

We are Bigger Together, English and Collaborative Classroom Projects With 2nd-grade
Students in Hogar Madre de Dios School.

Professional Practice. Report.

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Bachelor's Degree in Elementary Basic Education
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Introduction

This is a report about our Professional Practice called “We are Bigger Together, English and Collaborative Classroom Projects” developed in Hogar Madre de Dios school with the second grade (A and B) students. In this report you will find some specific aspects about our experience.

The first section presents the Context, there we describe where we developed the activities and the main characteristics around our students, to know the context allowed us to plan and interpret everything that happened in the experience.

Then we continued with the Justification and Objectives, those sections present the relevance of the Practice and the main goals related to communicative skills in English and Pedagogical Classroom Projects in the line of collaborative strategies.

The report continues with Conceptual references that gave us a bases and some ideas to design, develop and evaluate the interaction that we had in the classrooms; then we present the Experience, Strategies and action, there we summarize all the activities that we proposed and are part of our interaction in the classroom.

Finally, we expose a Pedagogical reflection about the whole process, there we analyze the complete practice, our performance and learning as pre-service teachers, and the learning that our students achieved. We proposed a booklet that compiles some of the relevant activities in order to invite other teachers to explore different ways to work in class.

1. The Context

Context Characterization

The professional practice “We Are Bigger Together” was developed in Hogar Madre de Dios school, in Popayán, with second grade students and it was focused on teaching and learning English through projects that articulated some other areas. Then, the context characterization is presented in terms of: educational aspect, social-cultural, biopsychosocial, family, and infrastructure. These aspects allow a glimpse of the action scope, resources, limitations, and potential.

Educational Aspect

In this context, It is possible to indicate that the school year is regulated by calendar B according to Ministerio de Educación Nacional (Colombia), which starts in the month of September until the month of June and It is a private school. The institution establishes a complete and orderly Convivial Manual, this is distributed in IX chapters, which contended the responsibilities, values, duties and rights of the students, parents, staff, and teachers have inside of institution.

It is important to point to the Mission and the Vision that guide the school to understand more about it. According to Manual de Convivencia (2024)

Mission

“Nuestra razón de ser se fundamenta en la Formación de valores humanos y principios cristianos, en la construcción y apropiación del conocimiento, que capaciten a las estudiantes para influir amplia y positivamente en el desarrollo productivo del país y en el logro de la paz social”. (p.12)

Vision

“A través de todos los tiempos seremos una Institución líder en la formación de jóvenes íntegras y exitosas, que contribuyan al desarrollo social de su entorno”. (p.12)

Second grade students start their academic activities from 7: 00 a.m. to 12: 25 pm. They study ten subjects, which are: Math, Spanish, Social Sciences, English, Technology, Religion, Ethics, Physical Education, Natural Science, and Esthetics. The school year is divided into four periods; the assessment has a qualitative and quantitative approach;

therefore, a numerical grade is assigned at the end of the process. The daily dynamics include one break which lasts thirty-six minutes (36’).

At the end of each period there is one week to do the “final period exam” which evaluates all topics studied during the weeks. Each subject has one day to evaluate all courses, the exam has two hours scheduled. After the evaluation week, the teacher must prepare activities [Recuperación (académica)] “Make up tests” for improving the results, which are developed after the school day.

In the second grade, the academic activities are oriented by different teachers, which alternate during the school day. Each teacher is focused on different specific subjects.

The English subject is developed in three hours per week; the class is guided by two teachers, one of them (JPL) with education in Bachelor's degree in Modern languages with an emphasis in English and French, and another teacher (DH) with an education in bachelor's degree in Basic Education with an emphasis in English and Spanish. The teacher (JPL) is in charge from Second to Eleventh, his classes are dynamic, ludic, and contextualized, focused on strengthening and the meaningful development of the four (4) English skills, but in his words, he focuses strongly on the “put-in-practice” Speaking, in which he works with issues of the local context.

The teacher used to implement speaking practice and monitoring from higher grade students to students in the primary. Also, he works laboriously with class projects during each period, which are adjusted to the education aims of each group. For the development of their classes, the teacher uses games, children's games, songs, flashcards, copies, and posters, in order to explain the topics, considering the adjustment of these, their social and family contexts. At the end of each project, It is expected that students build authentic material as evidence of the same.

On the other hand, the teacher (DH), guides classes in the first and second grades. Her classes are developed in a dynamic way, through videos, songs, crafts, and ludic activities. Each class present games to work on specific vocabulary, for example: The lottery to teach the numbers, prepositions of place, and pronouns. The teacher implements different methodologies according to the context and student's needs, and also, she puts into practice the strategy of rotating students with the purpose of creating more active and dynamic classes.

In the same way, It is important to highlight that at the end of each period, she develops review activities or small projects, where students must prepare a presentation with all the topics learned during the class. Also, even though she works on the speaking skills,

she focuses mainly on grammar through activities where students must complete ideas with the correct information.

According to the institution and our observation, some of the needs that the English area presents are: the institution needs more teachers to cover hours mainly in English, because although there are just two of them and one in charge of the higher grades, which becomes an overload work. Also, It is necessary to establish more hours of classes per week, considering the importance of a foreign language in the real world and trying to reach the goal established by Ministerio de Educación Nacional which proposes that each student should have the communicative skills in English for interacting in a more fluid and universal way.

Finally, It is important that the institution provides more didactic material for teaching, learning, and practicing English, to promote a space where it may be possible to put into practice communicative skills such as: reading, speaking, listening, and writing, to improve their communicative competence in English as a Foreign Language.

Sociocultural Aspect

An important factor to mention is that the context is a religious school; It is expected that students have the capacity to be critical of their context and themselves, in turn, achieve a spiritual, moral, ethical, intellectual, physical, artistic, and sports development; in the same way is expected that they could be fair, honest, sympathy, tolerant people with high self-esteem, dreamers and free.

The institution is located in the downtown, which attracts students from surrounding neighborhoods, like: The Esmeralda, Cadillal, Centro, Plaza de Toros, but also to students from different places of the city, for example: north, south, and southwest neighborhoods in the city. Most of the students live in a socio economic status (1,2,3 according to DANE classification) and most of them belong to single-parent families.

Some of the activities that stand out as a fundamental part of the scholar dynamics are Religious celebrations, Academic acknowledgments, national celebrations, and in particular women's day, Christmas prays, children's and Student's Day. Also the institution celebrated the anniversary of the Servants of the Mother of God and a bazaar of the Elysian family.

Biopsychosocial Aspect

It can be mentioned that second grade students are about 7 to 8 years old. In accordance with Papalia (2009), the girls are in the middle childhood stage (p.292); meaning that they are in the stage of concrete operations. Stage in which, It is possible for them to have and/or develop a better comprehension about the space, causality, categorization, inductive, deductive and logical reasoning concepts.

Also, linguistics skills are developing language and memory, their classmates and friends of their immediate context take on an important role in their social and emotional development, since, the kids tend to be more empathetic and lean toward prosocial behavior, which refers to the correct performance in social situations and the development at the moment of cope problems in a constructive way.

Although the stage mentions some specific characteristics It is important to point that those students do not always have good relationships, they like to work mainly individually or just with their group or friends. The group has five boys, who, being the minority, this join among themselves, generating this exclusion or individuality between, so that the students take conflicting attitudes with them. This is seen as a difficulty of convenience in the classroom, preventing appropriate resolution of conflicts between them.

On the other hand, the students reflect responsibility in the compliance of academics tasks and a good personal presentation, are participative, active, and curious. In terms of reading, writing, and logical reasoning skills, they evidence adequate appropriation, which allows an advance of meaningful learning.

Family aspect

In the second grade, it was possible to identify the different types of family that students had, these were: single-parent family, nuclear family, extended family, and re-build family, which directly affected students behavior and their interpersonal relations.

Inside of these families we could identify the different roles and jobs activities that family members performed such as: informal jobs, employees, independent jobs and professionals. It is important to point out that this information is relevant because we could see the level of commitment that families had with their kids. Some parents did not give time to students in the academic activities. Some of them were very committed, but at some point, they complained about all the activities. In general, they attended meetings and tried to be in contact with teachers.

Infrastructure Aspect

The educational institution Hogar Madre de Dios, is located at Calle 4ta N° 10-97, Barrio Centro. The school was founded by Mother Elisa de Jesús Jaramillo Botero on March 25, 1946.

At the main entrance, there is a high vehicular flow since this is where the following neighborhoods end: La Esmeralda, El Cadillal and Centro. In the entrance there is a waiting room on the left side, in front of this room there are the 2 coordination offices; in the center of School, It is the first courtyard, around this courtyard the following classrooms are located: first, second, third and fifth grade. It also has a well-equipped sanitary unit. The secretary's office is located in the same area.

The system classroom is located next to the secretary's office, which is equipped with 25 desktop computers. Next to this room, there is a smaller one where different sports equipment are used for physical education classes. There is a Nursing space where first aid services are provided and in front of it there are teachers' restrooms.

Next, you can find the Chemistry and Physics laboratory. Continuing the tour, you will find the psychology office and archives. Leaving this room, in the hallway is the Elisian Corner, where an altar to Mother Elisa is placed. At the end of the second floor, we can find the second patio where Physical education classes are held.

In this same sector, we find the school store and the kindergarten and preschool block, which has two floors, where the different activities take place. It is worth mentioning that in this second patio, there are 4 security cameras.

On the second floor you can find the library with some dictionaries and few English material, there are many books in Spanish to use for develop activities in different areas, a chapel and behind it, the teachers' lounge, and the fourth, sixth, seventh, eighth, and ninth-grade classrooms, these two last grades are located in a hallway, on this same floor It is located a private room of the Elisian sisters and finally on the third floor we find the classrooms of the tenth and eleventh grades.

2. Problem Considered

Traditionally, the view of English is limited only to one subject to learn how to translate by not necessarily to interpret and/or to interact with the foreign language. This is due to the wrong processes and the erroneous conception of foreign language teaching/learning and because of teacher education in this area. Some new alternatives are being developed, in order to improve English skills with students and to set that this language is important not just as a subject but as a way of life. This Professional Practice was developed under the interest of linking students' Communicative skills improvement and Collaborative work through Class Projects. With this in mind, we describe the problem around: Class strategies, Students' interaction, Subject individual work, students' communicative skill level.

Talking about class strategies, we should not ignore the fact that the previous learning that each person possesses is directly related to his or her own experiences, as in the case of learning English, many of the teachers who are trained for this work bring with them limited lessons and learning, which impede a meaningful educational growth process aimed to a critical, reflective and useful teaching for a given context. Some teachers do not go beyond the grammar and translation work because of different reasons: academic preparation, experience, or vocation. The same perspective is presented by parents and students so that English does not occupy an important place in school processes.

In the interviews some teachers expressed they worked with different strategies that included games, interesting didactic material, the use of technology, but the real practices do not show this approach, It is not just because of the teachers, It is a reality that teachers do not have enough time to prepare material or to create and evaluate projects. Some teachers are really into grammar and vocabulary work based on the Basic Competences and MEN guidelines.

Another interesting topic is related to student interaction. From the context's observation and initial activities, it was possible to identify some difficulties and some strengths in students' interaction that impact English teaching and learning.

It was possible to identify some particular elements as strengths, which are: students' active participation in activities proposed by us in class, interest at the moment to learn and try to understand the different topics, and at the same time the students show the enthusiasm

for expressing their ideas in another language, this happens when they are concentrated and motivated.

Moreover, some difficulties were found inside of the classroom such as an individualistic attitude at the moment of working in a team reinforcing the idea of competition between them. Also, parents do not allow students to make an effort in activities proposed by us, which generates limitations in the learning process in different aspects, offering superficial learning in the communicative skills in the second language. Parents argue that some projects are very difficult for their kids, It is too much work and It is not going to be useful, so, they underestimate their kids' potential.

Generally, inside the classroom, individuality is evidenced, therefore, the students show an attitude of competitiveness, so that, It is difficult to carry out activities in class that respond to a collaborative approach in teamwork. Because of this, It is relevant to use strategies that strengthen and promote collaborative work between students. As a result of this inconvenience, some convivial difficulties limit them from building a healthy and calm space for their process of learning.

Continuing with the topics in this problem It is necessary to point “asignaturismo” or the subjects’ individualism. Institution presented in its syllabus 10 areas, being a large number of areas to study, requires the students to answer to a varied number of activities, strategies, and evaluation little time for the development of the planned topics into the academic schedule, which generates in students a learning process that is not very meaningful around English skills.

Due to the short time of weekly work, there is a specific emphasis on developing the grammatical aspect in English learning, leaving aside the potential in the communicative skills and the possibility to do a transversal work with other areas; while there is an interest from the area teacher for dynamiting the practices with different activities, the rush to achieve the academic goals, are focused to the activities for the knowledge of vocabulary and specific grammar.

The class material is diverse; the activities are developed focused on the topic, but It is not specifically designed or selected with contextualized information. School teachers have the intention to do inter and cross-sectional classes, but this has not been possible since there is not enough time to plan and develop activities, each teacher has a busy schedule; some of them try to offer contextualized material but just in their own classes, not in a teamwork with other teachers.

Although the work by Subjects is part of the scholarly curriculum, It is necessary to implement a pedagogical strategy to promote activities where possible to integrate different knowledge areas, with the objective of generating meaningful and intersectional learning with students. According to Vargas (2017)

The practice of a curriculum focused on subjects is the product of individualistic practices that consider knowledge as segmented units; once each subject or lecture is assumed as a class period, It is very difficult to achieve the opening to a collective exercise of planning, development and evaluation of a training process, reflected in a methodology that articulates community projects, short- and long-term goals, seen from different knowledge. (7/12/17)

Based on the above, we can say that the “asignaturismo” work by subjects is present in the syllabus of the institution, where each area has a determined space and is focused on the development of specific knowledge proposed in the National Education standards; this is common in the majority of the institutions; however, It is susceptible to change.

As pre-service teachers and in pro to achieve this proposal, we seek to motivate students to a collaborative work that allows them to show their skills in English and their abilities to interact with others, that is in pro the improvement of their social, academic, economic, political, cultural, and personal reality.

Finally, another interesting topic in this Practice is Communicative skills in English; students must be at an A1 level according to the Basic Standards, they must be able to: understand short stories told in a simple language; develop strategies to help to understand words, expressions, and sentences; identify and understand basic vocabulary about: family, friends, places, and games; make use of their mother language for demonstrate the comprehension about reading and listening; speaking English with short words and sentences for expressing.

However, students are still on the road to achieving these goals. In writing students do not write for themselves unless the words or phrases are written on the board, so they copy, It is not possible for them to create a short text with their own words; in listening they can understand basic commands as: stand up, sit down, and silence please, also recognized greetings as: good morning, hello, goodbye and how are you, but they do not understand some explanations or expressions different to the ones they understand because of repetition; in Reading: they do not identify the written code in a foreign language, but mainly they

usually say they don't understand English and do not show motivation to read; and in Speaking students do not produce their own expressions and they sometimes repeat or memorize some word as: some emotions, greetings, some words of songs, animals, numbers.

Pedagogical Question: What is the learning obtained from the collaborative classroom projects to improve communicative skills with second-grade students of Colegio Hogar Madre de Dios?

3. Justification

The teaching and learning of a foreign language, in the first years of life and schooling, allows to develop with the children multi-skill in aspect as are the cognitive, social, and cultural, that is to say, promotes the capacity to develop way more flexible, agile, and critical at the moment of communicating with others and establish information exchanges.

Concerning the cognitive aspect, the brain is divided into two hemispheres (left and right), in which the development of different types of skills or strategies. For Piaget (1986).

Cognitive development takes place in two forms: the first, the broadest, corresponds to cognitive development itself, as an adaptive process of assimilation and accommodation, which includes biological maturation, experience, social transmission and cognitive balance. The second form of cognitive development is limited to the acquisition of new responses for specific situations or to the acquisition of new structures for specific mental operations. (p. 6)

Learning English allows the students cognitive development from a perspective to assimilate some particular knowledge and articulate their previous knowledge in the framework of language, this allows them to interact in society, on the other hand, the development of knowledge allows them to act in real situations.

The kids that start learning another language in early childhood, acquire easier communicative skills in another language, since, this stage is the best moment for confronting learning a foreign language; due to cerebral plasticity, which allows them to use their two hemispheres in terms of the acquisition of languages by means of laterality. Based on Berger (2003) and Woolfolk (2006), as cited in Bautista (2013):

"The best time to teach a second language is during early or middle childhood, although the best time to learn it on one's own is through exposure (and to acquire native pronunciation) in early childhood." (p. 8).

Therefore, to do the professional practice with children in second grade provides, at the right moment, a series of knowledge and skills for the students and for us as pre-service teachers. To develop the practice in the first years of schooling tries to have an impact for a lifetime.

Learning a foreign language allows access to a better job and educational opportunities, to having a good English level helps professionals perform in different areas with social skills of interaction, the MEN (2014) refers to three types of aspects of why learning English: "Personal development, social development and economic development" (p. 10); there are economic benefits, also a position in the work field, but especially is focused on the economy field of cultural and social type since shows the possibility of learning other and own cultures.

On the other hand, English is a vehicular language, which allows and facilitates the transit of communication between people of different groups ethnics, languages, and cultures, achieving strong relationships not only for business but also personal, where each human being pieces of evidence his cultural traits and interacts with others, achieving a universal understanding.

About the cultural aspect, It is important to highlight that through a foreign language is understanding that nobody's culture is better than another, Brown (2007) calls it Language - Culture connection (p. 64); and constitutes a principle in the teaching and learning process that the teacher will take into account to guide your classes.

Four skills simultaneously are developed in the learning English, diverse methodologies are put on stage in the classroom, one of the most relevant in the actuality is the Communicative Approach in its methodology since the Collaborative Learning that under its guidelines allows strengthened teamwork, to build knowledge in together and establish a relation of otherness with their peers.

Being susceptible to change is very important to establish links with others and build not only knowledge, but also establish social healthy and meaningful relationships that contribute positively to personal, academic, cultural, and social development.

In this same line, teamwork in Collaborative work will be used, since among its main characteristics seeks to strengthen communication skills, through which it will be possible to establish interpersonal relationships, at the same time that it builds knowledge from the other and with the other.

One relevant strategy to work around Collaborative work are School Projects. According to Perilla & Rodríguez (2010) "The classroom project is approached as a didactic strategy to the extent that it strengthens the teaching-learning process and seeks to make the teacher-student relationship a dynamic relationship between active subjects" (p. 8).

It is established that the class projects benefit significantly from the interpretation of situations, the development of creativity, and the critical thinking of the students. At the same

time, it strengthens the teaching-learning active and participative process. This kind of work intends to break the individualism in subjects' development and to relate some of them; not necessarily from cross or inter- sectionally, but from the link of English with: Maths, Arts, Natural Science and Ethics.

Finally, It is important to mention that performing this type of job from a Professional Practice facilitates the building of experiences, which will contribute to the personal and professional growth of future teachers. Allows passing to the action, assuming a role that not only involves the transmission of knowledge but also designs correct strategies for the classes, in this way, the development of the skills and knowledge of the students, also ensures meaningful and effective knowledge.

4. Objectives

General objectives

To strengthen communicative skills in English from Collaborative Classroom Projects with second-grade students of Colegio Hogar Madre de Dios.

Specific objectives

To articulate the English teaching and learning processes with other areas of knowledge developed in the classroom.

To strengthen the basis of interpersonal relationships between students, from teamwork.

To explore, as pre- service teachers, different strategies and skills to teach to elementary students.

Practical Objective

To design a didactic Booklet with the classroom projects made in respect of the practice.

5. Conceptual Framework

Communicative skills and communicative competencies.

As part of an “all” in English, there are 4 basic communicative skills: listening, reading, speaking, and writing. These skills are part of an all that is the language and don't develop in a fragmented way; however, each one has its particularities, according to Chandía (2015):

Listening: through this skill we seek to understand oral discourse, establishing a relationship between the receiver and the sender at the moment of communication.

Speaking: this skill is directly related to the production of oral discourse. To develop this skill, It is necessary to build an adequate relationship between: pronunciation, lexis, and grammar, with sociocultural, pragmatic, and previous knowledge.

Writing: this communicative skill integrates a system of signs and aspects such as: grammar, spelling, and vocabulary in order to achieve adequate cohesion, coherence and creativity with respect to the text.

Reading comprehension (Reading): through this process, the student seeks to have the ability to interact with the text, understand and be aware of its message.

In the case of English, developing and motivating the aforementioned skills will directly favor the learning of a second language and its application in the specific context in which they are found (p. 28-36).

Although four communicative skills are proposed, they are not separated but complementary, and can be developed at the same time; however, it has specific exercises that allow focusing on each one of them and favoring them in different ways; one form to establish one relation between these skills is the Approach for Competencies, according to MEN (2006), three are the communicative competencies in the teaching and learning of English: Linguistic, Pragmatic and, sociolinguistic.

Linguistic competence: "It refers to the knowledge of grammatical, orthographic and semantic concepts, as well as their application in different situations and contexts".

Pragmatic competence: "within it there are two competences, discursive and functional, the discursive refers to the ability to organize sentences in sequences, to produce texts and the functional, to know the linguistic forms and their functions, also the way in which they are linked to each other in communicative situations".

Sociolinguistics competence: "refers to the knowledge of the social and cultural conditions that are implicit in the use of language".
(p 11-12).

To conclude, It is possible to affirm that, for a critical, comprehensive and diversified English language learning, It is necessary to address the teaching-learning, from the three above-mentioned competencies. Also, It is relevant to establish a relationship between them, through different activities and to achieve learning where there is an exchange of knowledge and to build capable citizens who are communicative in other contexts.

Communicative Approach

Different approaches have been established in the history of the teaching and learning of foreign languages, one of the most accepted in actuality is the Communicative Approach, by its characteristics and foundational lines.

This approach is intended to guide the students who are learning a foreign language, with the purpose of making them capable of producing real communication, both oral and written, which enables critical, autonomous and meaningful learning. Allowing them to interact in different learning contexts; according to Brown, (2000) among its characteristics to highlight we have:

1. The different activities of the classes are directly related to all the components of the language (grammatical, oral, functional, sociolinguistic and strategic).

2. The techniques for learning a second language are planned to motivate the student in the construction of a pragmatic, authentic and functional use of the second language to be learned, in order to achieve meaningful objectives.

3. Fluency and the correct use of words are complementary when designing communicative techniques.

4. The teacher, through classroom tasks, provides students with the appropriate use of language skills in various contexts.

5. Students are aware of their learning process, resulting in the recognition of their own learning styles, allowing autonomous learning (p. 43).

While, It is important to highlight that the characteristics of the Communicative Approach are proposed with the purpose of motivating students with activities that encourage them to use the foreign language the since process assumes the language as an all; fluency arises as a part of the communicative process in an environment of security and confidence where the student starts to use English in a better way.

In this approach, the student is the protagonist in his or her educational process; however, It is the teacher who guides his or her own learning style and designs strategies that, being related to personal, social and cultural interests, go toward the achievement of the proposed objectives. Therefore, the teacher adopts a guiding and facilitating role, through strategies that allow knowing and analyzing the needs of the students, in order to strengthen their communicative skills and at the same time, promote the motivation to learn a second language.

Finally, It is possible to highlight that the Communicative Approach promotes the exposition and puts into practice the acquired learning inside the classroom in different contexts, with the purpose of consolidating their knowledge and strengthening their communication skills in several speaker communities. Collaborative learning is articulated to Communicative Approach; it has some characteristics referred to its principles.

Collaborative learning.

In the framework of the Communicative Approach, methodologies with particular characteristics can be found, the Collaborative Learning is one of them. It is a learning approach, through which the students work together in activities or in small tasks, with aim to achieve a purpose or common goal; It is directly related to the theory of Vygotsky about the zone of proximal development and how It is possible to learn with and from others.

To put this approach in action, it is important to consider the role that complies with the teacher, who is seen as a facilitator of knowledge and in turn, is the support of that helps the students improve their academic, social, and personal skills by means of the motivation and design of activities that stimulate the learning process and enable the development and optimization of the capabilities.

Although Collaborative learning is less rigorous and deep than Cooperative learning, it has characteristics that make it valuable in project development. Brown (2000) alludes to collaborative learning that is not competitive, that involves the characteristics of student-centered learning, and promotes the acknowledgment of oneself and others. (p. 47). In this order of ideas, it is possible to affirm that collaborative learning is a useful dynamic for strengthening different attitudes, characteristics, and learning styles, through participation in diverse circles of knowledge where there is a confluence of thinking that motivates the building of new mental schemes.

To develop a collaborative process, it is important to consider that the students have different learning styles through which they can establish the best way to organize, remember, and express their thoughts and points of view. According to Cabrera and Fariñas, (2005,) there are some learning styles that students can use to reach their goals, such as:

1. Learning styles related to students' preferred ways of perceiving information (learning channels): visual style, verbal-auditory style.
2. Learning styles related to students' preferred ways of processing information: global style, analytical style.
3. Learning styles related to students' preferred ways of planning their time in accomplishing their goals as a learner: planned style, spontaneous style.
4. Learning styles related to students' preferred ways of orienting themselves toward communication and their interpersonal relationships in learning: cooperative style, individual or independent style. (p.7).

For the above, the learning styles are important bases for strengthening cognitive and socio-affective processes, which help to improve communication of assertive, constructive, and active at the moment to work collaboratively with the objective to find the answers to

questions, problems, and unknowns. Also, It is possible to develop an exchange of teaching processes, experiences, and knowledge between teachers and students.

The collaborative learning has some important steps that should be considered for developing different projects inside the classroom. García (2022), affirms the following: establishing group objectives and goals to keep focused the students and proposing a clear purpose; organizing small workgroups to motivate the participation of all members; creating clear rules for providing a work harmonious environment; promoting free communication to strengthen the trust and self-confidence; generating debates and contrasting ideas and, creating self-evaluation tools to value and learning to receive negative and positive feedback. According to the previous steps, the principal basis of collaborative learning is clear communication and identification of skills that each student has, this way will be possible to implement this methodology inside the classroom to create diverse knowledge that the students put into practice in the school and their context, generating values and feelings of empathy in front of others.

Furthermore, It is important to mention that collaborative learning can generate in the learning process of the students a feeling of competitiveness, because they are in a context where they constantly want to stand out, this is a negative perception, but this should be seen as a motivation for that the students develop strategies for achieving teamwork and transforming the knowledge in advantages and solutions for the different challenges. From the perspective of a collaborative job, motivation plays an important role; it allows that, to develop team skills allows to develop their self-esteem, their sensibility, their creativity and their capacity to live with others.

Finally, the students' role in this approach is to be the principal subject of their cognitive constructions becoming more committed, dedicated, autonomous and motivated in their learning process, since, the different contexts defy the students to put in practice strategies for the resolution of problems and develop skills of logical-critical reasoning.

Pedagogical Classroom Projects, Collaborative Strategies.

The work developed through projects is an active methodology focused directly on the student, which is based on the constructivism principles and the power of its positive motivation. Its strategies are focused on task development, through a shared process and information exchange between the participants, with the purpose of achieving a proposed goal, the following objectives must be met according to Galeana (2016).

Improve the ability to solve problems and develop complex tasks.

Improve the ability to work in a team.

Develop higher-order thinking skills (information search, analysis, synthesis, conceptualization, critical use of information, systems thinking, critical thinking, research, and metacognition).

Promote responsibility for one's own learning (p. 5).

In this way, It is important to keep in mind that the jobs for projects not only base their worry on the development of task and problem solutions; but also; on the strengthening of teamwork, where the individuals are able to listen, understand, share information and reflect with the other, with the goal of promoting a knowledge since their initiative and own experience; thanks to accompaniment, interaction and feedback with others.

So, in this way, the work through projects seeks to motivate students intrinsically to the necessary skill construction, for academic, social, and personal development. Based in real situations, therefore, the role of a teacher as both of the students is active and shared.

The teaching and learning based on projects allow for interdisciplinary articulation; as an exercise that possibilities the interaction of several disciplines, with the objective of nurturing meaningfully the teaching-learning process both the teachers and the students.

Collaborative activities allow a relation between subjects and topics. Through interdisciplinary, students can interrelate knowledge that allows them to understand and interpret the world in which they live, and to create conclusions from their own perspective of learning.

For this Professional Practice, we worked through Pedagogical Classroom Projects (PCP) related to Collaborative activities. Some of the main characteristics of PCP in the words of (Hernández, Hernández, Moreno, Anaya & Benavides, as cited in Montenegro, 2017) are:

- The participants worry about giving an answer to a problem or situation, and at the same time study and deepen the said problem.
- There is a deep understanding of how and why the planned activities will allow advancements in the solution of problems.
- The planned actions respond both to the solution of the problem and the formation purposes of the involved students.

- Is promoted and realized a register and systematization of the advances for generating collective reflections around realized actions and the obtained results.
- The priority of the project is the formation of a group of persons, even above the consecution of the proposed objective.
- Is constantly revised to plan with the objective of evaluating the need or convenience of adjusting the activities that remain to be achieved, above all with the formative purpose. (p. 41).

In this sense, It is possible to affirm that the PCP differentiates from the other types of projects because, rebuilding the traditional learning process, since, contributes to the strengthening of critical thinking, which promotes the development of skills of reflection and understanding to give the solutions to problems that the students find inside the classroom. Also, through this strategy, It is possible to develop and motivate meaningful learning, whose main objective is facilitating the understanding, assimilation, and memory of different information.

According to the above, It is important to consider some steps or stages to develop a PCP, for Gagné, as mentioned in Montenegro (2017) these are the following: gain the student's attention; explain or announce the student the learning objective; stimulate and active the memory of previous knowledge; presentation of the pedagogical classroom project; guide the learning process; to evoke the execution; supply the feedback, evaluate the execution and, improve the retention and the practice of learning.

With the above, It is possible to affirm and understand the proposed by Gagne, these steps allow the student to learn specific skills that will be conditioned according to the context; that is to say, the environment where the project will be developed. Through these phases, It is possible that the teacher can intervene in the learning process of the student, in such a way that these learnings can be facilitated, directed and progressive during the development of the project.

In order to link English with other subjects we propose a first step of intersectionality through Pedagogical Classroom Projects. In this Practice, we worked with: Math, Natural Science, Ethics, and Artist Education. To do this link we follow the syllabus of each subject and check the Basics Standards. Next, we show each subject with their area of learning.

Math.

In this area, we worked with numerical thinking, since the students doing the count from 20 to 100, it was also possible that they recognized the number at the moment of reading and speaking dates.

Natural Sciences

In this area, we worked with thinking actions, especially “manejo conocimientos”. At the moment the students identify different animals, characteristics, and the environment that they live in. Through the 1st project called “Sea animals and birds”, they could recognize each one of them.

Citizen Science

Inside of standards is done the classification of three big groups. For working in the area of ethics and values, we chose the first group which is called: “Convivencia y Paz”, where the emphasis is on the strengthening, identification, and learning of different rights, feelings, basic emotions, and values, this was reflected during the organization of the teamwork, the elaborations of the presentations and exhibitions of these.

Arts

Arts in elementary are developed under three Competencies; in this practice, we worked with activities related to Communication Competence, which is the disposition that integrates Sensibility Competence and appreciation competence. Thus, we developed actions around artistic languages such as: painting, drawing, modeling, and songs; with these activities, students used their senses; they set an idea; and finally, they developed the idea through sensible materials

6. Professional Practice Experience, Strategies, and Action

Summary of the Experience. These charts contain all the activities we developed as Pre- service teachers, including our participation in different scholarly activities and the specific sessions for the Project: We are bigger together, in this chart we summarize the activities we developed based on English Teaching and Learning and the link with other subjects in the classroom, all activities were focused on individual and teamwork, trying to involve Collaborative strategies.

Now, we present four charts that represent four phases:

Phase 1: Getting into the context.

Phase 2: Air and water, birds and sea animals.

Phase 3: Being different is special.

Phase 4: Nobody can stop us.

Phase 1. Getting into the context.

In this phase we lived daily life in school, we interacted with students and teachers, and we tried to start our projects, but that was not possible because we were asked to develop activities like: helping teachers in other grades, covering absent teachers, plan and do religious celebrations, to do academic awards events, and other activities.

Although these activities were not part of our plan, they were very important for our education as pre- service teachers, because we learned about how a school works.

Chart 1.

General activities, getting into the context.

Session	Aims	Activities
1	- To meet the students and introduce ourselves to them.	- Presentation to the students by the head teachers. - Accompaniment and support to the head teachers during the school day.
2	- To meet students and interact with their names and likes.	- Development of three activities to meet the students; first, to do the ice-breaking called: "Left, right, center"; second, to construct a right name string, and finally;

		third, to write and decorate the name of the students.
		<i>(Teamwork)</i>
3	<ul style="list-style-type: none"> - To accompany and support the development of the final exams. - To strengthen the fine motor one figure in origami. 	<ul style="list-style-type: none"> - To explain and support students in the exam in the second A and B grades, and also in the fifth grade. - Making a cat with origami to identify the different steps for making this. <p><i>(This activity was linked to: Math and arts)</i></p> <p><i>(Teamwork)</i></p>
4	<ul style="list-style-type: none"> - To identify the numbers from 20 to 100, through the creation of a calendar by students. - To build the difference between likes and dislikes 	<ul style="list-style-type: none"> - To review numbers from 0 to 10 with a game, students choose a number and write on the board in English, to write (in words) and draw numbers from 20 to 100 in a guide, and complete sentences with the correct number. - Visualization of a video according to the topic, explain the rules of the grammatical tense (I like/ I don't like), and build examples about this, drawing three things that like and three that dislike for construction of the relation between emotions and likes and doing some exercise in their houses. <p><i>(This activity was linked to: Math. arts, and ethics)</i></p> <p><i>(Teamwork)</i></p>
5	<ul style="list-style-type: none"> - To accompany and support to the head teachers 	<ul style="list-style-type: none"> - Flag raising ceremony, to put order to the students during this event.
6	<ul style="list-style-type: none"> - To clarify the differences between different prepositions, 	<ul style="list-style-type: none"> - To show images about some prepositions of place, practical activity, where the students choose one image and write on the board the corresponding preposition,

through plays and practical activities.

- To strengthen the identification of the structures in the present simple through to daily routine. (Affirmative, negative, questions)

then the development of a game called “the intruder” and finally, to do practical activity.

- Visualization a video about the “Daily routines”, explain with these actions the present simple and its affirmative grammatical structure, making some examples about this, to create in the team (3) through their daily routine and different actions that each one of them has done.

- Replace the head teacher (JPL) in the sixth (6th) and seventh (7th) grade.

(This activity was linked to: Math and ethics)

(Teamwork)

7

- To identify the vocabulary of household items through team activities.

- To strengthen the identification of the structures in the present simple through to daily routine. (Affirmative, negative, questions)

- To do a game called “broken phone” where the students say a tongue twister, in the second activity the students remember the order of some images and must find the correct pair, the third activity was the practice of a game called “guess what I am”, the fourth activity to look images hidden in the classroom and finally fill an alphabet soup.

- The teacher JPL started with a warm-up, to do a review of daily routines, an explanation of the affirmative grammatical structure with the pronouns: **You, we, and they**, making exercises and examples according to the topic, and putting them into practice in homework for the next class.

(This activity was linked to: Ethics)

(Teamwork)

8	- To plan the dance for the novena.	- To practice the dance with the students and second-grade directors. <i>(Teamwork)</i>
9	- To identify the vocabulary of my school through activities and games. - To strengthen the identification of the structures in the present simple through to daily routine. (Affirmative)	- Stimulation activity with a song called "Head Shoulders knees and toes", second activity: To do a game called "hangman", in the third activity the students draw and the classmates guess what It is, in the fourth activity students look for the object that the teacher says and finally to do a practical activity. - To do a review of topics already studied, elaboration of exercises through an online game to strengthen the knowledge, drawing, cutting, and gluing a copy in their notebook for doing the activity called "Find me", building a relation between image and word, writing sentences, and putting in practice the daily routine. <i>(This activity was linked to: Arts, and ethics)</i> <i>(Teamwork)</i>
10-11	- To accompany and organize the Christmas novena.	- Practicing dance for the novena with the song "Pastores a Belén", presentation and organization of the theater performance with some costumes for the Christmas novena. - Practicing the chorus with the song "Hacia Belén" and organizing the students with costumes inspiring in the old times. <i>(Teamwork)</i>
12-13-14	- To accompany the head teachers on the scholar day.	- To do an activation activity, explaining the topic "Question tag" with eighth grade, plating the snack for the novena,

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- | | |
|--|---|
| - To replace in the fourth, sixth, and eighth grades in the English class. | developing a game called (detective and Killer) with the fourth, support, and explanation of work guides. |
|--|---|

(Teamwork)

Phase 2. Class Project: Air and water, birds and sea animals.

The aim of this project was to develop student's skills in English and link the specific topic to other subjects through collaborative activities. In this project the main topic was: Sea animals and birds, and around this topic we developed communicative skills and tried to link other subjects like: Math, Arts, Natural Sciences, Ethics.

Chart 2.

Class project: Air and water, birds and sea animals.

Session	Aims	Activities
15- 16	<ul style="list-style-type: none"> - To present and explain the project “Sea animals and birds” to the students. - To accompany the head teachers on scholar day. 	<ul style="list-style-type: none"> - Explanation to students about the project “Sea animals and birds”, presentation of animal vocabulary through flashcards and, guessing where the students discover these animals, organization of the groups for the project through an online roulette, and assignment of the phrase that each student must prepare for the review and evaluation. <p><i>(This activity was linked to: Natural science and ethics)</i></p>
17	<ul style="list-style-type: none"> - To review the project with the students. 	<ul style="list-style-type: none"> - Listen and evaluate the pronunciation, intonation, and understanding of each student. <p><i>(Teamwork)</i></p>
18	<ul style="list-style-type: none"> - To decorate the classrooms for the project. 	<ul style="list-style-type: none"> - Decorate the classroom, put up the decorations, and organize the stands. <p><i>(Teamwork)</i></p>

19	- To present of scholar project #1: “Sea animals and birds”	- Organization of the students in each stand, revision of the parliament, and preparation of the students for the activity. Welcome to the other grades and show the presentation, congratulations, and acknowledgments to students for the presentation. <i>(This activity was linked to: Natural science, ethics, arts, and Math).</i> <i>(Teamwork)</i>
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Phase 3. Class Project: Being different is special.

The aim of this project was to develop students' skills in English and to link the specific topic to other subjects through collaborative activities. In this project the main topic was: Toys and qualities, and around this we developed communicative skills and tried to link other subjects like: Math, Arts, Natural Sciences, Ethics.

Chart 3.

Class project: Being different is special.

Session	Aims	Activities
20	- To present the movie “Toy Story” to students	- Organization of the classroom as a cinema, distribution of the tickets to enter the movie, share out of the popcorn or snacks and visualization of the movie: “Toy Story” <i>(Teamwork)</i>
21	- To present the vocabulary according to the movie about qualities and toys.	- Socialization of the vocabulary (qualities and toys), through images about the characters to identify the qualities of each one of them; after doing practical games, where students must choose an image and to describe the qualities, finally students completed an activity according to the vocabulary seen and characters.

		- Socialization of the vocabulary (qualities and toys) Through some riddles students discover the toys seen in the movie, also, with the support of slides they establish a relation with the qualities of the characters; finally, each one develops one activity according to the vocabulary presented. <i>(This activity was linked to: ethics and arts).</i> <i>(Teamwork)</i>
22	- To represent my favorite toy and identification of their qualities.	- Organize the students into teams, each one with four students to share material where students would draw their favorite toy according to the movie after students answered some questions about the characteristics of the characters. <i>(This activity was linked to: ethics and arts).</i> <i>(Teamwork)</i>

Phase 4. Class Project and closing: Nobody can stop us.

The aim of this project was to develop student's skills in English and to link the specific topic to other subjects through collaborative activities. In this project the main topic was: The body parts, and around this topic we developed communicative skills and tried to link other subjects like: Math, Arts, Natural Sciences, Ethics.

Chart 4.

Class project: Nobody can stop us.

Session	Aims	Activities
23	- To present vocabulary about the parts of the body.	- Socialization of the vocabulary through song, after the students made a drawing where the students put the parts of the boy; finally, students created a monster with different physical characteristics to practice the vocabulary seen. - Presentation and socialization of the vocabulary through a video presented with some actions of the different body parts, these videos involve the students with mimics and exercises. After that, each student drew on a paper a fantastic animal with different characteristics of their own.

		<i>(This activity was linked to: Natural science, arts, and Math).</i>
24	- To recreate the drawing made by the students in the previous class.	<p>- Explanation and indications of the activity, share out material where the students would recreate the monsters, share out colors paper to decorate, and presentation of the monster to other classmates expressing the parts of the body.</p> <p>- Review of vocabulary about body parts, organization of groups in pairs who work with the same material. With the support of the “lottery of parts” built and drew a monster with different parts. Also, decorate this and point to each part of the monster.</p> <p><i>(This activity was linked to: Natural science, ethics, arts, and Math).</i></p> <p><i>(Teamwork)</i></p>
25	To close the process, greet students and teachers. To listen to students' evaluation about our performance.	<p>- We talked to students and asked them to give us feedback about the activities we developed and the attitudes they saw about us. We thanked students and teachers.</p> <p><i>(Teamwork)</i></p>

7. Pedagogical reflection

At the beginning of our professional practice, we had as expectations: to enrich our previous knowledge, contribute different strategies of learning inside the classroom, experience the scholarly environment, and learn from it in accompaniment of other teachers, but mainly, we were looking to develop our proposed objective with success in the Practice which was: strength the communication skills since collaborative learning.

After the first observation inside of the institution, we could see the environment in which we will move and we adapted the plan for the project to the needs seen.

Next, we present the reflection about our practice in some Categories:

The impact of the strategies in English learning: Communicative skills improvement

Inside the institution, it was possible to analyze that the students do not have the opportunity to participate in immersion spaces where they could put into practice their communicative skills because the preparation of these spaces or activities requires a lot of time and planning, which is becoming in hard work for the teachers since they have a lot of workloads and they must answer for many responsibilities extra-scholarly. According to the above, It is possible to conclude that the different learnings are bound to memorization, which generates ephemeral knowledge in students and a little bit of interest in the class, activities, or homework proposed by the teachers.

In this way, we proposed a series of projects where the students were the protagonists, with the objective to motivate, guide, and promote the different skills and the development of qualities that generate in the students an approach more ludic, didactic, and challenging in the learning of the second language.

During the development of the projects, the students demonstrated understanding and improvement in some areas of each communicative skill:

In Speaking skill, they showed to be more confident at the moment of speaking in English and strengthening their speaking skills. This part is possibly evidenced by an oral presentation that the students did about the topic “Sea animals and birds”. Both grades were divided into groups of 3 or 4 people each, each group was in charge of one animal which had to present some characteristics about it. This presentation was for all courses of the institution from Kinder to Eleventh-grade students.

Figure 1

Students doing an oral presentation. The birds.



The students were presenting the project “Birds” to the second graders.

Figure 2

Students doing an oral presentation. Sea animals.



The students were presenting the project “Sea animals” to the first grade.

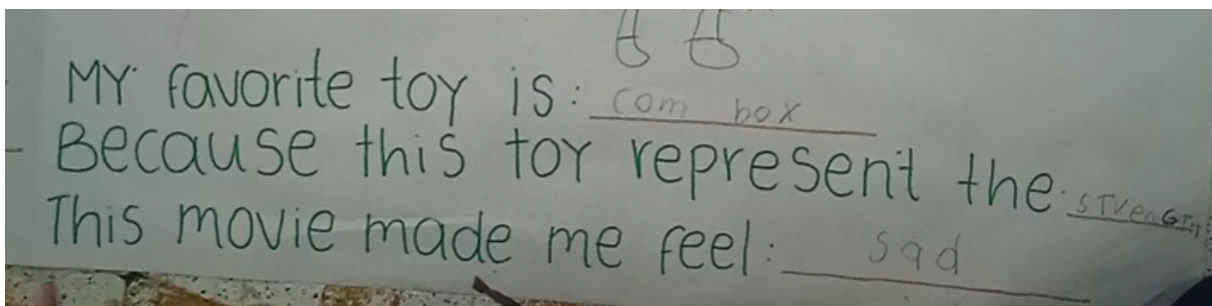
At the beginning, the students showed: shame, shyness, and a bit of fear, but at the same time, they were very excited and anxious about the activity. As the different grades passed by for the stands, the students in charge of it demonstrated more security and appropriation; it was possible to notice their happiness, pride, and effort for this presentation, improving their pronunciation little by little, they also could express their ideas put into practice speaking skills in a confident way.

On the other hand, a progress in Writing skill was evident . One relevant session where writing skill development was evident, was done in the Project Being different is special. In this project one activity was to draw and write short sentences based on the movie

seen, “Toy Story”. Here, the students were organized in small groups to work with the same material, they worked on the same cardboard which was divided into four parts, so the students drew their favorite character, wrote the qualities that represented it and how the movie had made them feel. In this project, the students put into practice the vocabulary that had been previously seen about the toys and qualities, employing the film.

Figure 3

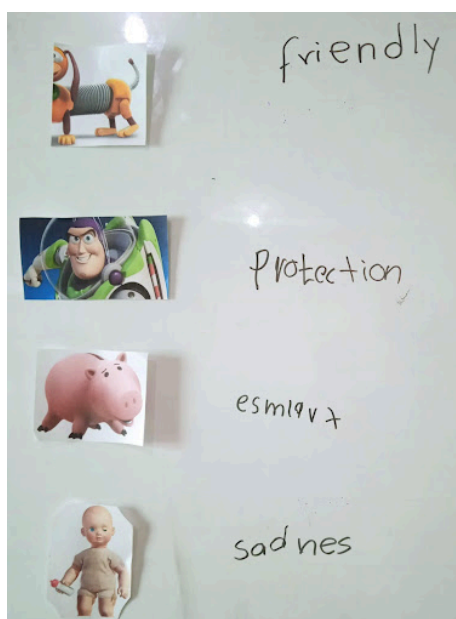
Students answered questions about the movie “Toy Story 3”



The students answered some questions about the movie “Toy Story”. Even the students made some spelling mistakes, they understood the first clause to complete with information about the movie, in this picture we can see a first stage in writing which is to complete sentences with basic education. At the beginning of the practice students said that they did not know to read or write in English but at this moment, they received the activity and were able to do it without thinking they could not do it.

Figure 4

Students wrote the qualities of the characters of the movie “Toy Story 3”



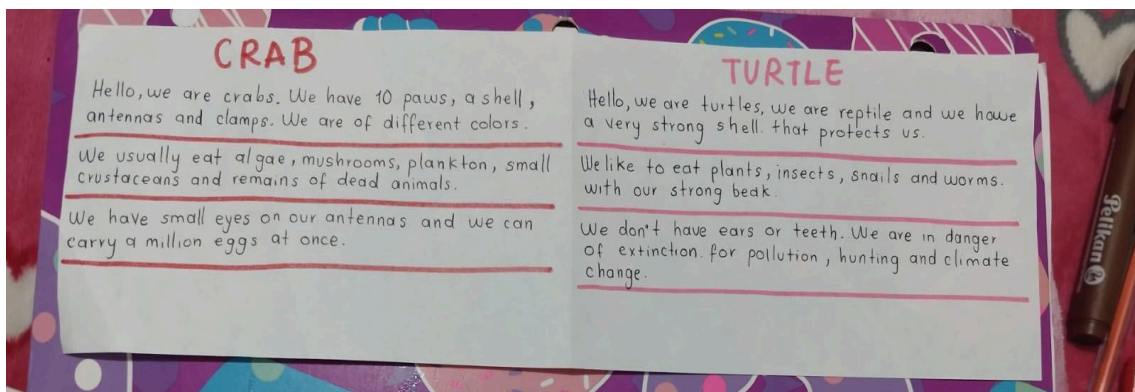
The students related the qualities and toys. In this picture we can see another aspect in initial writers, students could relate pictures and words that they wrote by themselves. Students still evidence some spelling mistakes but the important here is that they were able to write without a written clue. It is important to point out the relation between pictures and words. In this stage students got confidence in writing through little by little different strategies like in this case, movies and pictures.

It is possible to observe that students tried to write some words and phrases related to their feelings, emotions, and sensations by memory resulting from the activity. In the development of these activities, we evidenced that the students little by little had been improving their dynamic of work in a team, collaborative work, and their socializing skills, generating of this way friendly, respectful, learning and feedback environments.

About Reading, students demonstrated their improvement and effort during the three projects developed in the classroom. This skill is related and linked tightly to writing, as at the moment of preparing the presentation and reading the questions each student made an effort to try to understand and build a relation with words; most of them used Spanish to understand English, that was because some words in English are similar to their mother tongue for example: “my”, “favorite” and “represent”, were related with *mi*, *favorito*, and *representa*; this allowed them to rephrase this.

Figure 5

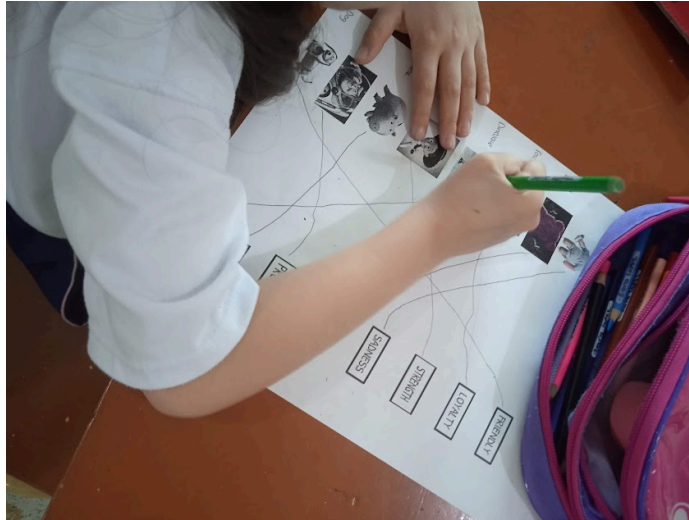
Information that the students prepared and learned for the first project.



Information about the sea animals for the presentation of the first project. This text was presented to students, even though it was long, it was read little by little. First we read the text and students followed it, then students did skimming exercises to identify the word they knew, finally we together did a scanning exercise to understand the text.

Figure 6

Students reading to join the correct answer



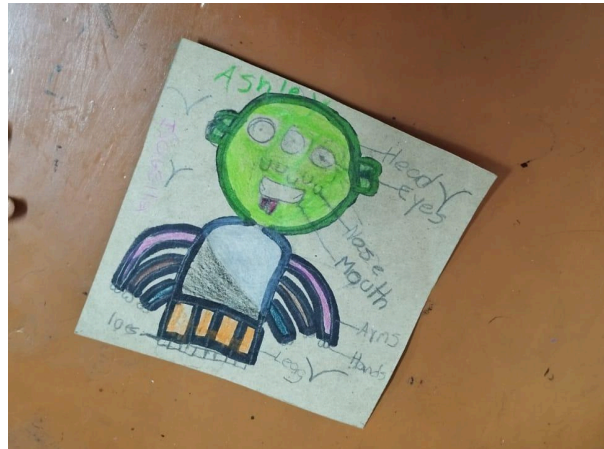
The students made a link between toys and qualities of each one. As we said previously, we related reading and writing like in exercises where students had to match, complete, relate, and specially understand descriptions and main ideas.

For example, in figure 6 students tried to understand the written words by making use of their previous knowledge, memory, or images, which allowed the development of the proposed activities, at the same time they faced new challenges to understand, to read and learn a foreign language.

Finally, we want to talk about listening, this skill was practiced through different strategies to motivate and strengthen the topics presented in the class, for example: songs, videos, and commands, this was specially evidenced and worked in the third project “Nobody can stop us”, which looked for putting in practice this skill, through the creation of a monster where the students listened to the characteristics that the drawing should have, other activity related to listening was to answer questions just by listening to them.

Figure 7

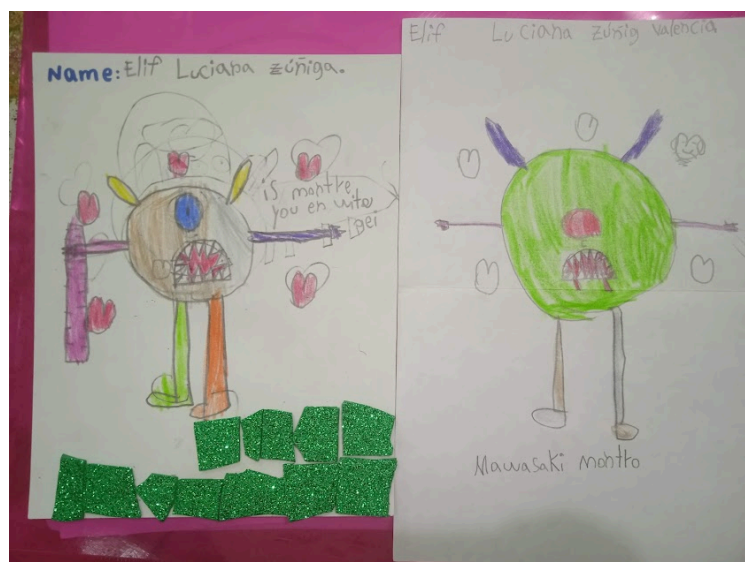
Drawing of the students according to the teacher's instructions.



Drawing of the students about the different body parts. In this activity students represented the specific characteristics mentioned by the teacher orally, this allowed us to see if students could follow oral instructions and see how their listening level evolved. At the beginning of the practice students presented some difficulties for recognizing, understanding and following oral instructions in English; with time and practice students were able to understand oral instructions easily.

Figure 8

Drawing of the students according to the topic "body parts"



Drawing of the students about the different body parts. This was another exercise related to listening. Listening was present here through a song, a video and some questions with movements, so that It is important to point out that there are different ways to direct listening; It is possible to go beyond oral instructions and explore activities supported by movement and images.

Through this activity it was possible to evidence how students could identify, recognize, and relate the commands or instructions with previous knowledge and familiarity words that each one had listened to before. Also, they could express themselves through different artistic ways: ideas, knowledge, and creativity to answer questions, they previously allowed the creation of a mental scheme that helped to comprehend easily.

For last, It is important to mention that developing these projects communicative skills were improved and allowed students to strengthen prior knowledge; they also built meaningful learning and experiences through practical activities, allowing them to face different challenges and contexts with the objective of putting into practice their different skills.

Collaborative Learning and Pedagogical Class Project.

In this experience we developed Projects related to Collaborative strategies, we could interpret that these kinds of projects have some pros and cons, and helped us to understand that education does not finish, and we as Teachers should try different strategies to face different challenges.

First, we want to talk about the pros. We could find a good disposition of students for doing the different activities proposed, they demonstrated interest and motivation from the start participating positively and actively, which allowed them to develop spaces of integration and teamwork. Also, it has been possible to count on the disposition of the institution, which had provided the space and time necessary for the planned activities.

At the same time, the students showed us their interest and enthusiasm for learning a foreign language through the projects, as the dynamics and strategies were very innovative for them, attracting their attention and eagerness to learn.

Also, the different topics presented inside the syllabus allowed to build intersectionality between different subjects and the pedagogical classroom projects, with the objective of developing interest in students, and contextualized processes that contributed to a wider and more diverse learning and mainly relevant for students' educative process. At the

same time, it was possible to adapt the projects to the time necessary for its development and choose the most interesting topic for students, motivating them to do the different activities.

Figure 9

Students doing teamwork



Figure 10

Students doing teamwork



These pictures show a group of students doing teamwork. Initially it was very difficult work to do, but with time and motivation students started to listen to their classmates and to reach goals in common.

Figure 11
Students sharing around a movie



In this activity we shared a movie, here we can observe a collaborative attitude, not just about values to work in a group, but from an attitude to organize the group to reach a common goal: to watch the movie.

Second, on the Contrasts, we can say that one of the principal problems was students lack a collaborative spirit, which did not allow them to develop group work. In the first part we mentioned the students' motivation, but that was mainly in individual activities, in the moment of teamwork it was difficult work. We consider that this situation is a result of the biological stage of kids, in this age they are generally competitive and like to work individually.

Besides, another Contrast that was found is that students inside of the classroom had a problem focusing on a specific activity. The students presented difficulty at the moment to follow rules inside the classroom although the teachers tried to create a healthy, comfortable, and respectful environment, it was very hard for students to share a common space where the convivial rules are important; they were often very disorganized and dispersed during the development of the class, which promoted that teachers could not do the activities planned, because a lot of time was lost in the efforts to organize the students.

Figure 12
Individual work.



The picture shows individual work; even though the goal was to improve good interaction, It is important to point out that some individual work really attracted to students. Teamwork sometimes was better when they chose their teams, they were used to work with friends and tended to avoid interaction with classmates that were not closed to them.

On the other hand, parents often demonstrated an uncooperative attitude at the moment of developing the activities proposed, expressing their ideas in a negative way, which discouraged students in a certain way to participate in new spaces of learning and limiting them to new experiences. Some parents have the idea that different and new activities are a charge for them, because they are used to do students' projects. They also expressed that a new project was difficult for their kids and a big number of tasks.

Finally, a contra of working with projects is to find the time and space to do it, normally, we used English class, but this was interrupted with different extra-class activities as: academic awards, Mass, commemorative dates and Christmas prays, activities that needed to be prepared with time, planning and developing these activities took a lot of time in English classes, so that, we could not use the time for the projects and we had to respond to school demands.

Our experience becoming real teachers

Our experience as pre- service teachers gave us important learning: To know students is the basic action to plan and develop strategies; theory and practice must work together; real life as teachers is very different and challenging than theory; family support is really important to little kids, family and school must go together; and, interpersonal relationships are a base to work together as teachers and this teamwork impacts in students' education.

With the purpose of improving our potential as teachers, we decided to carry out this process in a real context, which allowed us to integrate mainly in the working aspect and know the scholar world. Inside of the experiences and reflections acquired in this process, It is possible to highlight that our professional practice was full of emotions, surprises, and challenges that we had to face on that moment and, without a doubt, we had a lot of learning, even more than what our students learnt.

Since the beginning of our practices, one of the topics that worried us was related to the Head teachers, Coordinators, and Students, as at the moment we arrived in a new and unknown place the strangeness did not give us time to be worried; but although we felt fear and afraid, little by little that disappeared because the entire community made us feel at ease and providing us security, quietness, and friendliness.

Another topic that worried us was being able to accomplish and successfully develop the planned projects, since our objective with the students was to strengthen their communicative skills through teamwork, we were always to the expectation to adapt any activity to the interests and motivations of students, as we did not just want them to learn, but also they would feel good with us, in our mind we always kept those ideas and that generated students' integration and participation in the different activities and feel motivated to do the projects.

Through this wonderful process, it was possible to do a reflective exercise, in which we could rebuild the previous ideas and add new learnings to our educative process. After staying and sharing time with the students we achieved knowing and analyzing the different realities and contexts that each one of them had, from there, understanding the reasons for many things that happened every day inside the classroom. These different experiences helped and motivated us to provide strategies that supported students in their situations and to understand possible solutions. All the learnings found in the school contributed to modifying and improving the strategies, tools, and behaviors that we had to put into practice our labor at the moment.

At the moment of developing the different projects, we were very worried about the way that we would use for sharing the topics and learnings with students, in this part, It was important to keep in mind the previous information collected about the students and their scholarly dynamics. One point that had more relevance was the individualistic attitude the students had at the moment to do some activities that were prepared for teamwork; and also, the difficulties that they presented about the communicative skills in a foreign language, so we found in this aspect a big challenge that would try to re-build these feelings and customs acquired in their contexts. For this reason, we decided to develop pedagogical classroom projects to support collaborative learning, to encourage English learning and teamwork.

This process of strengthening teamwork in the classroom became a big challenge to us, which led us not only to explore but also to develop our own skills to do teamwork in, to show creativity, to have initiative, to be leaders and to keep assertive communication.

Figure 13

Pre- service teachers in different activities.



Figure 14

Pre- service teachers in different activities.



We participated in planning and developing different school activities such as: Mass, Christmas, Women's Day, Academic awards, these activities allowed us to explore new skills and creativity beyond English classes and to live real daily life in school.

Finally, another aspect that we could experience and reflect on was the workplace, as we observed and analyzed that communication is very important, to respect and support are necessary to create and build a pleasant and healthy environment, we understood that It is not an easy process, but interpersonal relationships are vital to develop educational practice in the best way. In order to achieve this, It is important to accept the differences between each other and to understand that everyone can support each other mutually.

8. Educative Material

The didactic material proposed is a Booklet that compiles some of the most relevant activities of the experience and their evidence. It is hoped that it can be used as a resource for the development of academic processes in the classroom and for the teaching and learning of English.

Figure 15

The booklet cover.



Figure 16

Relevant activity number 1

The slide is titled "Objective" and "Phases". The objective is "To strengthen communicative skills through exploring different animals and their habitat". The phases are:

- 1 Vocabulary presentation and group organization-
- 2 Review and presentation of short text about animals.
- 3 Project oral presentation #1: "Air and water: birds and sea animals".

 Below the phases, it says "This activity was linked to:" and lists four categories with icons: Natural science (a scientist), Ethics (scales), Arts (a palette), and Math (math symbols). On the right side, there are three photos showing students in a classroom setting, some wearing masks and holding up their work. The slide is decorated with colorful flowers and a bird illustration.

9. Conclusions and recommendations

Conclusions

As future teachers, the professional practice is an important previously step in building our different skills, tools, and learnings before going out to the labor world, because this experience offers us the opportunity to know the scholarly environment, the diverse student personalities, the spontaneous and unexpected situations, and how to deal with them constructively. Also, participation in the different scholarly activities allowed us to establish a difference between things we could or not do.

The professional practice is a constantly reflective and changing process, in which we can open our minds to different experiences by always obtaining clues for the future profession; also, It is very important to mention that the practice allows us to recognize the diversity, cultures, and unique characteristics that exist inside the classroom for understanding the individuality of each student and in this way to take actions to educate them.

The Pedagogical Classroom Project (PCP) is very important, as it allows students to build new knowledge and strengthen those who already have this way to put it into practice in a real context, whether problem-solving or creating new ideas. At the same time, the PCP aids in the development of skills such as: teamwork, communication, organization, leadership, and collaboration. These skills allow students can get on and to participate in any place and social context.

On the other hand, the PCP is key to strengthening teamwork, because it requires the specific participation of students in the development of the proposed activities, which allows linking collaborative learning, due to the team members expressing their ideas and opinions and to be themselves who decide what ideas to take and what to leave. This allows students to develop a feeling of autonomy and at the same time to learn from others, achieving meaningful learning.

Today, the English language has become an important element not only in the educative aspect, but also in the different aspects of life such as labor, cultural, and social, by doing this a fundamental skill for people. This foreign language allows people to get better opportunities that help them to improve their lives; since learning a new language is a bridge between different cultures being a universal language.

For this reason, It is important to start the learning, recognizing, and identifying process of the foreign language from an early age, as the children present the capacity to

adapt, learn, build, and assimilate other languages due to their plasticity cerebral which allowed an adaptation more easily; at the same time to apply this in different situations of the daily life being possible an appropriation of this knowledge.

Recommendations

One of the recommendations that we considered relevant is related with the time and spaces that the bachelor's degree offers for students to have the experience of going to the school and knowing the scholarly dynamic. From our experience, we can say that practice in school is very important for the foundation of the first steps in the process of being a teacher, for the above, we recommend that is important to offer more experiences and more opportunities to know students and their dynamics, this may be possible if we had deep practice since initial semesters.

Finally, It is important to mention that in some Courses in our degree, the main objective is to study the topics to teach in elementary education, but we could focus on how to teach them and explore real contexts, so It is necessary to review and rethink the objectives to teach, to offer courses in which students can put into practice the future profession and at the same time to build their own learnings. Also, in these areas, the teachers can share appropriate strategies and activities to carry out in the classroom.

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