern languages English-French, from Santander de Quilichao, who were in eighth semester, and who in turn were doing their first period of practice OPE I - 2018.2

The survey consisted of 9 open-ended questions, indicating that students were free to express their opinions. The administration of the survey was done in a group way, researchers gave each student a survey in which they declared there was no time limit for its execution.

It should be noted that prior to the execution of the survey, researchers read aloud the informed consent to the entire group, thus highlighting the purpose of the research and clarifying the role of OPE students within the research. Finally, the students were asked to sign the consent in a document, which contains all the signatures of the students, participants of the research.

Below it is a compilation of all the answers obtained by the students' opinions, each one distributed by individual questions.

Question No. 1

¿Le gusta enseñar? Si, no ¿Por qué?

Do you like teaching? yes or no, why?

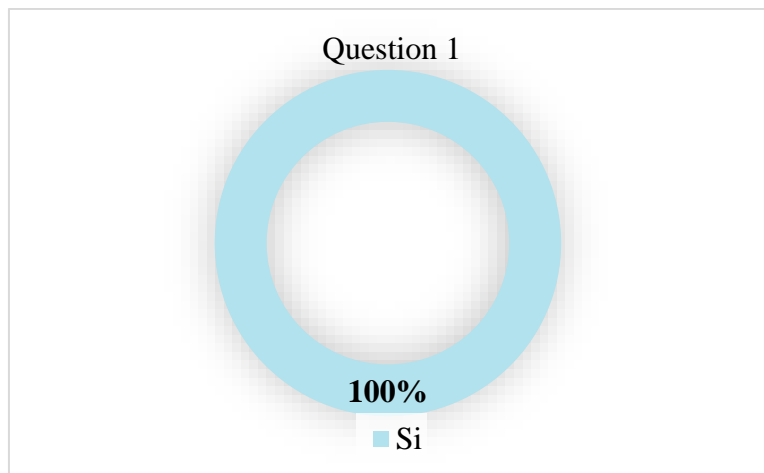


Figure 14. Pie Chart-Pre-service Teachers -OPE I Opinion about teaching role.

According to the first question, it is important to say that 100% of pre-service-teachers like to teach for some reasons, such as to shared knowledge, to learn from the other, to get new experiences, love to the profession and they feel comfortable teaching, besides, some of them said that they like change lives, to contribute to the society and they have a good relationship with children.

Question No.2

¿Qué expectativas tiene y/o tuvo con respecto a la OPE? Justifique su respuesta

What expectations did you have regarding the OPE? Justify your response

The next question was *¿Qué expectativas tenía con respecto a la OPE? Justifique su respuesta.*

pre-service teachers answered that they did not have good expectation because they had some bad reference for other students. On the other hand, some students mentioned that some expectations in this process was to discover themselves, to identify their strengths and weaknesses. They thought that it would be difficult because teaching English to children is exhausting and sometimes, they are difficult to control. In addition, pre-service teachers said that they thought

that the OPE was difficult and boring. Finally, some of them said that they were afraid, but the process was easy.

Question No. 3

¿Cuál es la importancia que ha adquirido la OPE en su quehacer pedagógico? Justifique.

What is the importance of the OPE in your pedagogical work? Justify your response

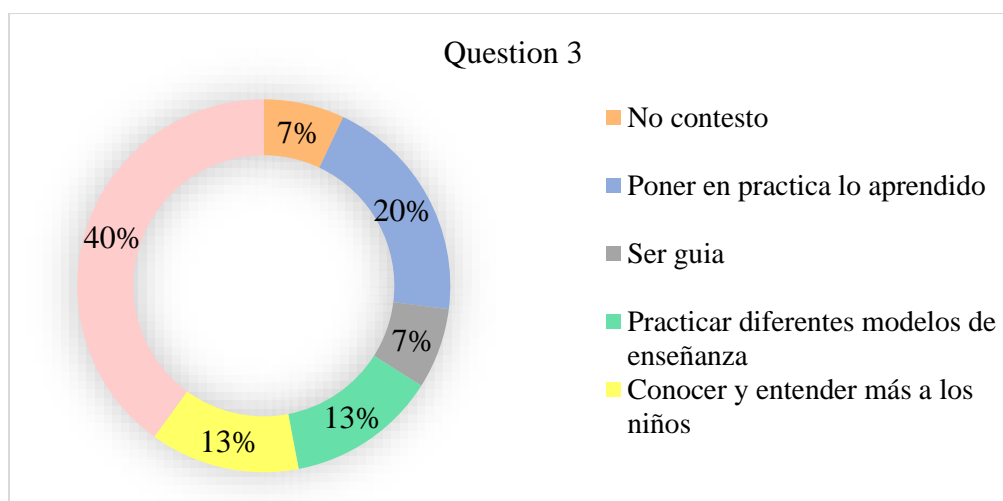


Figure 15. Pie Chart- OPE Importance in Pedagogical Task for EE

40% of OPE I students have indicated that the OPE has acquired great importance in their pedagogical task because it is the perfect scenario to acquire new skills. "He adquirido nuevas habilidades como ser más creativa y espontanea en las clases" **20%** of the students pointed out that the OPE has been the ideal context to put into practice what they have learned during their career. "La OPE ha conseguido llevarme a la realidad de lo que estoy estudiando, es decir, que me ha permitido ver lo que implicaría en parte ser una licenciada en lenguas Extranjeras, ha sido como ese acercamiento a lo que vendría siendo la parte pedagógica del programa y del mismo

modo un desafío para poner en prueba o en práctica lo aprendido a lo largo de mi carrera. " **13%** of the students answered that the OPE gave them the opportunity to know children better by learning and putting into practice different models of teaching; the other **7%** expressed that the OPE allowed them to become a guide for the children, while the other **7%** did not respond.

Question No. 4

Al iniciar la OPE ¿se sentía usted preparado para enfrentar ese contexto escolar? Si o no, justifique su respuesta

When you started OPE, did you feel prepared to deal with this school context? Yes or no, justify your answer.

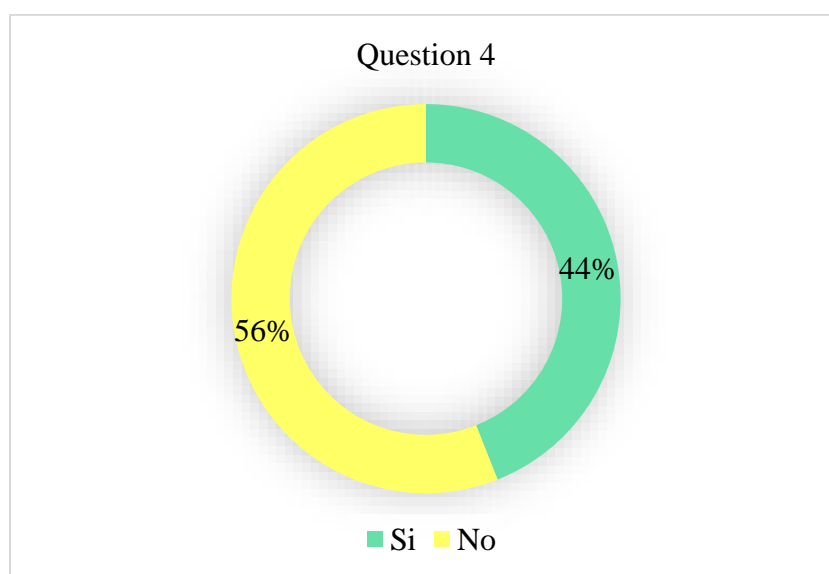


Figure 16. Pie Chart- Pre-service teachers Opinion about OPE Context

55% of OPE I students expressed that they did not feel prepared to face a school context because they had never done it while the other **44%** indicated that they felt ready to face the school

context due to the fact they had had the opportunity to teaching before, adding that the university had also provided them with tools to face the context.

Question No. 5

Como estudiante de Lic. en Lenguas Modernas, ¿cree usted que la OPE contribuye a su desarrollo como futuro docente? ¿Por qué?

As a student in Modern Languages, do you believe that the OPE contributes to your development as a future professor? Why?

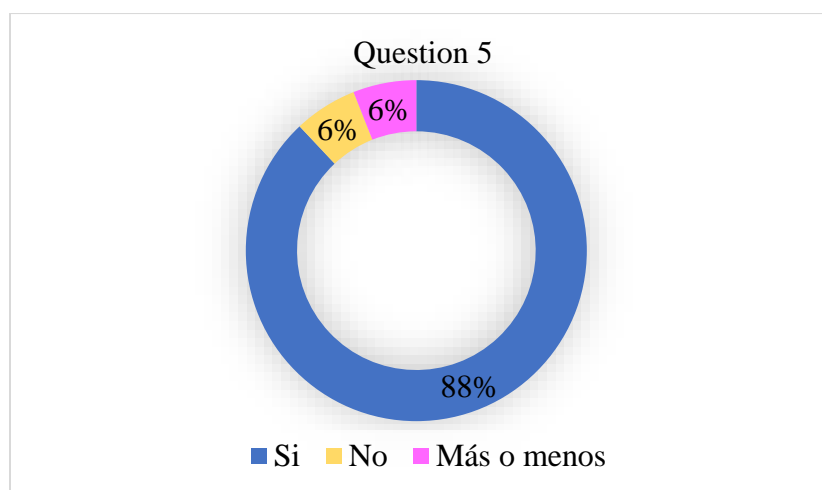


Figure 17. Pie Chart- Pre-service Teachers Opinion about OPE Contribution

88% of the respondents answered that OPE contribute to their development as a teacher, since it is an opportunity to put into practice what they have learned in classes. “Si, porque es la oportunidad perfecta para poner en práctica mis conocimientos y mejorar mis falencias”. In the same way, the OPE is a chance to prepare as a future teacher. “Este es el ensayo que mejor tenemos para practicar y ver que es un docente”. On the other hand, 6% of the respondents responded that the OPE contributes little and more or less to their development as a teacher, because the development as a teacher is obtained with constant practice. “Yo pienso que éste es

un proceso que se inicia en la OPE y el desarrollo como docente lo adquieres con la práctica constante”.

Question No. 6

Como futuro docente en el área de lenguas, tendrá que enfrentarse a distintos escenarios como colegios y universidades. Por este motivo ¿qué opina usted acerca de que la OPE también pueda llevarse a cabo en los escenarios antes expuestos?

As a future mother languages professor, you will have to face different scenarios such as secondary schools and universities. For this reason, what do you think about the fact that the OPE can also take place in the scenarios described above?

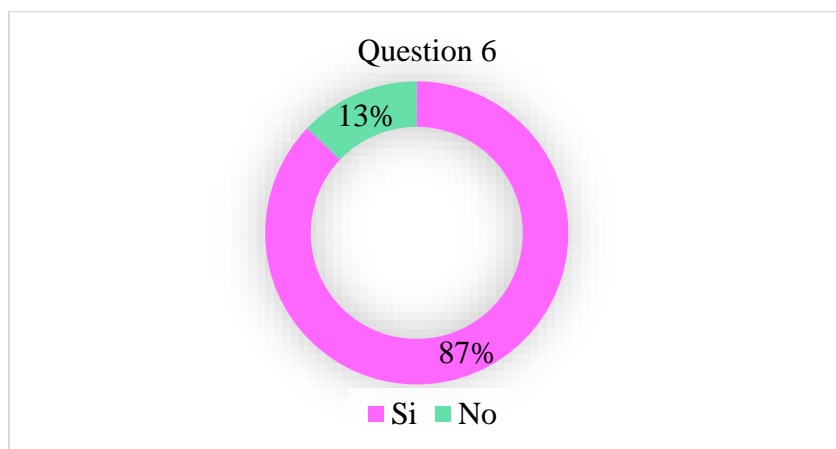


Figure 18. Pie Chart- EE OPE I Opinion about OPE-different sceneries

88% of the students agreed that the OPE should be carried out in other contexts than primary school, since it is a way to prepare for teaching at different ages. “Yo creo que los estudiantes deben estar preparados para todos los campos y que la OPE se lleve a cabo en universidades es una propuesta muy interesante”, and it would be a challenge that they would like to face. “Será bueno enfrentar mas retos”. On the contrary, **12%** said No, because the OPE is only for teaching

in primary school. “No, porque la OPE se realiza para el contexto educativo en escuelas primarias”.

Question No. 7

Por favor, describa en sus palabras que ha significado para usted la OPE.

Please describe in your own words what the OPE has meant to you.

OPE I- 2018.2 students describe that the passage through this first period of educational practices has been a very positive period, full of personal challenges which they have learned to overcome.

For most students, the OPE has been an enriching and magnificent experience in that it allows pre-service teachers to put into practice all their knowledge regarding the English teaching and the learning model of each of their students. It has also been the view of the school reality, the real role that a professor must face every day, looking for resolution of conflicts within the classroom., “*La OPE fue una experiencia enriquecedora porque pone a prueba tus capacidades como docente en formación. Las cosas no siempre salen como esperabas y tienes que buscar herramientas para sobreponerte...*”, “*La OPE ha significado mucho, puesto que es la oportunidad de conocer la realidad docente y, de como ya lo he mencionado anteriormente, de poner en práctica mis conocimientos*”. On the other hand, the OPE was presented as a personal challenge since some students presented insecurities, fear, shyness when facing a group of people, this caused them anxiety, but as the days went by, they gradually overcame these insecurities and they got adapted to the context, thus giving the best of them; “*Experiencia y saber enfrentar miedos e inseguridades de autoestima*”, “*La OPE ha sido un gran reto, porque he tenido que aprender a controlar mis emociones y dar lo mejor de mí en todo momento*”.

Finally, some students stated that OPE helped them clarify their future as English professors, thus ensuring their vocation for education, while for others, OPE was presented as a practice that

strengthened their knowledge of teaching and learning, and it led them to self-discovery their passion for education; *“Una experiencia que me servirá para el futuro “, “Significativo y muy bonito ya que terminé de convencerme de que me gusta mucho enseñar”*.

Question No. 8

¿Qué sugerencias le haría al programa respecto a la OPE?

What suggestions would you make to the program regarding the OPE?

OPE I- 2018.2 students made several suggestions directed towards the Modern Languages Program, specifically to the educational practices committee OPE, including OPE advisors. First, the majority of EE reached a consensus suggesting that OPE should be carried out in different educational contexts, such as primary and secondary schools, i.e. from 0° grade to grade 11°. In the same way, several students suggest that the OPE be carried out in colleges contexts in order to know other areas of education and find needs they required. Second, EE state that OPE practices should be rewarded monetarily, with a minimum percentage which allows students to offset the costs of materials used in classes. Also, EE asserts during practice, they provide a service to the community, which should be rewarded in some way. Third, the OPE practice should have more hours of practice in the week with the aim of generating a greater Impact on educative institutions. Forth, committee OPE should sign in the institutional convention a strategy in which the University or educational institution provides in some materials for the work in the classroom, e.g. photocopies etc. Fifth, some students declared the following: *“Que fuera menos riguroso y más espontaneo en cuanto a la preparación de las clases”, “Pienso, que como practicante es importante hacerlo en francés”, “Dejar continuidad a los estudiantes de OPE I a OPE II quienes tienen el proyecto de grado con la institución (Prioridad)”*.

Question No. 9

¿Influyó la OPE en la decisión de ser o no docente? ¿Por qué?

Did the OPE influence the decision to become a professor or not? Why?

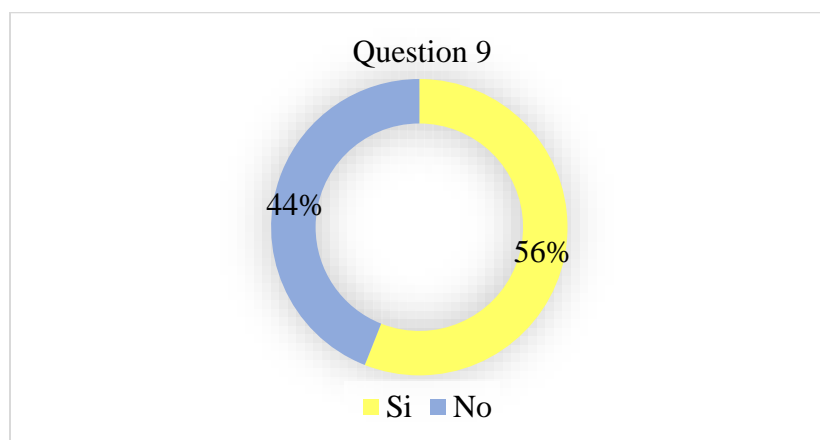


Figure 19. Pie Chart-OPE as an influence area for OPE I -EE

The students announced whether or not the OPE influenced their decision to become a professor. For **44%** of the OPE I students, OPE practices did not influence their decision to become professors, they describe that they knew in advance the professional profile of the major, therefore, they knew what awaited them... *“No, ya mi decisión la había tomado desde antes”, “No, ya sabía lo que quería ser”, “No, porque ya sabía que esta carrera es “como ser un docente” las prácticas son parte de tu desarrollo docente”, “Desde el inicio de la carrera ya sabía cuál era mi profesión”*. While for **56%** of the students, OPE did influence in some way the decision to become a professor, it even helped them identify aspects of learning in children that they previously did not know such as: multiple intelligences, control of emotions both in the teacher and the students, etc., among other reasons they say OPE provides a space in which to face the reality that a teacher lives day after day in an educational institution, giving as a result

that this job must be done with passion, dedication ... *“Si porque dar clases pone a prueba tu paciencia, no sólo al momento de dar la clase sino también la forma en la que manejas el salón de clases”, “Yo creo que sí, porque antes de la OPE uno se imagina muchas cosas, pero llegado el momento, la OPE le abre a uno los ojos sobre la realidad de la educación en nuestro país y lo hace caer en la cuenta de que ser docente no es tan fácil como uno suele pensar”,*

“Definitivamente si influyo, me he dado cuenta que aunque es una labor gratificante en ciertos momentos, también requiere de mucha exigencia, paciencia y sobre todo pasión, por lo cual a veces me cuestiono si en verdad es algo en lo que me veo a futuro...”, “Si, porque creo que al enfrentarme a esa realidad me convencí por completo que enseñar no es algo a lo que me quiera dedicar el resto de la vida”, “Si, ahora me gustaría trabajar con niños de cierta edad, antes no quería saber nada de niños”.

11.10 analysis to pre-service students OPE-II 2018.2 (IX semester)

It will be presented the analysis and results of the surveys carried out by the OPE II students. A survey was administered to a total of 23 students of the Ba modern languages English-French, from Santander de Quilichao, who were in ninth semester, and who in turn were doing their second period of practice OPE II - 2018.2

The survey consisted of 9 open-ended questions, indicating that students were free to express their opinions. The administration of the survey was done in a group way, researchers gave each student a survey in which they declared there was no time limit for its execution.

It should be noted that prior to the execution of the survey, researchers read aloud the informed consent to the entire group, thus highlighting the purpose of the research and clarifying the role of OPE students within the research. Finally, the students were asked to sign the consent in a document, which contains all the signatures of the students, participants of the research (Annex. 6 informed consents).

Below it is a compilation of all the answers obtained by the students' opinions, each one distributed by individual questions.

Question No. 1

¿Le gusta enseñar? Si, no ¿Por qué?

Do you like teaching? yes or no, why?

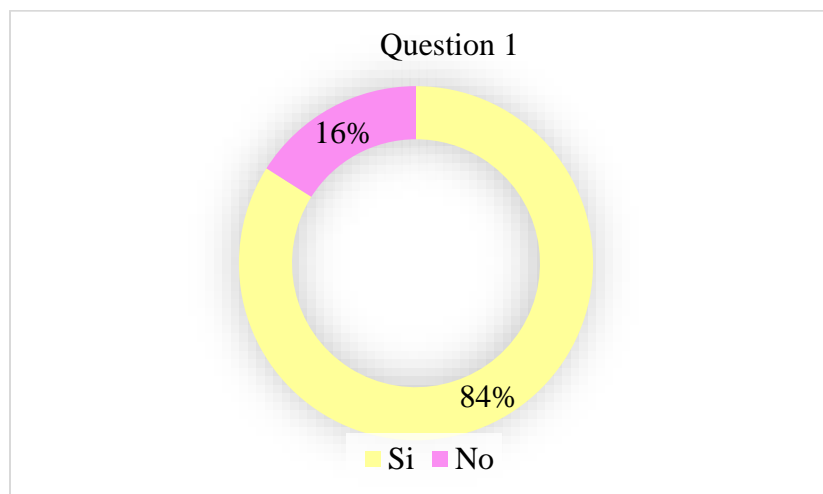


Figure 20. Pie Chart- Pre-service Teachers OPE II Opinion about teaching role

According to the first question, it is important to say that 84% of pre-service-teachers like to teach for some reasons, such as to shared knowledge, love to the profession and they feel comfortable teaching and 16% of them, they do not like to teach because, they do not like to care children, do not have vocation and do not feel comfortable with this responsibility.

Question No. 2

¿Qué expectativas tiene y/o tuvo con respecto a la OPE? Justifique su respuesta

What expectations did you have regarding the OPE? Justify your response

Pre-service teachers answered that they did not have any expectation (or few), because they had previously taught. On the other hand, some students mentioned that they thought that it would be

difficult because teaching English to children is exhausting and sometimes, they are difficult to control. Another of the expectations given by pre-service teachers were to have an approximation to the field and to receive a guide about the lesson's preparation. In addition, pre-service teachers said that they hoped to transform lives and give to the students the opportunity to live "*la nueva escuela*". Finally, they said that they want to acquire some strategies to improve the ways of teaching and one student said "*que los iba a odiar, ya que nunca me gusto la docencia*".

Question No. 3

¿Cuál es la importancia que ha adquirido la OPE en su quehacer pedagógico? Justifique

What is the importance of the OPE in your pedagogical work? Justify your response

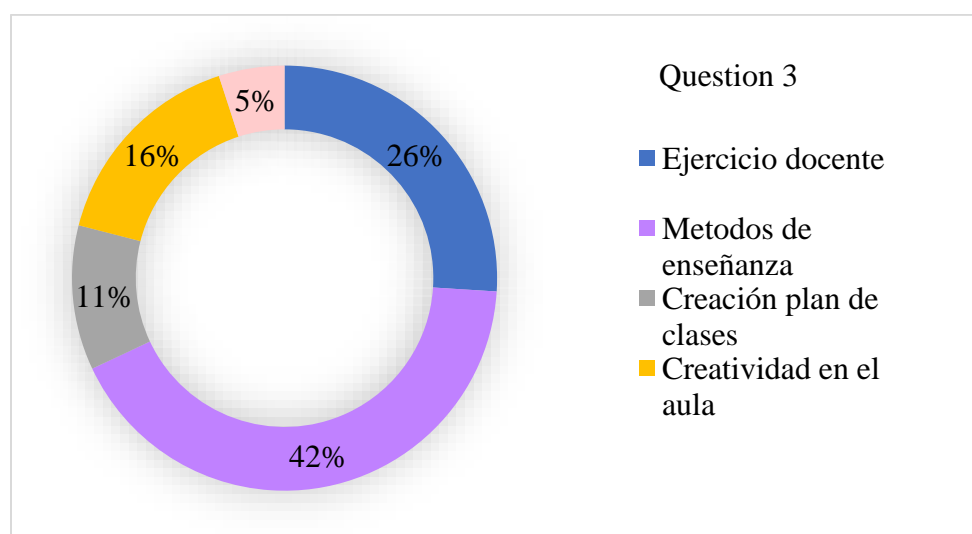


Figure 21. Pie Chart OPE Importance in pedagogical task for EE OPE II

For ninth semester students who are doing OPE II internships, the OPE has acquired great importance in several academic aspects. According to the graph, 42% of the students affirm that the OPE practices have contributed methods, strategies, and teaching techniques in the English language, thus emphasizing the importance of creating didactic materials to facilitate the language learning in the students, who in their great majority are children. In addition, some

students say that classroom practice has made them seek out and implement strategies to catch children's attention while promoting good discipline in the classroom. Nevertheless, 26% of students claim that the OPE practice has influenced their decision to become a teacher, as this space has shown them the true role of a teacher and the great responsibility that this profession demands.

“Me ha mostrado la verdad de lo que es ser profesor y de todo lo que ello implica”, “Realmente me ha dado un pequeño vistazo de como es mi quehacer ya que pienso que no da un conocimiento profundo”. For other students, the importance of OPE process lies in the fact that it visualizes the student in a school context for their future work, *“Se ha vuelto mi pequeño empujón hacia la docencia, de esta manera haciendo que me encariñe con lo que hago y en lo que me convertiré”*. However, other students, 16% state that the OPE has encouraged them to create creative didactic materials for children even they have implemented play as a learning style, in order to simplify the learning of a second language, thus pointing out that these exercises allow a greater approach to children with the aim of knowing more closely the each student processes, taking into account their virtues and weaknesses in the area *“Aprendí sobre actividades para realizar en clase, tuve que volverme un niño de nuevo para “llegarle” a los niños, y adquirí gracias a mis compañeras un montón de conocimientos sobre cómo hacer una clase amena, que antes no tenía”*.

On the other hand, 11% stated that the importance that OPE has acquired, lies in the awareness that it has given them about planning of classes before. They consider it to be a very important process, *“ha estado reflejada en el lesson plan, nunca había pensado en el hecho de planear una clase, además hacer material autentico me dejan buen sentimiento”*, While 5 % announce that

OPE practices have allowed levels of responsibility to rise and have motivated pre-service teachers to continue with this commitment to teach.

Question No. 4

Al iniciar la OPE ¿se sentía usted preparado para enfrentar este contexto escolar? Si o no, justifique su respuesta.

When you started OPE, did you feel prepared to deal with this school context? Yes or no, justify your answer.

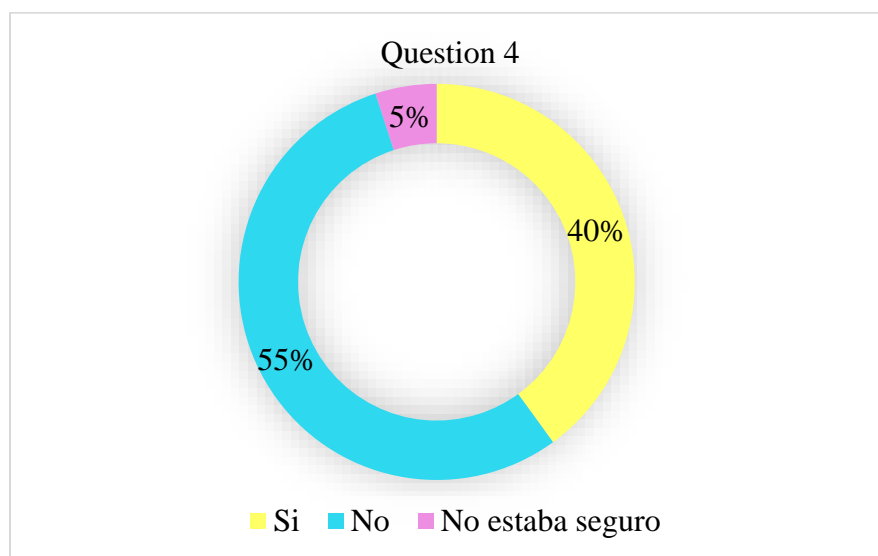


Figure 22. Pie Chart Pre-service teachers OPE II Opinion about OPE context

The total number of students who practice in the OPE process is 20 students in 2018.2. Of the 20 students, 55%, that is equivalent to 11 people, they declared that they did not feel prepared to face a school context in a classroom setting. There were several reasons for this: first, they had never been in a classroom with more than 30 children in the same room; second, it was their first-time teaching English to primary school children; third, facing a classroom with children

demands a great responsibility, and the methods and strategies to be used in the classroom must be appropriate to the age of the children. *“No me sentía preparada, porque no había estado en un contexto real con más de 30 estudiantes y es muy diferente hacer simulacros de clase en el aula de clase con tus compañeros que hacerla en lo real con los niños”, “Sabía que tenía los conocimientos, pero enfrentarse a un grupo y aplicar estrategias, métodos es algo que pide mucha responsabilidad.* However, 40% of the remaining students, i.e. 8 people, wrote that they did feel prepared to face school contexts in the OPE because they already had previous experience teaching in primary and secondary schools, and some even stated *“Si, sabia que Santander de Quilichao no tiene contextos difíciles de enfrentar, esperaba tener mas retos, pero ha sido lineal”*. On the other hand, for 5% of the students, this school context was seen as a simple obligation, so it did not generate any emotion in them.

Question No. 5

Como estudiante de Lic. en Lenguas Modernas, ¿cree usted que la OPE contribuye a su desarrollo como futuro docente? ¿Por qué?

As a student in Modern Languages, do you believe that the OPE contributes to your development as a future professor? Why?

The OPE students agreed with the answer which resulting in 100% that the OPE contribute to training as future teachers, since all the answers were in a positive way such as: *“Si, ya que es un espacio de práctica donde aprendemos a mejorar”*. In this way, they expressed that the OPE offers spaces to create pedagogical tools and materials. It see an example of that answer: *“Por supuesto, desde aquí aprendemos a llevar un buen control y crear materiales y herramientas pedagógicas”*. On the other hand, most of them answered that is a space to prepared as future professionals. *“Si,*

es necesaria para saber a qué me voy a enfrentar como profesional y como desempeñarme como tal.”

Question No. 6

Como futuro docente en el área de lenguas, tendrá que enfrentarse a distintos escenarios como colegios y universidades. Por este motivo ¿qué opina usted acerca de que la OPE también pueda llevarse a cabo en los escenarios antes expuestos?

As a future mother languages professor, you will have to face different scenarios such as secondary schools and universities. For this reason, what do you think about the fact that the OPE can also take place in the scenarios described above?

Most of the students agreed (90%) that is a good idea to carry out the OPE in high schools and universities, most of them wrote the following: "Sería genial poder tener experiencias diversas que puedan ayudar a la confianza, y al mismo tiempo a la proyección profesional, me encantaría enseñar en la universidad." Or "Yo creo que sería lo ideal porque nos podemos enfrentar a cualquier escenario y aquí solo tenemos OPE en las escuelas." However, a 10% of them did not agree to carry out the OPE in universities, since it must have a specialization. Some answers from survey respondent are: "Estoy de acuerdo que se lleve a cabo solamente en el colegio pues la universidad es una población para la cual se debe estar aun más preparado y se requiere de esfuerzos extra para implementar la OPE en universidades," and "No lo siento necesario, porque para dar clases a nivel universitario se necesita una especialización y conocimientos avanzados que no ofrece un pregrado como el que cursamos."

Question No. 7

Por favor, describa en sus palabras que ha significado para usted la OPE.

Please describe in your own words what the OPE has meant to you.

Participants' responses indicated that the OPE has meant a formidable experience for them because they felt comfortable at working with the children of the institutions. Some of them expressed in the following way. "Grandes cosas, es bonito ver el cariño que los estudiantes te dan" or "Una de las experiencias más bonitas de mi carrera". Likewise, they also expressed that the OPE had been the ideal learning scenario to know themselves as teachers; "un espacio de practica para conocerme a mí misma como docente y que puedo hacer para mejor", "La OPE ha significado para mí un proceso de identificación, no solo de los estudiantes sino también del practicante", "un espacio de practica para conocerme a mí misma como docente y que puedo hacer para mejor". Finally, most agreed the OPE had been an experience that gave them the necessary tools to be teachers; "Una experiencia significativa que nos aporta como educandos, nuevas estrategias en el campo pedagógico", "La OPE para mí ha sido una de las experiencias más significativas en mi vida puesto que aprendí muchas cosas, dominar el grupo, ser más dinámica".

Question No. 8

¿Qué sugerencias le haría al programa respecto a la OPE?

What suggestions would you make to the program regarding the OPE?

The OPE II participants have expressed in writing several suggestions to the program, in which some of them agreed that the OPE practice should not only be carried out in middle schools, but also in high schools; "Debería de abordarse más entornos educativos/escolares dependiendo de la

OPE. OPE I: Escuelas, OPE II: Colegios”, “Que se pueda aplicar también para bachillerato”; in addition, pre-service teachers suggested that the OPE should have a longer duration; “Que sea un poco más extenso a que muchas veces solo son 2 meses”, “Podría ser clases de 3 horas o por lo menos de 2 veces a la semana porque es muy complejo cada 8 días” and “Que la practica empiece de semestres intermedios y no de semestres tan adelantados”. Other participants suggested holding meetings with their colleagues and OPE coordinator to know more about the process; “Realizar empalmes con los de OPE I para reforzar procesos que se hayan iniciado”, “De momento, que dispusieran de un espacio en que se puedan hacer las retroalimentaciones con nuestra coordinadora después de dar clase”. For its part, some participants proposed that the practices were remunerated. “Que nos den una remuneración por las prácticas”, “Recibir un pago por las horas trabajadas”. Finally, one respondent suggested that pre-service teachers should be trained in order to work with students with special educational needs, “Al programa le haría la sugerencia de tener más conocimientos sobre temas que se relacionan con la educación, específicamente deberíamos estar preparados para contextos de NEE”; while another colleague stated that the pre-service teachers could be free to decide where they wanted to carry out their OPE “Que se le dé la posibilidad a los practicantes de escoger la población con la cual se quiere trabajar”.

Question No. 9

¿Influyó la OPE en la decisión de ser o no docente? ¿Por qué?

Did the OPE influence the decision to become a professor or not? Why?

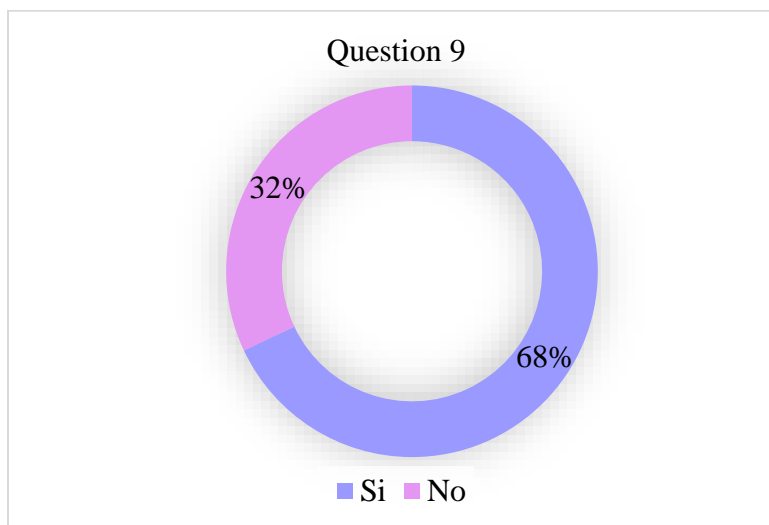


Figure 23. Pie Chart OPE as an influence area for OPE I I-EE

Most of the participants agreed that the OPE has influenced their decision to become teachers; “Me ayudo a madurar el espíritu docente y saber los retos que voy a tener cuando sea contratado y desempeñe mi rol total”, “Si, totalmente ya que es el encuentro real con un contexto escolar donde te pones a prueba y decides si quieres o no ser profesor”, “Si, al principio no quería ser docente pero la gratificación de dar lo que uno aprende y que otros aprendan es muy gratificante”, “De cierta forma, ya que me parece más tolerable el hecho de ser docente”. On the other hand, some argued that the OPE was not the factor affecting of their decision of becoming teachers; “No, porque anteriormente había enseñado y ese primer contacto fue el que influyo en mí”, “No, porque es algo que vivo y viví en mi familia. Mi mamá y mi tía son docentes, las vi muchas veces enseñando preparando clases” “Desde un comienzo he tenido claro que quiero ser docente por lo tanto no influyo, pero reforzó mi voluntad de serlo”. Finally, some respondents to

the survey expressed the OPE had not influenced their decision to be teachers; “No, desde antes de entrar a práctica ya tenía claro que no quería ser docente”, “No, porque anteriormente había enseñado y ese primer contacto fue el que influyo en mí”, “No ha sido significativa. Pero mantengo la decisión de ser docente”.

11.11 Analysis to school students from grades 0 – 1 Institución Educativa

Instituto Técnico and its primary institutions

A total 239 students were interviewed from the Institución Educativa Instituto

Técnico, and its others primary institutions such as: José Edmundo Sandoval; Rafael Tello and Francisco de Paula Santander.

The survey had only five questions which were closed-ended questions. In view of the fact that students were in zero(transition) and first grades, a different type of survey was designed (survey type 2) because not all students could read and write. Each question had multiple answer choices represented by emoticons that showed different states moods THOUGH children should have chosen only one emoticon to represent their closest response. Thus, it was applied in a group setting in which the leader gave understandable guidelines for children to carry out the survey.

Below, it is presented the emoticons with its equivalent that were used in the surveys to children from 5 to 7 years old.








						
Muy bien Very well	Bien Good	Regular	Mal Bad	Muy mal Really bad	Niño	Niña
Muchísimo So much	Mucho A lot	Regular	Poco A little	Nada Nothing	Boy	Girl

Figure 24. Adaptation of the Facial Hedonic Scorecard.

(Copyright, Dutcosky, 2007).



GENDER

¿Soy niño o niña?

Am I a boy or a girl?

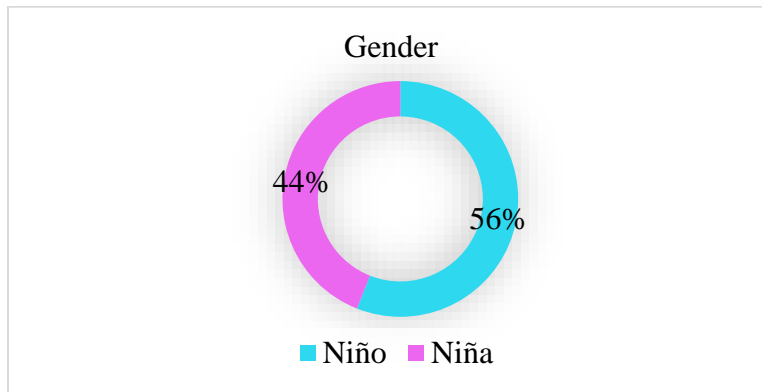


Figure 25. Pie Chart - IEIT Children Gender (Source; survey 2)

Of the 239 students who only belong to zero - first grades, 56% are male and 44% are female.

They are all children ranging in age from 6 to 8 years old.

Question No. 2

¿Cómo te sientes en las clases de Inglés?

How do you feel in English classes?

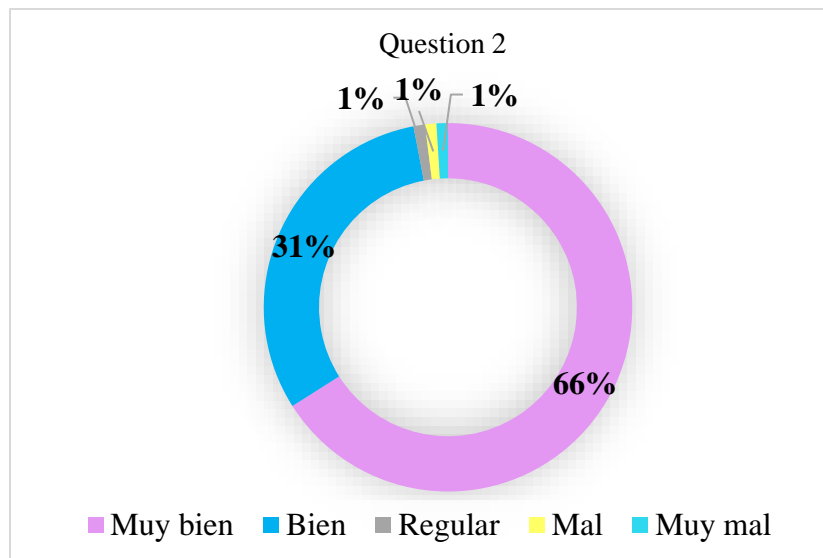


Figure 26. Pie Chart - IEIT School Students feelings to English Class

(Source; Survey 2)

In the second question of the survey **66%** of students indicate that they feel **very well** in English classes. **31%** students expressed that they feel **good**. Only **1%** of students expressed that they feel **regular, bad** and **really bad**. It is inferred that most of children feel comfortable during English classes.

Question No. 3

¿Te gusta tu profesor de inglés?

Do you like your English professor?

65% of students place the English teachers in ranges of **so much** (muchísimo). Over **27%** students indicated that they like **a lot** their English teachers; **4%** students indicated they hardly like English teachers (a little range). While the rest of students (**4%**) expressed they do not like English teachers.

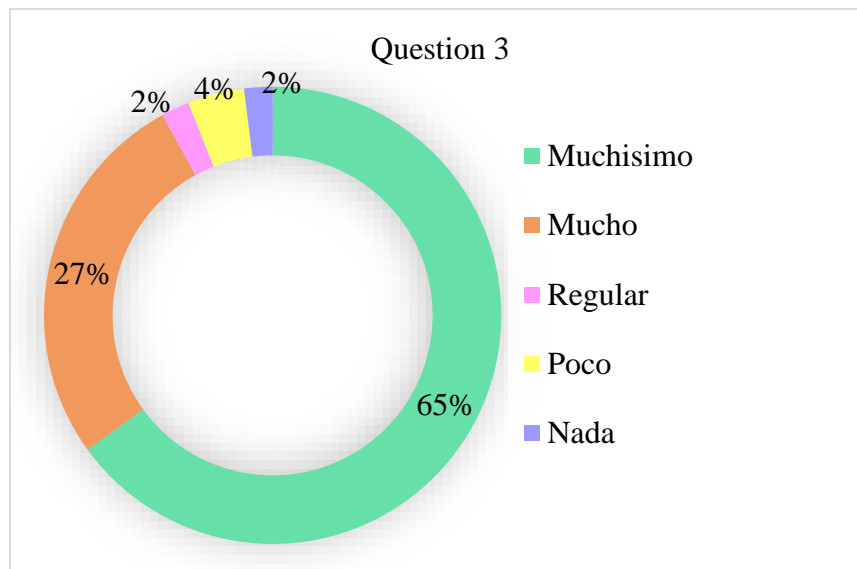


Figure 27. Pie Chart - IEIT School Students Opinion to EE

Question No. 4

¿Te gusta la clase de inglés?

Do you like English class?

69% of students place the English classes in ranges of **so much** (muchísimo). Over **20%** students expressed that they like **a lot** their English classes; **4%** students indicated they almost do not like English classes (regular range). While the rest of students (**4%**) expressed they do not like English classes (a little range), **3%** they almost do not like (nothing range).

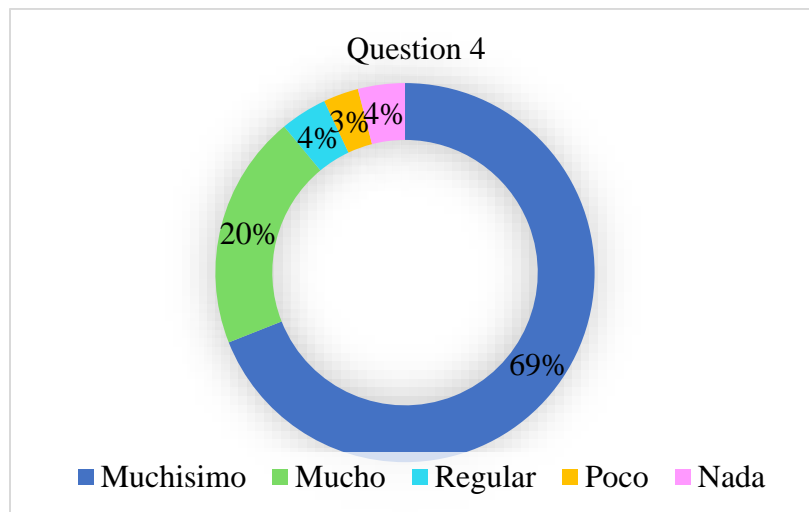


Figure 28. Pie Chart - IEIT School Students Opinion to English Classes

(Source; survey 2)

Question No. 5

¿Cuál es tu materia favorita?

What is your favorite subject?

According to the pie chart, it is observed that children prefer English class as their favorite subject (**109** students). Second, Sport (Ed. Física) appears as the second favorite subject for **38** children. Mathematics is in the third place for **34** students. Spanish appears in fourth place for **25** students. While for other, both artistic and informatics subjects are preferred to **12** students. However, *sociales* subject is preferred to **7** children. Finally, **8 students** did not know what their favorite subject were.

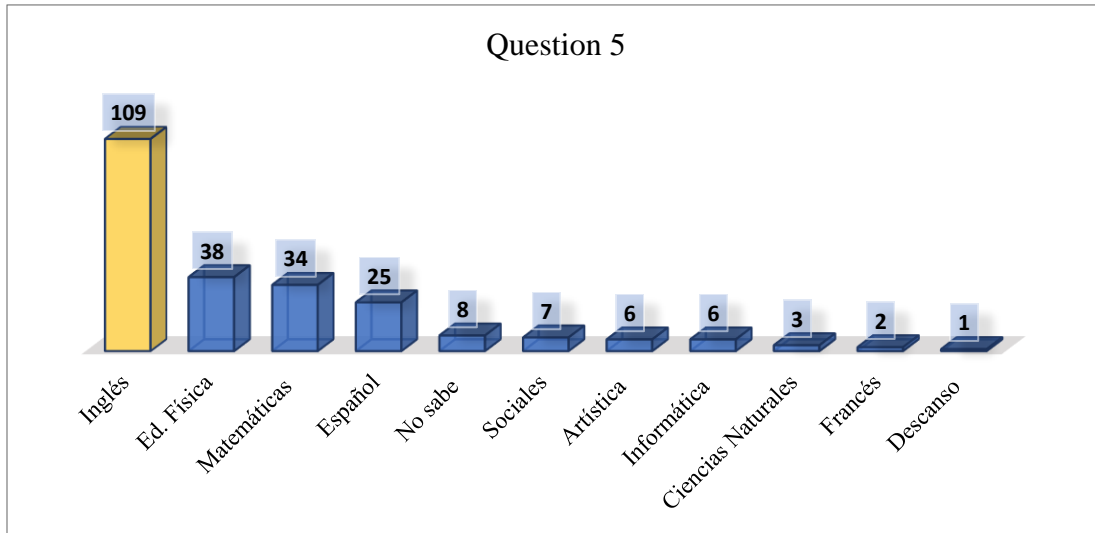


Figure 29. Bar Chart-Students' favorite subjects from IEIT

11.11.1 Analysis to school students from 2nd – 5th grades survey type 1



A total 439 students were interviewed from the Institución Educativa Instituto Técnico - José Edmundo Sandoval; Rafael Tello and Francisco de Paula Santander.

The survey had only five questions, which were closed-ended questions. Each question had multiple choice answers, in which students had to mark the most closely resembled their answer.

Thus, it was applied in a group setting in which the leader gave understandable guidelines for students to carry it out.

The following variables were used as response options from 8 to 13 years old.

Muy bien	Bien	Regular	Mal	Muy mal	Niño	Niña
Very well	Good		Bad	Really bad		
Muchísimo	Mucho	Regular	Poco	Nada	Boy	Girl
So much	A lot		A little	Nothing		

Figure 30. Adaptation of the Facial Hedonic Scorecard for IEIT 2nd-5th grades.

(Copyright, Dutcosky, 2007)

3. ¿Te gusta tu profesor de inglés?

Si	4
Mucho	3
No	2
Poquito	1

Figure 31. Approval rating Scale for IEIT

Hierarchy Options four items (Likert R,1932).

The higher numbers are those that show greater satisfaction in the response, and the lower ones show less satisfaction in the response

GENDER

Question No. 1

¿Soy niño o niña?

Am I a boy or a girl?

Of the 439 students who only belong to second - fifth grades, **51%** are male and **49%** are female.

They are all children ranging in age from 8 to 13 years old.

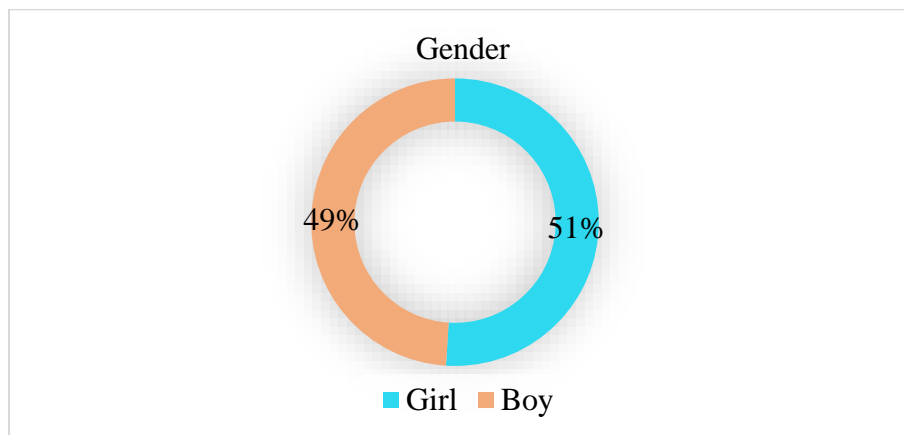


Figure 32. Pie Chart- IEIT Children Gender 2-5 grades.

Question No. 2

¿Como te sientes en las clases de inglés?

How do you feel in English classes?

In the second question of the survey **55%** of students indicate' that they feel **very well** in English classes. **36%** students express that they feel **good**. **8%** express that they feel **regular**. Only **1%**

of students express that they feel **bad**, and **0% so bad**. It infers that most of children feel comfortable during English classes.

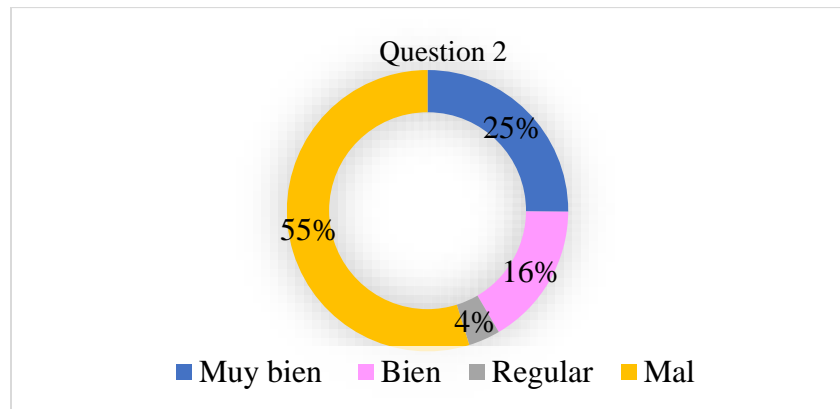


Figure 33. Pie Chart-IEIT School Students Feelings to English class - 2-5 grades

Question No. 3

¿Te gusta tu profesor de Inglés?

Do you like your English professor?

66% of students said that they like **a lot** their English teachers. Over **24%** students indicated that they **do like** their English teachers; **9%** students indicated they hardly like English teachers (a little range). While the rest of students, **1%** expressed they do not like English teachers.

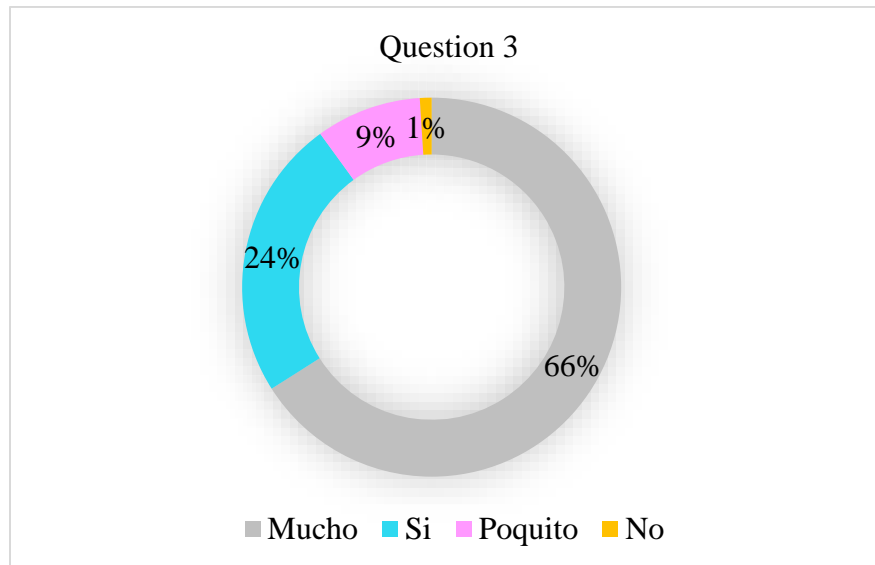


Figure 34. Pie Chart - IEIT School Students Opinion about EE- 2-5 grades

Question No. 4

¿Te gusta la clase de inglés?

Do you like English class?

64% of students said that they like **a lot of** English classes. Over **28%** students indicated that they **do like** English classes; **7%** students indicated they hardly like English classes (a little range). While the rest of students, **1%** expressed they do not like English classes.

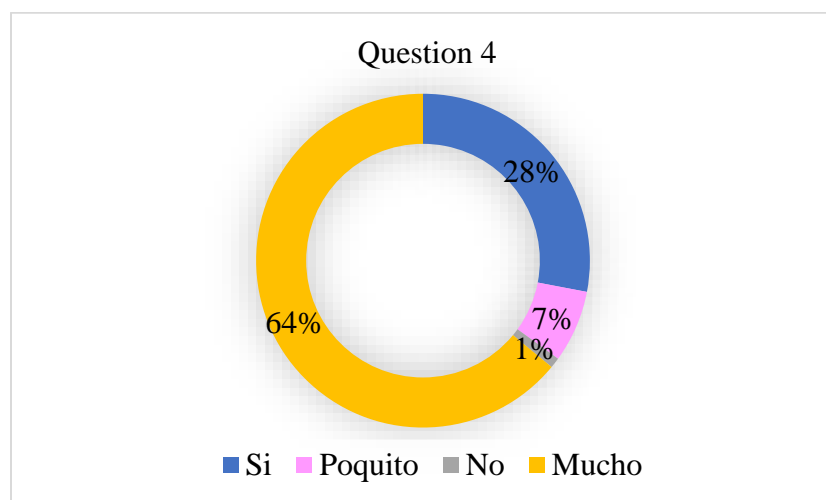


Figure 35. Pie Chart- IEIT School Students Opinion about English classes - 2-5grades

Question No. 5

¿Cuál es tu materia favorita?

What is your favorite subject?

According to the graph, it is observed that children prefer English class as their favorite subject (217 students). Second, Maths appears as the second favorite subject for 66 children. Artistic is in the third place for 58 students. Informatic appears in fourth place for 35 students. Sport (Ed. Física) is fifth place for 32 students. Spanish is in the sixth place for 31. While for other, both *Sociales* and Biology (*Ciencias naturales*) subjects are preferred to 20 students. However, History subject is preferred to 5 children. Finally, 4 students prefer each one subjects such as: Religion, Geometry, and Ethics and Values.

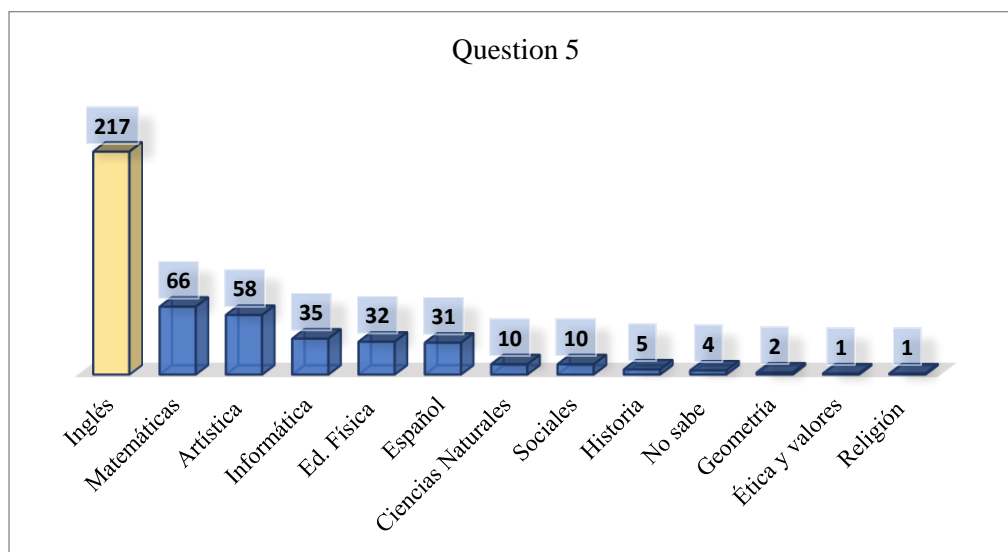


Figure 36. Bar Chart-Students' favorite Subjects from IEIT 2nd-5thgrades

11.12 Analysis to school students from grades 0 – 1st Institución Educativa

Francisco José de Caldas



A total 57 students were interviewed from the Institución Educativa Jose de Caldas. The pre-service teachers are only carrying the OPE in the Jose de Caldas high school.

The survey had only five questions, which were closed-ended questions. In view of the fact that students were in zero (transition) and first grades, a different type of survey was chosen (survey type 2) since not all students could read and write. Each question had multiple answer choices represented by emoticons that showed different states moods THOUGH children should have chosen only one emoticon to represent their closest response. Thus, it was applied in a group setting in which the leader gave understandable guidelines for children to carry out the survey. Below, it is presented the emoticons with its equivalent that were used in the surveys to children from 5 to 7 years old.








						
Muy bien Very well	Bien Good	Regular	Mal Bad	Muy mal Really bad	Niño	Niña
Muchísimo So much	Mucho A lot	Regular	Poco A little	Nada Nothing	Boy	Girl

Figure 37. Adaptation of the Facial Hedonic Scorecard for IEFJC

(Copyright, Dutcosky, 2007). Survey type 2

GENDER

¿Soy niño o niña?

Am I a boy or a girl?

Of the 57 students who only belong to zero - first grades, **49%** are male and **51%** are female.

They are all children ranging in age from 5 to 6 years old.

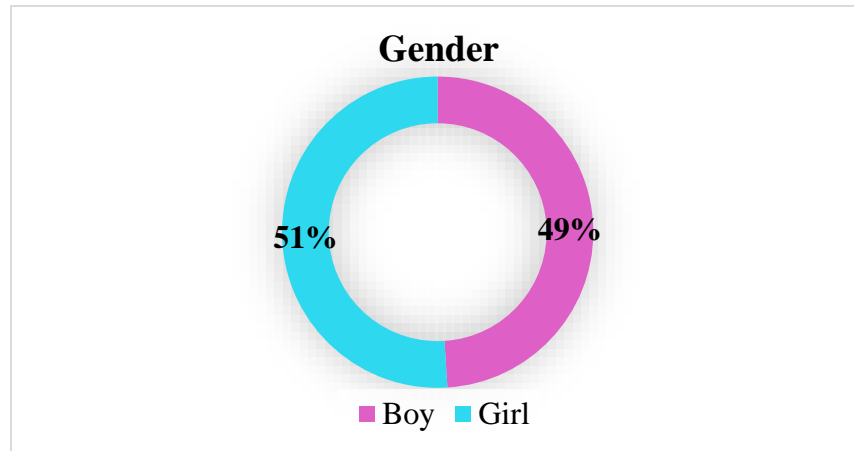


Figure 38. Pie Chart-IEFJC Children Gender

Question No. 2

¿Como te sientes en las clases de Inglés?

How do you feel in English classes?

In the second question, children indicated that they feel so good (**37%**) in English class.

61% of the children expressed that they feel good in English Class.

2% answered that they feel regular in English class.

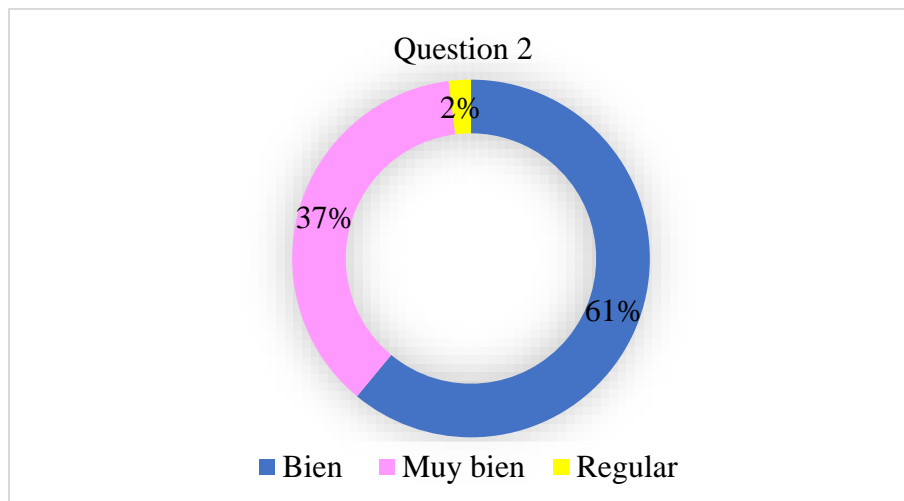


Figure 39. Pie Chart-IEFJC School students Feelings to English class

Question No. 3

¿Te gusta tu professor de inglés?

Do you like your English professor?

In the third question, children answered that they like English teacher so much (**60%**)

33% of the children indicated that they like English teacher very much

3% of the children expressed that they like their English teacher in a low range

2% of the children indicated that they do not like their English teacher, and the other 2% pointed regular.

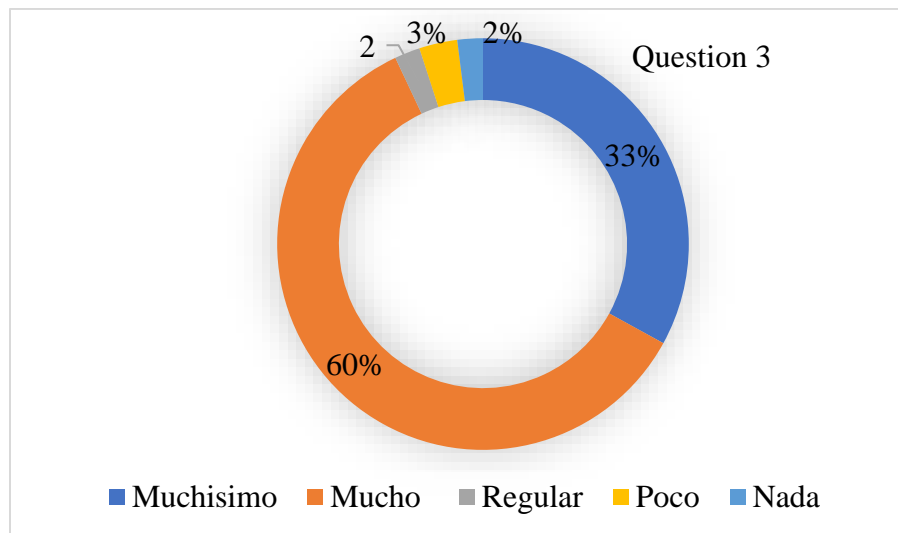


Figure 40. Pie Chart-IEFJC School Students Opinion about EE

Question No. 4

¿Te gusta la clase de inglés?

Do you like English class?

In the fourth question, **44%** of the children answered that they like the English class so much.

52% expressed that they like English class very much. **2%** of the children indicated that they like the English class in a low range, and the other. **2%** of the students did not answer the question.

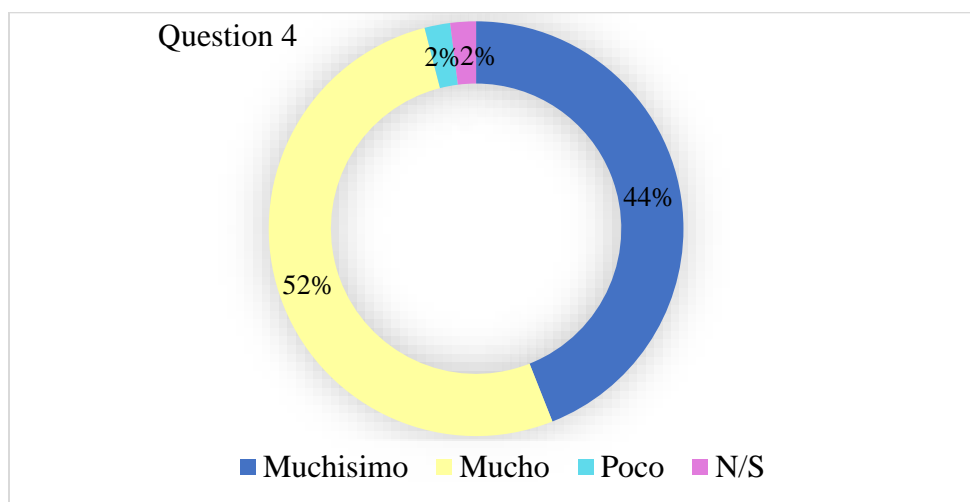


Figure 41. Pie Chart-IEFJC School Students Opinion about English Classes

Question No. 5

¿Cuál es tu materia favorita?

What is your favorite subject?

In the fifth question, it is observed that children prefer English class as their favorite subject (**28**). Second, Mathematics appears as the second favorite subject (**8**). Informatics class appears in third place (5). While for other, both Dance and Artistic subjects are preferred (4), on the other hand, Physical Education is preferred for 3 students, while Spanish is the favorite subject of 2 students. Finally, Statistics and Swimming are their favorite subject for some students (1). It was a student who did not answer the question.

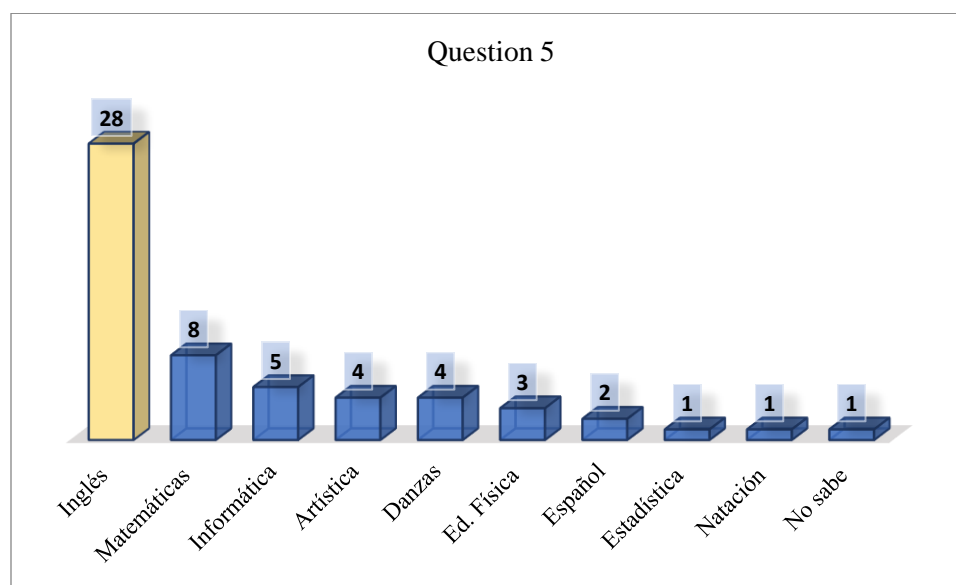


Figure 42. Bar Chart-Students' favorite Subject from IEFJC

11.12.1 Analysis to school students from 2nd – 5th grades Institución Educativa Francisco José de Caldas (primary institution)



A total 100 students were interviewed from the Institución Educativa Francisco José de Caldas.

The survey had only five questions, which were closed-ended questions. Each question had multiple choice answers, in which students had to mark the most closely resembled their answer.

Thus, it was applied in a group setting in which the leader gave understandable guidelines for students to carry it out. The following variables were used as response options from 8 to 13 years old.

Muy bien Very well	Bien Good	Regular	Mal Bad	Muy mal Really bad	Niño	Niña
Muchísimo So much	Mucho A lot	Regular	Poco A little	Nada Nothing	Boy	Girl

Figure 43. Adaptation of the Facial Hedonic Scorecard for IEFJC 2nd-5th grades

(Copyright, Dutcosky, 2007).

3. ¿Te gusta tu profesor de inglés?

Si	4
Mucho	3
No	2
Poquito	1

Figure 44. Approval Rating Scale for IEFJC

Hierarchy Options four items (Likert R,1932).

The higher numbers are those that show greater satisfaction in the response, and the lower ones show less satisfaction in the response.

GENDER

Question No. 1

¿Soy niño o niña?

Am I a boy or a girl?

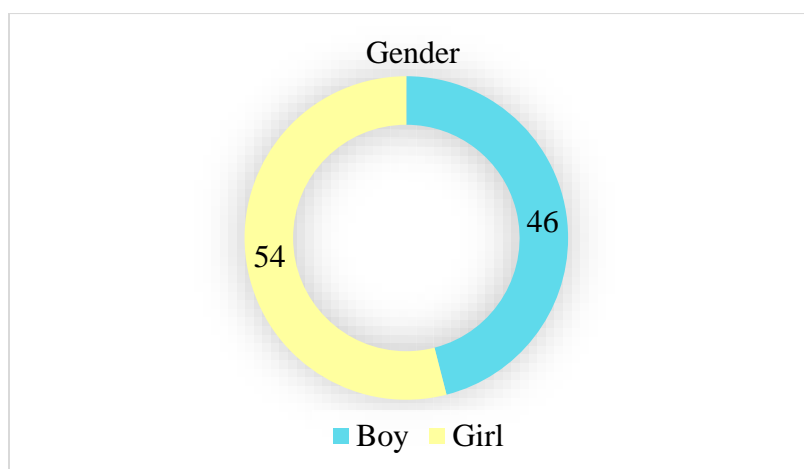


Figure 45. Pie Chart- IEFJC Children Gender - 2-5grades

In the first question, we found that **46** students are male and **54** are female.

Question No. 2

¿Como te sientes en las clases de inglés?

How do you feel in English classes?

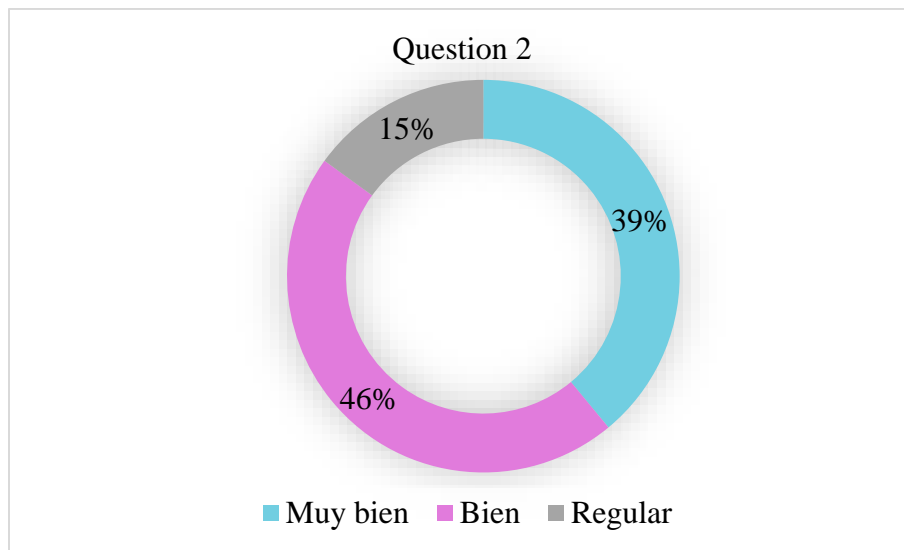


Figure 46. Pie Chart- IEFJC School Students Feelings to English Class.2-5 grades

In the second question of the survey **39%** students indicated that they feel **very good** in English classes. **46%** students expressed that they feel **good**, and finally, **15%** students expressed that they feel **regular** in English classes.

Question No. 3

¿Te gusta tu profesor de Inglés?

Do you like your English professor?

In the third question, children answered that they like English teacher so much (**58%**)

31% of the children expressed that they like English teacher

11% of the children indicated that they like the English teacher in a low range

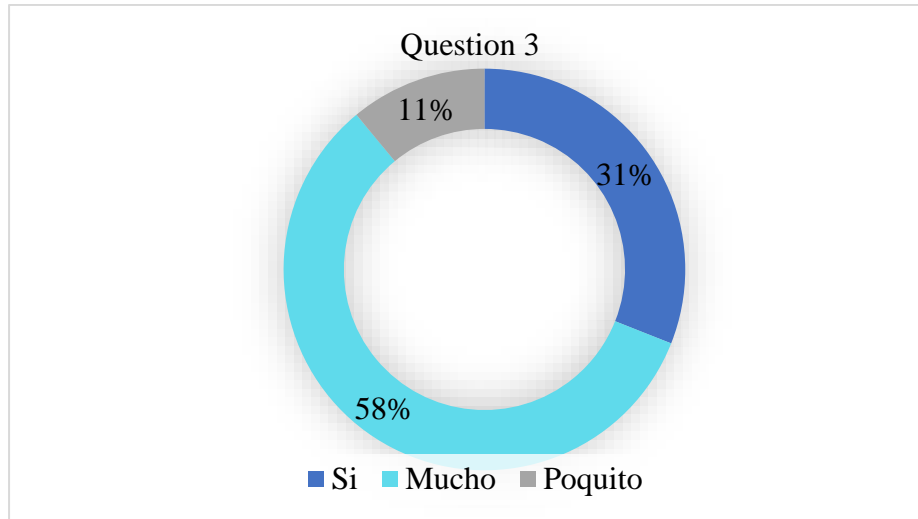


Figure 47. Pie Chart- IEFJC School Students Opinion about EE. 2-5 grades

Question No. 4

¿Te gusta la clase de inglés?

Do you like English class?

In the fourth question, children answered that they like English class so much (**55%**)

29% of the children expressed that they like English class

16% of the children indicated that they like the English class in a low range

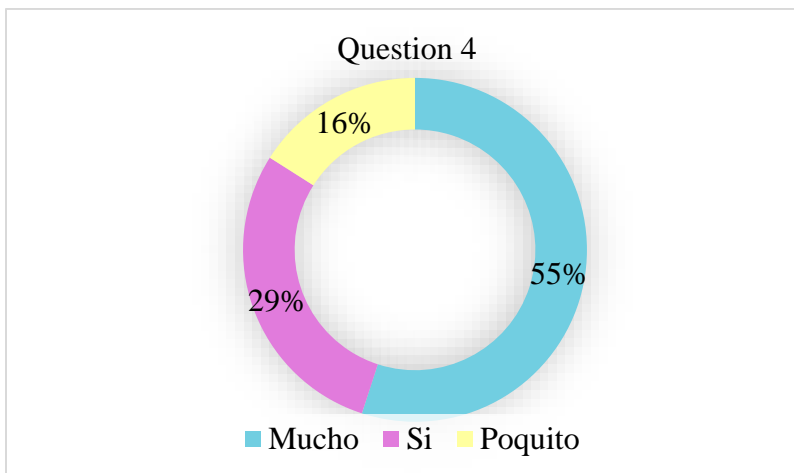


Figure 48. Pie Chart-IEFJC School Students Opinion about English Classes. 2-5grades

Question No. 5

¿Cuál es tu materia favorita?

What is your favorite subject?

In the fifth question, it is observed that children prefer English class as their favorite subject (**34**). Second, Mathematics appears as the second favorite subject (**18**). Physical Education class appears in third place (13). While for other, Spanish subject is preferred (9), on the other hand, Artistic is preferred for 8 students, while Natural Sciences is the favorite subject of 7 students, Informatics is the favorite subject of 4 students. And finally, one student did not answer the question.

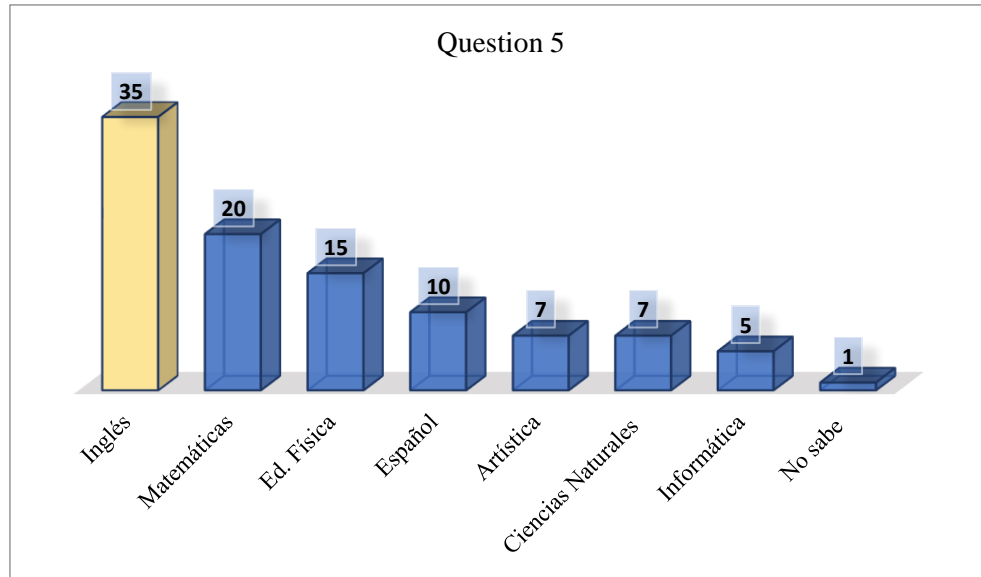


Figure 49. Bar Chart-Students' favorite Subject from IEFJC 2nd-5th grades

12. RESULTS

In pursuance of finding the Social Impact of the OPE, different instruments were applied with the aim of giving to know the speeches of the actors present in the Orientation of the Educational Process "OPE"; as well as the perspective that children had regarding the English classes in which they were participants. In the 2018.2 period, the OPE had as a practice scenario 2 institutions, the Institución Educativa Instituto Técnico with a population of 711 students involved in the OPE. It was applied a survey of closed questions to children, but due to the age differences, it was applied a survey with multiple answers represented by several emoticons to zero and first grade children.

In zero and first grade the OPE had 239 students, which 56% were male and 44% were female. The 66% of the students indicated that they felt very well in English classes, while 31% expressed that they felt good, and only 1% bad and really bad in English class, the 65% of the students claimed that they liked so much their English teacher, while the 27% declared that they liked very much. The 4% of students said that they hardly liked and did not like their teacher. The 79% of the students informed that they liked so much the English class, while the 20% indicated that they liked very much. The 4% of students declared that they liked regular and nothing the English class; only the 3% said that they liked in a low range. 109 students stated they prefer English class as their favorite subject, while the other students chose other subjects.

From second to fifth grade, the OPE had 472 students which 51% were male and 49% were female. The 55% of the students indicated that they felt very good in English class, while the 36% expressed that they felt good, the 8% declared that they felt regular, and only 1% said it felt bad. 66% of students said that they liked a lot their English teachers. Over 24% students indicated that they did like their English teachers; 9% students indicated they hardly liked English teachers

(a little range). While the rest of students, 1% expressed they did not like English teachers. 217 students prefer English class as their favorite subject, while the other students chose other subjects.

In zero and first grade the OPE included to 57 students, which 51% were male and 49% were female. The 37% of the students indicated that they felt very well in English classes, while 61% expressed that they felt good, and only 2 percent felt regular. The 60% of the students claimed that they liked so much their English teacher, while the 33% declared that they liked their English teacher very much. The 3% of students said that they liked in a low range, and the 2% informed that they did not like, and they liked regular their English teacher. The 44% of the students informed that they liked so much the English class, while the 52% indicated that they liked very much. The 2% of students declared that they liked in a low range; and the 2% did not answer. 28 students prefer English class as their favorite subject, while the other students chose other subjects.

From second to fifth grades, the OPE had 100 students which 54% were male and 46% were female. 39% of the students indicated that they felt very well in English classes, while 46 percent said they felt good, 15% claimed they felt regular. 58% of the students declared they liked their English teacher a lot, while 31% informed they liked their English teacher. 11% indicated that they liked their teacher in a low range. 55% of the students claimed they liked their English class so much. While 29% said they liked their English class. 16% declared they liked their English class in a low range. 34 students had English as their favorite subject, the rest of the students preferred other subjects.

Within the institutional OPE convention, Institución Educativa Instituto Técnico consisted of 22 school teachers, they accompanied the EE in their practices. An open-ended and closed-ended

question-type survey was applied to school teachers, from which it could be concluded that the whole school teachers were in agreement with the execution of the institutional OPE convention due to the dynamism, creativity and responsibility of pre-service teachers , in addition, school teachers expressed that EE were great support since they had the ability to communicate verbally and in writing in English, while school teachers had a very general knowledge and it did not have a deep knowledge of English learning and teaching. School teachers agreed that the institutional OPE convention between the University of Cauca and the Educational Institutions has generated a Social Impact due to the fact that pre-service teachers help the integral development of the students and they are a support for the institution.

Within the institutional OPE convention, Institución Educativa Francisco José de Caldas there were 7 teachers, they accompanied the EE in their practices. An open-ended and closed-ended question-type survey was applied to school teachers, from which it could be concluded that the whole school teachers agreed with the implementation of the institutional OPE convention due to the fact that the EE classes were composed of an affective component, dynamism, good use of the Tic's to make the pedagogical tasks a significant learning, in addition to using diverse didactic materials that caught the children's attention. And all school teachers also concurred that the institutional OPE convention between the University of Cauca and the Educational Institutions has generated a Social Impact because EE help the integral development of the students and are a support for the institution.

The Institución Educativa Instituto Técnico and the Institución Educativa Francisco José de Caldas had 4 coordinators and 2 principals in total. They concluded that the institutional OPE convention was a mutual benefit of pedagogical and didactic quality both for the educational institutions and for the formation process of modern languages students from the University of

Cauca, Santander de Quilichao. School coordinators conceded that it is a convention that provides the EE with an ideal scenario to put into practice what they have learned throughout their major process, while the school teachers learn new methodologies and subjects for teaching English in the classroom, due to the fact that elementary and basic primary teachers did not have specific knowledge in the English matter. Likewise, in the ICFES tests simulations, high scores in English have been observed (coordinators and principals from the institution affirmed); in addition, school students looked to be active and participative in the English classes, which was due to the good organization and the diverse playful activities carried out by the EE within their English classes.

Within the program of modern languages Bac English – French , in Santander de Quilichao, there were 23 students doing their Orientation of the Educational Process "OPE II"; they applied an open-ended question-type survey to know the social impact that has had the OPE , the instrument showed that the OPE influenced the decision of being or not being teachers in 68% of students, which indicated that the OPE was the idyllic scenario to put into practice what was learned throughout the major, since it is very different to handle a class with the same classmates to give a class in a real context. Finally, EE agreed that this experience gave them new pedagogical tools such as: playful activities, good lesson planning, better control of the discipline because it is doing that is learned; It also helped them understand the true role of a teacher, helping them to rediscover their inner child.

13. CONCLUSIONS

After having carried out the analyzes of the present investigative work, the researchers can write a conclusion of the qualitative approach. It is essential to emphasize that these conclusions cannot be generalized and will not be the same for a population other than the one studied here. This paper sought to determine the social impact the Orientation of the Educational Process "OPE" had in the educational institutions' convention period 2018.2 and in Modern Languages Program at the University of Cauca, in Santander de Quilichao. At the end it was found that the social impact had been mostly positive since many pre-service teachers not only oriented an English class, but they worried that each child would learn and see English in a different way because they knew that many of those children would not have the financial means to enter a private university or paying for tuition and monthly attendance at an English institute. Some of the pre-service teachers also discovered that teaching was a beautiful job and they were very happy to receive hugs from the children, however, they discovered that they did not want to work all their lives as teachers. In addition, many children found in the pre-service teachers, people to trust, casual nanny, they heard the little students' occurrences, they gave suggestions to get them a good behavior in classroom even at their homes. Also, school teachers had the opportunity to return to be students again, they engage their positive attitude by participating in English classes activities. Finally, at interviewing the coordinators it was possible to distinguish in their faces the gratitude with the Universidad of Cauca and the pre-service teachers for the work they are doing with the primary students, they feel fortunate to have signed the agreement, as a coordinator said, it was very gratifying to see how the children went out to hug their English teachers. Suggesting that the agreement could be extended with the aim that all students who were in the morning and afternoon working day could be beneficiaries of the OPE.

14. RECOMMENDATIONS

The following recommendations were obtained from the different participants involved in the Orientation of the Educational Process "OPE" of Ba. In Modern Languages Santander de Quilichao in the educational institution's convention period 2018.2

Recommendations to pre-service teachers

1. Students must be aware about the real profile of a modern language bachelor Program English – French.
2. Students must maintain control of their actions and words, if they lose the control, they lose everything.
3. Good class planning will never generate problems in a classroom.
4. The planning is the secret of the success of a good class.
5. Students must establish rules from the beginning and be consistent with their application and consequences.
6. Students must provide themselves with strategies to have group management, to manage discipline within the classroom. Exercise greater leadership and generate discipline in the classroom
7. Students must always have a positive attitude towards their students "know children's rights and duties".
8. Students should not worry about covering all the topics proposed in a syllabus, it should be taken into account that each student has an educational process different from that required in the curriculum.
9. Students need to pay more attention to the affective component.

- 10.** Students should provide themselves of information on neurodevelopmental and learning disorders of children and young people in order to recognize them and refer them to professionals in the field.
- 11.** Students must read about educational policies and the internal school regulations of the institution in which the OPE practice is to be carried out.
- 12.** Students ought to carry out the work of English teachers with love, vocation to leave in children an indelible mark, lasting for all their lives.
- 13.** Students must work on discipline within the classroom.
- 14.** Pre-service teachers must create strategies in order for students use the notebook with the aim of studying at home.
- 15.** Students must warn beforehand to the teachers when they have difficulties with children.
- 16.** Pre-service teachers and school teachers must do together the lesson plans.
- 17.** Students must give their class with passion and love.
- 18.** Students should provide themselves with strategies to have group management, to manage discipline within the classroom. Exercise greater leadership and generate order in the classroom.
- 19.** pre-service teachers must make greater use of Tic's (audiovisual devices) to capture the attention of students.
- 20.** Students must be on time to arrive in the classroom. In the event of an emergency, students must communicate with OPE advisers and school teachers.

Recommendations to the program of modern languages

1. The principals' school, school coordinators, OPE coordinator, school teachers, OPE advisers, pre-service teachers must meet at the beginning and at the end of semester to discuss how the process is going on and to find new ways to improve the OPE process.
2. The orientation of the educational process must be carried out in the morning and in the afternoon to try to reach more students.
3. Pre-service teachers must be trained to work with children with special educational needs and disabilities.
4. The institutional convention between the University of Cauca and the convention institutions must be extended with a paragraph that stipulates protocols to follow in case of psychological, verbal or physical abuse evidence by a member of the educational institution towards students or other institutional agencies.
5. The institutional OPE convention between the University of Cauca and the institutional convention must be extended with the aim of covering both primary and secondary.
6. The orientation of the educational process "OPE" or OPE practices must be remunerated.
7. The institutional OPE convention between the University of Cauca and the convention institutions must be extended with the aim of teaching new languages and not only English.
8. The University of Cauca must also sign institutional conventions with private educative institutions.
9. The orientation of the educational process "OPE" must be carried out from the first semester but obviously granting a different method as the observation of school contexts.

10. Students must teach English lessons to the school teachers to reinforce their pronunciation and material's creation (a team work).
11. Pre-service teachers and group directors must both know the lesson plans.
12. The orientation of the educational process "OPE" must be longer, it means, the documents needed to start the OPE must be made with months in advance with the objective that school teachers and pre-service teachers start classes at the same time.
13. Pre-service teachers must participate in parents' meetings.
14. OPE I and OPE II pre-service teachers must meet once a semester to share their experiences and knowledge to find new ways to improve in their classes.
15. The OPE must be carried out by a single pre-service teacher.
16. Pre-service teachers must be able to choose the grade they want to teach.
17. From the Bachelor Degree Program in modern languages, students must be oriented in pedagogical courses that provide strategies to handle large groups of classes.
18. It must be a half-yearly space where school teachers can meet with pre-service teachers with the aim of sharing suggestions, ideas that have been observed by each class

Recommendations to OPE advisors

1. The OPE advisors must look for new ways to supervise the pre-service teachers with the aim they do not feel pressured.
2. The OPE advisors must have more communication with the school coordinators.

Recommendations to school teachers

1. The school teachers and pre-service teachers must do together the lesson plans.
2. The school teachers must be within the classroom by participating and learning from the English Classes.

Recommendations to the University

1. The University of Cauca must train school teachers due to the fact that universities have a lot of knowledge to contribute to the public educational institutions.
2. The University of Cauca and educational institutions of convention must plan together different activities in favor of the Santander de Quilichao community.
3. The University of Cauca must provide its services of speech therapy, psychology and so on to the educational institutions.
4. The University of Cauca must have courses to capacitate school teachers, coordinators and principals with the aim to update knowledges in the education field.
5. University must provide electronic devices to its students to start using them in the practice rooms “OPE” since educational institutions do not have enough electronic devices or loans either.

Recommendations to future researchers

1. It can be found it is indispensable to be patience during the research process because it can find difficulties to discover a data.
2. If researchers conduct studies in school settings, they need to take into account school calendar to match their data collection dates with school schedules as this will determine the research’s time length.
3. It can be found it is necessary to prepare in advance the data collection instruments such as surveys or interviews to test them (pilot run) before applying them.

15. BIBLIOGRAPHICAL REFERENCES

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APPENDICES

Appendix 1. Script for school principals structured interview

Proyecto de investigación

IMPACTO SOCIAL DE LA ORIENTACIÓN DEL PROCESO EDUCATIVO “OPE” DEL PROGRAMA DE LENGUAS MODERNAS SANTANDER DE QUILICHAO EN LAS INSTITUCIONES CONVENIO PERIODO 2018.2

ESTIMADO PARTICIPANTE: Bajo su consentimiento y habiendo firmado el documento de consentimiento informado previo a la entrega de este formato, por favor conteste las siguientes preguntas.

Entrevistador (es): _____

Entrevistado: Rector (a) Institución _____

GUIÓN (entrevista)

1. Desde su punto de vista, ¿Qué opina acerca del Convenio Institucional que se celebró entre la Universidad del Cauca y la Institución Educativa Instituto Técnico?
2. ¿Cuál es el objetivo del Convenio Institucional acordado entre la Universidad del Cauca y la Institución Educativa Instituto Técnico?
3. ¿Cree que el convenio institucional se está cumpliendo? ¿Por qué?
4. ¿Ha notado algún cambio en la actitud de los estudiantes y profesores con respecto a la enseñanza del inglés? De ser así, ¿cuál o cuáles son?
5. ¿Cuáles son sus recomendaciones a los estudiantes de Licenciatura en Lenguas Modernas de la Universidad del Cauca que realizan su práctica pedagógica en la Institución Educativa Instituto Técnico? De ser así, ¿cuál o cuáles son?
6. ¿Tiene alguna recomendación al Programa de Lenguas Modernas de la Universidad del Cauca? De ser así, ¿cuál o cuáles son?
7. ¿Hay algo que le gustaría cambiar o eliminar del convenio institucional celebrado con la Universidad del Cauca? De ser así, ¿qué es?
8. Desde su punto de vista, ¿cree que el convenio institucional acordado entre la Universidad del Cauca y la Institución Educativa Instituto Técnico ha generado un impacto en la institución? De ser así, ¿cuál es? Explíquelo.
9. ¿Hay licenciados de lenguas modernas o extranjeras en las escuelas educativas de convenio?
10. ¿De ser así, cuántos licenciados hay y a qué se debe el número? ¿Y Por qué?

Appendix 2. Script for School Coordinators Interview

Proyecto de investigación

IMPACTO SOCIAL DE LA ORIENTACIÓN DEL PROCESO EDUCATIVO “OPE” DEL PROGRAMA DE LENGUAS MODERNAS SANTANDER DE QUILICHAO EN LAS INSTITUCIONES CONVENIO PERIODO 2018.2

ESTIMADO PARTICIPANTE: Bajo su consentimiento y habiendo firmado el documento de consentimiento informado previo a la entrega de este formato, por favor conteste las siguientes preguntas.

Entrevistador (es): _____

Entrevistado: Coordinador (a) Institución _____

GUIÓN (*entrevista*)

1. Desde su punto de vista, ¿Qué opina usted acerca del convenio institucional que se celebró entre la Universidad del Cauca y la Institución Educativa _____?
2. ¿Cuáles fueron los mecanismos que utilizaron para realizar el convenio con la Universidad del Cauca, sede norte?
3. ¿Cuál fue la razón que motivó a firmar este convenio Institucional?
4. ¿Qué significado tiene este convenio para los estudiantes?
5. ¿Cómo describiría usted el impacto que ha tenido la Orientación del Proceso Educativo dentro de la institución?
6. ¿Qué le gusta del convenio institucional?
7. ¿Qué le cambiaría al convenio institucional?
8. ¿Qué agregaría al convenio institucional?
9. ¿Cómo describiría usted la presencia de estudiantes educadores del programa de lenguas modernas dentro de la institución?
10. ¿Qué recomendaciones daría usted a los practicantes? (llamados por la Universidad del Cauca, estudiantes educadores).
11. ¿Qué recomendaciones daría usted a los coordinadores OPE, a los asesores OPE?
12. ¿Le gustaría que la Universidad (en general) o la realización de la práctica OPE genere otros espacios de aprendizaje dentro de la Institución?
13. ¿Considera usted que la enseñanza de un idioma extranjero como inglés o francés sería beneficioso para los estudiantes?
14. ¿Creería usted que la práctica u Orientación del Proceso Educativo debería abrir otros espacios dirigidos exclusivamente a los profesores titulares, coordinadores y rectores de la institución?

Appendix 3. Script for OPE 2018.2 Coordinator Interview

Proyecto de investigación

IMPACTO SOCIAL DE LA ORIENTACIÓN DEL PROCESO EDUCATIVO “OPE” DEL PROGRAMA DE LENGUAS MODERNAS SANTANDER DE QUILICHAO EN LAS INSTITUCIONES CONVENIO PERIODO 2018.2

ESTIMADO PARTICIPANTE: Bajo su consentimiento y habiendo recibido un correo previo en el que se explica el origen y objetivo del presente formato, por favor conteste las siguientes preguntas.

Entrevistador (es): _____
Coordinador OPE 2018.2 _____

GUIÓN (entrevista)

1. ¿Cuánto tiempo lleva usted como coordinador (a) de la Orientación del Proceso Educativo?
2. ¿Cuál es el objetivo del Convenio Institucional?
3. ¿Cree que el objetivo se está cumpliendo? ¿Por qué?
4. ¿Hay algo que le gustaría cambiar, eliminar o adicionar del convenio institucional celebrado con la Universidad del Cauca? De ser así, ¿Cuáles serían?
5. ¿Cómo ha sido el proceso para llevar a cabo los Convenios Institucionales?
6. ¿Considera usted que el proceso de Convenio Institucional también deba llevarse a cabo en colegios y/o universidades? ¿Por qué?
7. ¿Piensa usted que se deben hacer cambios y/o ajustes a los Convenios Institucionales? Si los hay ¿Cuáles serían?

Appendix 4. OPE advisors surveys

Proyecto de investigación

IMPACTO SOCIAL DE LA ORIENTACIÓN DEL PROCESO EDUCATIVO “OPE” DEL PROGRAMA DE LENGUAS MODERNAS SANTANDER DE QUILICHAO EN LAS INSTITUCIONES CONVENIO PERIODO 2018.2

ESTIMADO PARTICIPANTE: Bajo su consentimiento y habiendo recibido un correo previo en el que se explica el origen y objetivo del presente formato, por favor conteste las siguientes preguntas.

Nombre completo: _____

Asesor(a): OPE I _____ OPE II _____

Semestre: _____

Institución Educativa: _____ **sede:** _____

Día y horarios de práctica OPE: _____

N° de estudiantes a cargo: _____

GUIÓN (*encuesta*)

1. ¿Cuál es el objetivo del Convenio Institucional?
2. ¿Cree que el objetivo se está cumpliendo? ¿Por qué?
3. ¿Piensa usted que se deben hacer cambios y/o ajustes a los Convenios Institucionales? Si los hay ¿Cuáles serían?
4. De acuerdo a los objetivos planteados en el PEP (Proyecto Educativo del Programa de Licenciatura en Lenguas Modernas) ¿Considera usted que los objetivos planteados se cumplen? O al menos ¿la mayoría de ellos?
5. El programa de Lenguas Modernas ha realizado una modificación al currículo, ¿considera usted que la modificación al currículo del programa se deba por influencias de prácticas OPE?
6. Desde su punto de vista, ¿cree que los estudiantes de Licenciatura en Lenguas Modernas de la Universidad del Cauca deberían empezar a realizar la OPE desde los primeros semestres? Explique su respuesta.
7. Desde su punto de vista, ¿cree que el convenio institucional acordado entre la Universidad del Cauca y la Institución Educativa Instituto Técnico / Institución Educativa Francisco José de Caldas ha generado un impacto en las instituciones convenio? De ser así, ¿cuál o cuáles son? Explique
8. Como asesor/a de OPE, ¿Cuáles son sus recomendaciones a los estudiantes de Licenciatura en Lenguas Modernas que realizan la OPE?
9. ¿Qué añadiría/ eliminaría / mejoraría del convenio institucional pactado entre la Universidad del Cauca y las instituciones educativas de convenio 2018.2, con respecto a la OPE?

Appendix 5. School Teachers Surveys

Proyecto de investigación

IMPACTO SOCIAL DE LA ORIENTACIÓN DEL PROCESO EDUCATIVO “OPE” DEL PROGRAMA DE LENGUAS MODERNAS SANTANDER DE QUILICHAO EN LAS INSTITUCIONES CONVENIO PERIODO 2018.2

ESTIMADO PARTICIPANTE: Bajo su consentimiento y habiendo firmado el documento de consentimiento informado previo a la entrega de este formato, por favor conteste las siguientes preguntas.

Profesor(a): _____ **Grado:** _____
Institución Educativa: _____

GUIÓN (*encuesta*)

1. ¿Está usted de acuerdo con la realización del convenio institucional entre la Universidad del Cauca y la Institución Educativa Instituto Técnico / Institución Educativa Francisco José de Caldas?
2. ¿Cree usted que los docentes en formación, es decir estudiantes practicantes, hacen una buena labor con los estudiantes?
3. ¿Qué recomendaría usted a los practicantes o docentes en formación?
4. Desde su punto de vista, ¿Qué opina acerca del Convenio Institucional que se celebró entre la Universidad del Cauca y la Institución Educativa Instituto Técnico / Institución Educativa Francisco José de Caldas?
5. Desde su punto de vista, ¿cree que el convenio institucional acordado entre la Universidad del Cauca y la Institución Educativa Instituto Técnico / Institución Educativa Francisco José de Caldas ha generado un impacto en la Institución? De ser así, ¿cuál o cuáles son? ¿Sí o No? ¿Por qué?
6. ¿Qué cambios sugeriría usted al convenio institucional?
7. ¿Cree usted que los docentes en formación ayudan al desarrollo integral de los estudiantes?
8. ¿Considera usted a los practicantes como un apoyo para la Institución Educativa Instituto Técnico / Institución Educativa Francisco José de Caldas??
9. ¿Cómo describiría usted la presencia de estudiantes educadores del programa de lenguas modernas dentro de la Institución Educativa Instituto Técnico / Institución Educativa Francisco José de Caldas?
10. ¿Le gustaría que los estudiantes continuarán realizando sus prácticas dentro de la Institución Educativa Instituto Técnico / Institución Educativa Francisco José de Caldas? Explique su respuesta.

Appendix 6. Pre-service Teachers Surveys

Proyecto de investigación

IMPACTO SOCIAL DE LA ORIENTACIÓN DEL PROCESO EDUCATIVO “OPE” DEL PROGRAMA DE LENGUAS MODERNAS SANTANDER DE QUILICHAO EN LAS INSTITUCIONES CONVENIO PERIODO 2018.2

ESTIMADO PARTICIPANTE: Bajo su consentimiento y habiendo firmado el documento de consentimiento informado previo a la entrega de este formato, por favor conteste las siguientes preguntas.

Estudiante educador OPE I _____ OPE II _____

GUIÓN: (encuesta)

1. ¿Le gusta enseñar? Si, no ¿Por qué?
2. ¿Qué expectativas tiene y/o tuvo con respecto a la OPE? Justifique su respuesta.
3. ¿Cuál es la importancia que ha adquirido la OPE en su quehacer pedagógico? Justifique.
4. Al iniciar la OPE ¿se sentía usted preparado para enfrentar ese contexto escolar? Si o no, justifique su respuesta.
5. Como estudiante de Lic. en Lenguas Modernas, ¿cree usted que la OPE contribuye a su desarrollo como futuro docente? ¿Por qué?
6. Como futuro docente en el área de lenguas, tendrá que enfrentarse a distintos escenarios como colegios y universidades. Por este motivo ¿qué opina usted acerca de que la OPE también pueda llevarse a cabo en los escenarios antes expuestos?
7. Por favor, describa en sus palabras que ha significado para usted la OPE.
8. ¿Qué sugerencias le haría al programa respecto a la OPE?
9. ¿Influyó la OPE en la decisión de ser o no docente? ¿Por qué?

Appendix 7. School Students' Surveys

IMPACTO SOCIAL DE LA ORIENTACION DEL PROCESO EDUCATIVO "OPE" DEL PROGRAMA DE LENGUAS MODERNAS SANTANDER DE QUILICHAO EN LAS INSTITUCIONES CONVENIO PERIODO 2018.2

Encuesta tipo 2

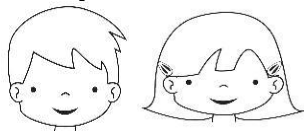
Grados transición y primeros

Escuela	
Grado	
Edad	

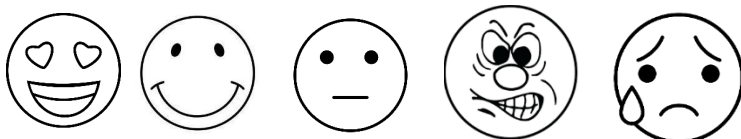
Esto no tiene calificación. Solamente queremos conocer tu opinión y cómo te sientes en la clase de inglés.

Recuerda que en estas preguntas debes **PINTAR UNA SÓLA CARITA.**

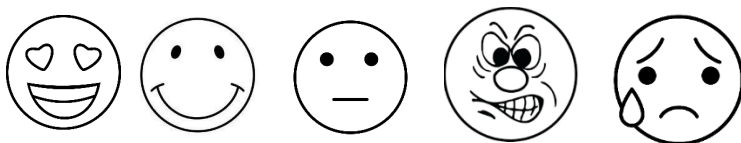
1. Soy:



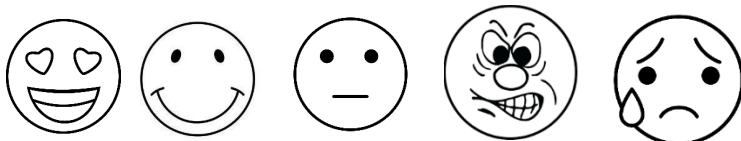
2. Pinta la carita que defina cómo te sientes en las clases de inglés.



3. ¿Te gusta tu profesor de inglés?



4. ¿Te gusta la clase de inglés?



5. ¿Cuál es tu clase favorita?

Appendix 8. School Students Surveys

IMPACTO SOCIAL DE LA ORIENTACION DEL PROCESO EDUCATIVO “OPE” DEL PROGRAMA DE LENGUAS MODERNAS SANTANDER DE QUILICHAO EN LAS INSTITUCIONES CONVENIO PERIODO 2018.2

Encuesta tipo 1

Grados segundos hasta quintos

Escuela	
Grado	
Edad	

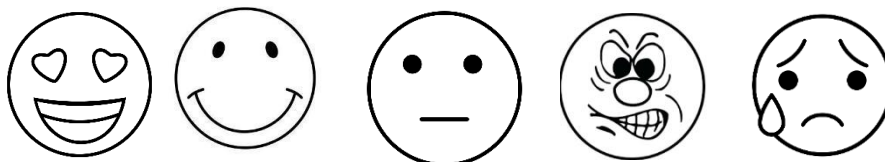
Esto no tiene calificación. Solamente queremos conocer tu opinión y cómo te sientes en la clase de inglés.

Recuerda que en estas preguntas debes **SUBRAYAR SÓLO UNAPALABRA** y **PINTAR UNA SOLA CARITA.**

1. Soy:

- a. Niño
- b. Niña

2. Pinta la carita que defina cómo te sientes en las clases de inglés.



3. ¿Te gusta tu profesor de inglés?

- a. Si
- b. Mucho
- c. No
- d. Poquito

4. ¿Te gusta la clase de inglés?

- a. Si
- b. Mucho
- c. No
- d. Poquito

5. ¿Cuál es tu clase favorita?
