

Learning through my talents and my context: An approach to the linguistic, pragmatic and sociolinguistic communicative competences in third graders at Carlos Alban School in the periods 2023-2 and 2024-1.



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Professional Practice Report

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Abstract

This professional practice was developed at Carlos Albán School, located in the Municipality of Timbío- Cauca, Colombia, in an urban area to the East of the city, with third graders.

In order to promote innovative practices and strategies, this work is part of a cooperative strategy called “Learning through my talents and my context”, promoting communicative competences (Linguistic, Pragmatic and Sociolinguistic), through group activities from students' interests (dance, painting, and songs) in order to create a positive environment, in which the ideas of others were shared, respected and valued.

As mentioned above, 3 phases were established to develop and strengthen these competencies, which are as follows:

1. Drawing and painting, strategies to develop my English Competences
2. Singing, a strategy to develop my English Competences
3. Dancing, a strategy to develop my English Competences

That is why this professional practice is framed from the interests of students and their contexts, taking cooperative learning as a pretext, to develop and strengthen communicative competences, giving priority to the student. In the same way, it intended to encourage and motivate students not only to develop communicative competences in English, but also to the appropriation of new knowledge in another language.

Justification

This professional practice was developed at Carlos Albán School, San Cayetano, located in the Municipality of Timbío- Cauca, Colombia, with third graders. In order to promote innovative practices and strategies this work is framed in a cooperative strategy called "Learning through my talents and my context", which becomes a pretext and support to develop the Communicative Competences in English with this population, where these children's interests and talents were taken into account (dancing, painting, drawing and singing), generating opportunities for participation, creation and apprehension of new knowledge, which led to a transformation in the educational context. In this way, it is necessary to say that the activities carried out allowed the strengthening of interpersonal relationships, the search for a good and healthy communication with others in different spaces, in which the ideas of others were shared, respected and valued. This is how I intended to promote a pleasant climate, a context rich in values and positive attitudes, which would enrich the teaching-learning process with these children.

For this reason, I also proposed group activities that included: knowledge, integrated skills (listening, speaking, reading and writing) and interests of the students in relation to their context. For this purpose, posters, elements, phrases, words or communicative statements of the social reality were used in the classroom and during the development of the strategy, in addition to the language of several songs; this with the purpose that children enhanced their speaking, listening, reading and writing in the English language through the use of these in the communication within the classroom and at school. In this way, I expected to encourage and motivate students not only to develop communicative skills in English, but also to appropriate new knowledge in another language; thus, this project was a continuous and comprehensive

process, whose purpose was meaningful learning, because priority was given to the student, while working with a purpose (Knutson, 1997) in the classroom.

By taking into account the social reality of children, we are taking into consideration Freire (1997) who in his book *Pedagogy of Autonomy* mentions that “Teaching is not transferring knowledge, but creating the possibilities for its own production or construction” (p.12), which means that knowledge is made, and transformed through action, taking into account the real and the critical understanding of the desire for transformation.

Another element that justifies this work are the Basic Standards of Competences in Foreign Languages of the Ministry of National Education (MEN, 2006), where foreign languages are mentioned as a teaching-learning mechanism in the classroom, to improve and favor the levels of performance and competences in the course of the different levels of schooling, favoring a permanent use of communication.

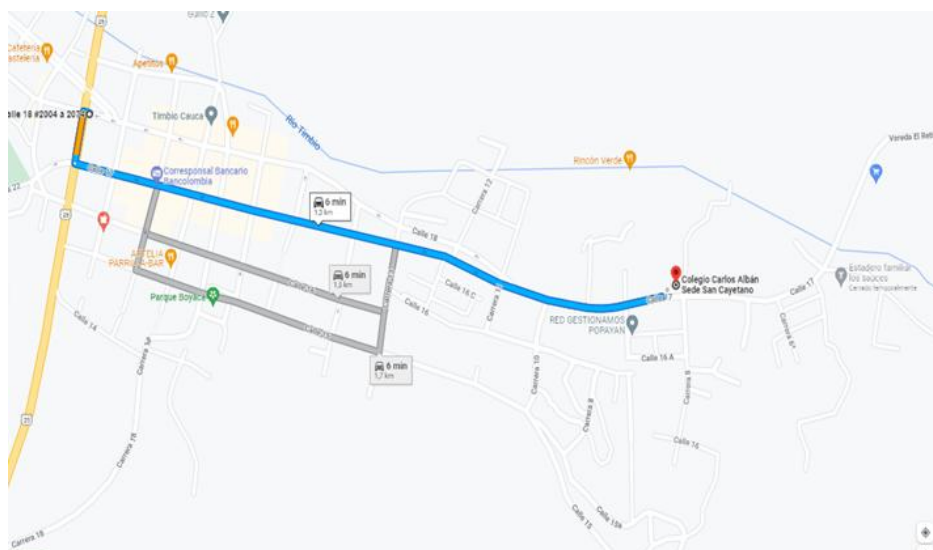
Finally, it can be said that learning a foreign language is of great importance, since it allows individuals to appreciate and respect the value of their own world, as well as to develop respect for other cultures. Likewise, it improves their ability to establish relationships with other people to perform in new situations, in addition to providing endless opportunities, not only in the work field but also in the educational field, to access scholarships, internships outside the country, cultural exchanges, among others, which offer and contribute to a better quality of life and enrichment of experiences.

Context

The Carlos Albán School, San Cayetano, is located in the Municipality of Timbío- Cauca, in the urban area with address Calle 17 #7-32, to the East of Timbío.

Figure 1

Map: route to school



Source: Google maps

The age range of the students from transition to fifth grade is between 4 and 13 years old, approximately. Regarding the physical conditions of the educational infrastructure, it is worth mentioning the recreational areas and green places, it has also a court enabled for basketball and micro soccer, which is accessible for the students and the educational community. In this place, different dynamics that promote cooperative learning (activities in pairs, in groups) and encourage students to learn another language in other learning environments can be carried out. For the purpose of cooperative work, the desks are used in various ways, either in a circle or round table, and provide a warm atmosphere and a great experience.

Figure 2

Pictures: school infrastructure



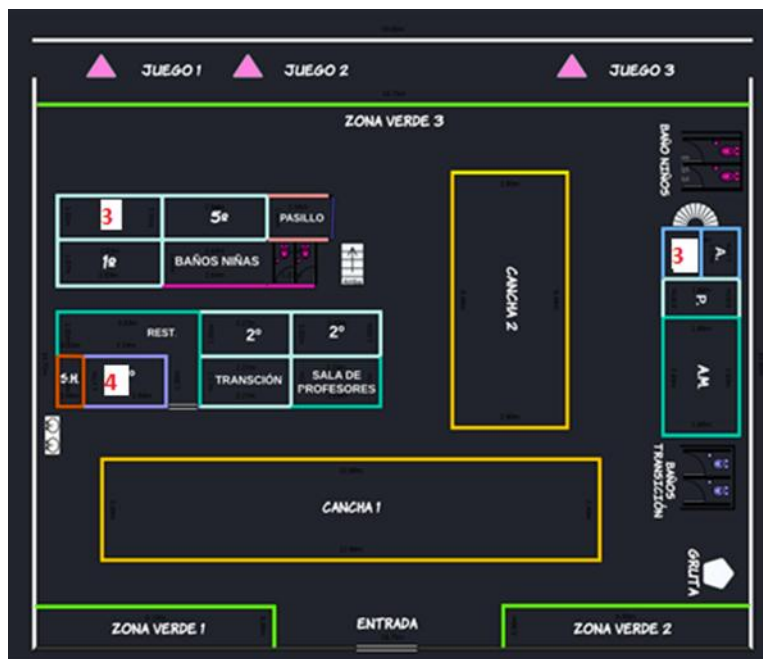
Source: Author

Figure 3

Map and conventions: school infrastructure

Conventions:

- A.M: Aula Múltiple
- P: Psicología
- S: Sistemas
- A: Audiovisual
- REST: Restaurante
- S.H: Sala de herramientas
- 1º: grado primero
- 2º: grado segundo
- 3º: grado tercero
- 4º: grado cuarto
- 5º: grado quinto



Source: Author

The third and fifth grade classrooms are located on the second floor, so there are handrails and handholds for safe access, which is why students must climb and walk with caution, taking care of themselves and others. However, there are no ramps, elevators or illuminated signs. The school has six classrooms from transition to fifth grade. There is also a room for administrative and academic management, a systems and audiovisual room, a multipurpose room, an area for the school restaurant, and restrooms for common use.

I carried out a detailed and continuous observation to third graders and perceived the following: among the general characteristics we find that the average ages range between 8 and 11 years of age, with a total of 33 students, 16 girls and 17 boys. The children come from neighborhoods or rural areas close to the school; among them we find neighborhoods such as: Alto de Belén, Boyacá, La Martha, San Cayetano, San Rafael, San José, Pueblo Nuevo, Susana López de Valencia, Las Palmas and San Carlos and rural areas such as: El Platanillal, El Placer, Retiro, Barro Blanco and Descanso. These neighborhoods and rural areas offer some job in a number of places in town, including family stores, bakeries, pastry and photocopy shops. In addition, some people are engaged in agriculture, sand extraction, construction, work in family homes and other trades, activities of the so-called “rebusque”, from which several families of the popular sector survive, including the parents of the Educational School.

Figure 4

Pictures: questions asked to the children

Nombre Juan Diego Michquey
 Edad 8
 ¿En qué barrio o vereda vives? Ruiz
 ¿Qué te gusta hacer en el descanso? Sac Ytaho
 En qué llegas al colegio? Moto Carro Bici A pie
 ¿Quién te lleva al colegio? mamá
 ¿Quién te recibe cuando sales del colegio? Papá
 ¿Con quién vives? Papá
 ¿Qué hacen las personas que están a tu cargo? (trabajo) _____
 ¿Utilizas Gafas? Sí No

Nombre: Evelin Tatiana Molina castillo.

Años: 8

Escuchas música en inglés? No

No Si: cual

cuáles son tus programas favoritos? No

En qué barrio o vereda vives? los Panmas

Nombre: marilyn sofia

Años: 9 años

Escuchas música en inglés?

No Si cual

Cuáles son tus programas favoritos

San y sus y maxi favoritos y baile

En qué barrio o vereda vives? San Jose

Source: Author

It should be noted that third graders arrive at the school using some means of transportation such as motorcycles, cars, buses, bicycles, or some arrive on foot. In the same way, some are brought by their parents (mom or dad), others by their relatives (grandparents, aunts, uncles, cousins, etc.) and those who live near the school get there alone and on foot. From the questions asked to the students it was possible to identify that children are interested in: painting, drawing, dancing and singing. Based on these interests this proposal was born to favor the Communicative Competences (linguistic, pragmatic and sociolinguistic). Children's interests allow us to say that they have a social and human education that can continue to be improved.

Objectives

General Objective

To develop the Communicative Competences in English through a Cooperative strategy denominated: "learning through my talents and my context", with third graders of Carlos Albán School, San Cayetano, in the terms 2023-2 and 2024-1.

Specific Objectives

- To understand some formal resources of the language as a system, in order to use them in the formulation of well-formed and meaningful messages.
- To express sentences, words or phrases in short discursive sequences, in which real communicative situations are understood.
- To recognize social and cultural conditions of the language in a context of cooperative dialogue.

Educational Problem

The teaching and learning of the foreign language in the third grade at Carlos Albán School have several factors that directly influence the educational process of children, such as:

1. The little time that is assigned to the teaching of this important subject since in many occasions relevance is given to the other areas of knowledge and the corresponding hours are not allocated to what refers to the English area.
2. The need to hire another person to teach the class, looking for alternatives so that the subject has a precise orientation; however, when the person does not attend, the session does not take place.
3. There is a master and memorization of the topics that are being experienced, which does not allow an adequate appropriation of the foreign language.
4. The type of pedagogical strategies that do not include the children's contexts.
5. The intention to have children work individually, not cooperatively.

These factors and others are related to the pedagogical strategy that will be developed during this project.

Pedagogical Question

¿How to develop the Communicative Competences in English through a cooperative strategy called: "learning through my talents and my context," with third graders at Carlos Albán School in the periods 2023-2 and 2024-1?

Conceptual Reference

This proposal requires conceptual and theoretical bases, for this reason the following bibliographic sources and various authors have been consulted to support this work.

In order to achieve the above, the following theoretical discussion was established:

General References

An approximation to the concept of Linguistic, Pragmatic and Sociolinguistic Competences

An element that justifies this work are the Basic Standards of Competences in Foreign Languages of MEN, (2006) based on Guide N° (22), (p.11-12) which mentions that the communicative competences include linguistic, pragmatic and sociolinguistic. The first refers to the knowledge of the formal resources of the language to be used in the formulation of well-formed and meaningful messages, which includes lexical, phonological, syntactic and orthographic knowledge and skills, among others. This competence implies not only the theoretical handling of grammatical, orthographic or semantic concepts, but also their application in different situations. The second is related to the functional use of linguistic resources to express sentences, words or phrases in short discursive sequences, in which real communicative situations are understood, and the last refers to the knowledge of the social and cultural conditions that are implicit in the use of the language.

As mentioned in the previous paragraph, working on these competences generates a comprehensive and effective learning experience with children for the acquisition of a second language, since these competences not only focus on grammar and vocabulary, but also include crucial aspects for successful communication, such as understanding the social and cultural norms that influence the use of language. By strengthening these skills, students are trained to

understand the context and communicative intentions behind the words, allowing them to interact more fluently and authentically, because beyond the knowledge of an isolated code, it is important to offer learners real possibilities to understand and interpret their reality.

Likewise, by understanding the social norms and conventions of different groups, children acquire a deeper appreciation of cultural and linguistic diversity, which contributes to greater tolerance and respect for difference. This intercultural understanding not only enriches their personal experience, but also prepares them to participate actively and positively in an increasingly globalized and diverse society, where the ability to communicate effectively in different contexts is critical to personal and professional success.

An approximation to the concept of didactic strategies for Collaborative Learning

Didactic strategies are practices that are planned in advance according to the intention, purpose or objective of the class; these relate to the learning contents in which students' knowledge and skills are put into practice. Within the didactics of English, two types of strategies are contemplated, those of teaching and those of learning. Those of teaching are carried out by the teacher to facilitate the above- mentioned process, in which students must be encouraged to observe, analyze, weigh, reflect and seek solutions to discover knowledge for themselves.

Learning strategies are those with which learning is achieved and whose responsibility is on the student, because these allow them to remember and use the information from the skills they acquire and use as learning tools. These strategies make it possible to recognize the new knowledge, review and restore their previous knowledge, from the comparison with the new one (Carvajal, 2009).

This is important because different activities, tools or resources will be implemented to make teaching possible, supported by cooperative and autonomous work, enhancing their communicative skills and broadening their horizons through interculturality, responding to the need to train for a growing and changing globalized society, in an environment that enables active learning, continuous and collaborative accompaniment that generates attention, motivation and interest in the act of learning, in which students' skills and abilities are used to build on their previous knowledge and experiences, new knowledge to enable the development of English communication skills.

Importance of cooperative learning and foreign language knowledge in real communication contexts.

At this point I consider it important to determine what we mean when we talk about real communication contexts. Willis (cited in Díez, 2017)

Makes a clarifying reference in this sense when he considers that a real communicative situation is created in the school context when there is an interaction between the members of a group with a common objective of solving a task. It is therefore when language is one more tool for learning and the student feels the need to communicate in order to solve the task that we have in a classroom situation close to reality. (p. 33) that is why this work uses cooperative learning as a pretext to create these real contexts that favor effective communication.

As I have mentioned before, cooperative learning and foreign language knowledge are of vital importance in real contexts of communication, since cooperative learning fosters interaction among students, allowing them to work together and build knowledge in a collaborative way; this cooperation for knowledge construction expands the communicative needs, a fundamental

aspect for the development of communicative competences, taking into account that to communicate is not only to know the language in relation to the linguistic system, but also to manage aspects that have to do with the communicative context and to develop strategies that facilitate mutual understanding.

Pedagogical References

Cooperative Learning to support English Communicative Competences

According to Johnson et al (cited in Singh, Y. & Agrawal, A. 2011) cooperative learning is an educational tool in which small groups of students work together to increase individual learning, as well as that of group members. Cooperative learning exists when students work together to achieve joint learning goals Johnson et al. (cited in Singh, Y. & Agrawal, A. 2011) Any homework from any curriculum for any student of any age can be done cooperatively (p. 3-4). That is why in this work I developed activities in pairs and groups to promote positive interdependence, individual responsibility, face-to-face interaction and appropriate collaboration skills, in which the achievements of individual goals influenced the performance of all group members. The above mentioned was worked with interactive and contextualized sessions around communication skills, in which students were encouraged and helped to develop and practice confidence building, leadership, decision making, communication, and conflict management; all of which was periodically evaluated to find out if they were doing well as a team or needed to make some adjustments or changes so that they could function effectively.

The actions of cooperative learning helped develop linguistic, pragmatic and sociolinguistic skills with third graders, as a means through which students could communicate and express their desires, concerns and thoughts, and in turn express and shape their creativity,

recognizing the reciprocal dependence of language in the act of listening, reading, writing and speaking, maximizing learning from a shared experience.

Starting from students' needs

Teachers believe that communicative competence implies thinking broadly about students' needs. That is to say, when developing communicative competence, students bring to class what they are in terms of themselves, their feelings and their interests; so teachers should control all these aspects by providing the appropriate conditions in order to guarantee an appropriate learning environment. Promoting confidence is one of the characteristics of this sub-category, which is really important when teaching. For this "Communicative language teaching requires a sense of community, an environment of trust and mutual confidence, wherein learners interact without fear or threat of failure" Savignon, (cited in Gonzales. 2008) (p. 83).

That is why this work allowed students to feel free to say what they thought without fear of being judged. In addition, creating a positive environment for learning, which implied thinking about the needs of the students and their conditions to be able to participate in all the activities that were proposed.

Teaching Methodology and Teaching Processes

Just as important as raising awareness on learning processes is raising awareness on teaching processes. Teaching is more than a practice: It is a process that requires preparation and commitment because the way teaching goes affects the way people learn. In consequence, teaching must be contextualized, adjusted to pupils' needs and to resources available, so advantages can be taken from every possible situation Katz & Chard, 1989 (cited in, et al. ,2006,

p.13) In the end, the purpose of teaching is guiding learning processes and making them easier and more effective.

As mentioned in the previous paragraph, this work took into account the school population and the context of the school, in order to find pedagogical strategies, didactics and activities that successfully guided the learning process and that were flexible enough to allow students and teachers to work freely according to their needs and competences.

Disciplinary References

Importance of Communicative Competences

According to Hymes 1971 (cited in Cervantes, s. f.), Communicative competences include the knowledge that an individual has, in addition to grammar, within a sociolinguistic perspective, that is, the social and contextual knowledge in the use of language. In this way, these competencies will allow us to behave in an effective and adequate manner in a given speech community through the knowledge of linguistic rules and the sociocultural context in which communication takes place. This is important because it helped learners to use the foreign language in relation to the context. In the words of Hymes (cited in Seco.,2017, p 4) communicative competence is related to knowing “when to talk, when not to talk, and what to talk about, with whom, when, where, in what form” (p. 28); that is, it is the ability to form statements that are not only grammatically correct, but also socially appropriate and authentic.

The communicative competencies were worked then, from the social construction of meaningful learning and concrete situations, all within a pleasant context and climate, mediated by effective communication with real communicative statements inside and outside the

classroom, understanding certain words, phrases, and sentences with meanings in relation to their context, their needs and interests.

Learning English as a foreign language.

In relation to the learning environment, learning English as a foreign language requires contexts that provide the student with everyday situations that facilitate its acquisition. According to Krashen and Terrel (cited in Herrera, & Suárez.,2014). “the learning of a foreign language involves the conscious study of it through its grammar, pronunciation, vocabulary, etc.”; which suggests that the mother tongue is acquired through a natural process while the second language is learned through a conscious learning process, for which they themselves refer that “as opposed to the mother tongue that is acquired unconsciously, the foreign language is usually learned in the closed context of the classroom in a conscious and gradual way” (p.33).

Therefore, it is essential to teach a foreign language from an early age, in which contextualized, participatory, motivating and recreational educational environments are generated, designed to encourage and facilitate learning the language in a natural way, in addition to adapting the elements that make up the learning environment and its operation in the various spaces that are worked, so that the activities that are proposed are more enjoyable for them.

Principles of cooperative learning to favor the creation of a real context of communication in a second language

Cooperative learning is based on group work, understanding the group as a learning community, “a group of people who, gathered in a specific place and time, are engaged in a task

that requires them to assume roles and interact for the achievement of a goal” (Ferreiro & Calderón, (cited in Vallés y Mercedes Querol Julián., 2006, p 22), since it is not an individual activity, we ensured the need for communication among group members. Practice in discourse is important to be aware of what we know and what we must learn. Because, as we have mentioned, learning takes place from the cooperation of all members of the group, this cooperation for the construction of knowledge expands the communicative needs, a fundamental aspect for the development of communicative competence.

In this approach, the teacher mediates learning, facilitates, guides and favors the autonomy of the student, who is not a mere receiver, but builds their own learning from the positive interaction with others; such interaction that requires communicative skills. Therefore, cooperative learning increases the opportunities for each student to put into practice their communicative competence, and is based on the sum of individual responsibilities, where the participation of all must be ensured. Thus, interpersonal skills were developed, in part with the use of language in situations very close to everyday reality, such as the practice of dialogue and negotiation activities, which were key in the development of this project, such as respecting turns, attentive listening, understanding, questioning, knowing how to disagree, and accepting the opinions of others.

Methodological aspects: Didactic strategies implemented.

Resource

Each of the strategies developed are presented below: audiovisual resources and videos, songs and performances, cooperative learning, manual activities, educational games with some of the most representative lesson plans on the strategy; and their respective reflection and feedback on each strategy and experience with third graders.

Audiovisual resources and videos

Audiovisual resources play a fundamental role in the second language learning process because they provide an immersive experience that goes beyond the simple memorization of vocabulary and grammatical rules. By exposing learners to real-life communication situations through videos and online exercises, these resources allow them to familiarize themselves with new vocabulary and everyday phrases in the language they are learning. This linguistic immersion contributes significantly to strengthening listening comprehension and to developing authentic conversational skills.

Therefore, audiovisual media creates a more playful environment in the classroom, but it should be noted that they also contribute and facilitate the teaching of new content, which results in the motivation and interest of students to learn, especially in English Bustos et al (cited in Rúa & Santander, 2018, p.56).

That is why, within the school context, it is necessary to propose activities with useful audiovisual resources to be used in the different sessions, which meet clear objectives and strategies to learn in a more entertaining and interactive way. It should also be noted that these

audiovisual media add a visual and contextual dimension to learning, facilitating the understanding and apprehension of concepts. The images, gestures and scenarios presented in videos or graphic materials help learners to associate words with concrete situations, thus favoring a deeper understanding of the language.

In other words, audiovisual resources not only enrich the learning of a second language, but also make the process more attractive and dynamic, promoting learner interest, motivation and participation.

Following, I will present excerpts of some of the classes I taught in the school, in order to show how they were planned and implemented, and most importantly, the learning experience students had, which helped reach the goals I had during this professional practice. I grouped the class plans depending on how they contributed to the reaching of the specific objectives. Some classes had more than one goal, for this reason, I included them more than once in the report.

Activities Worked On

Class plan #6

Date: Wednesday, October 4th, 2023

The goal was to show and listen to the Days of the Week Song to review and understand the new vocabulary.

Figure 5

Picture: video to learn the days of the week



Source: Have Fun Teaching. (2010, 9 Junio). Days of the Week Song [Video].

YouTube. <https://www.youtube.com/watch?v=GC2OVPgB2uE>

Afterwards, 3 working groups were formed, where audiovisual tools and ICTs were used for the execution of this session. For the second exercise, they worked on writing, in which they completed the missing word.

Figure 6

Pictures: working on writing through the use of ICTs

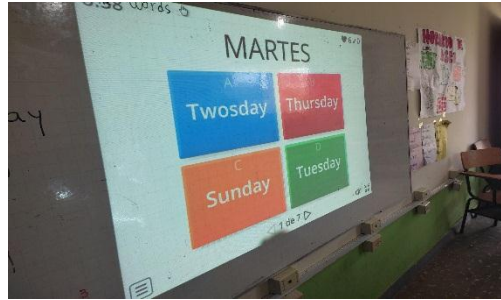
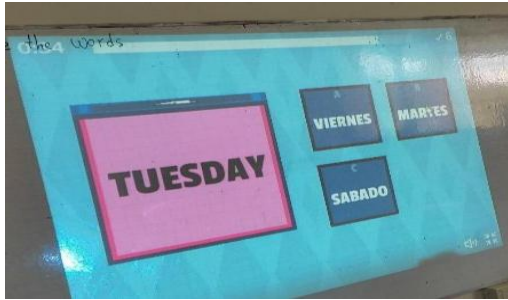


Source: Author

Following, we made a semicircle in which 3 surprise boxes were projected to remember the vocabulary we had worked on.

Figure 7

Pictures: reviewing the new vocabulary learned through ICTs



Source: Author

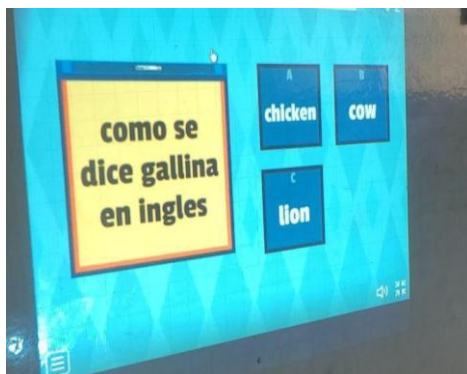
Class plan #8

Date: Wednesday, October 25th, 2023

We did an interactive activity using technological tools and ICTs to remember the vocabulary studied previously (animals)

Figure 8

Pictures: remembering the vocabulary of animals through ICTs



Source: Author

Class plan #11

Date: Wednesday, November 8th, 2023

We watched 2 videos about moods.

Figure 9

Pictures: watching the videos on moods, making use of the ICTs



Source: Lingokids Songs and Playlearning. (2018, 4 mayo). If You Are Happy and You Know It Clap Your Hands - Song for Kids | Lingokids [VÍdeo].

YouTube. <https://www.youtube.com/watch?v=Ak-kwWMKYsE>

In one of them we studied pronunciation. Here students had to memorize some of the moods they found most relevant, and then write them on the board. The students who did well received a prize.

With the other one, we listened to the song so that they could identify the mood it represented and pronounce it in English.

Figure 10

Picture: watching the videos on moods, making use of the ICTs



Source: Maestra Yechi. (2020, 26 noviembre). Estados de ánimo en inglés para niños [Vídeo].

YouTube. https://www.youtube.com/watch?v=KLSD2GKKM_I

Reflection and Feedback.

Working with technological tools (ICTs) generated a lot of participation in the different activities, here many of the children wanted to participate, they raised their hands and said to me “teacher, let me answer.” So that we could all do it, we took turns, also in the last exercises we asked everyone to answer, this was done so that there would be no inconveniences and so that everyone would be attentive to give their answers.

While watching the videos, the vocabulary was being studied. To do this, students had to pay close attention and see if they could memorize words from the states and then write them on the board, and if they did it correctly, they won a prize. Many of them went out to participate, and some of them did very well, writing on the board.

Finally, I can say that the incorporation of ICTs in the classroom is important because it improves access to information, encourages participation and collaboration, allows for the personalization

of learning, develops technological skills and stimulates critical thinking and creativity in students.

Songs and performances

The use of songs in the process of learning a second language, such as English, offers a multisensory experience that goes beyond the simple memorization of vocabulary and grammar. Songs, instead, offer the potential to engage the student's attention and immerse them in rhythm, melody and content, incorporating cultural elements and expressions of the language. By interpreting and performing the lyrics, students not only improve their pronunciation and intonation, but also develop communicative skills and acquire new vocabulary

In this line of thought, Merino (cited in Diez ., 2022) points out that “the song is a material of enormous originality and usable in the teaching of various languages, due to its motivational potential and broad didactic possibilities” (p. 15). This allows the implementation of various activities that help the teacher to lead students to the discovery of information and the reinforcement of language studied in class. Furthermore, this introduces English as a language that is all around us, that is part of our daily lives and that is worth studying and acquiring.

In the same way, with the songs worked, various activities were carried out such as: listening to songs, representing them and completing the lyrics, strengthening listening comprehension and at the same time learning new vocabulary. By working with songs, students were confronted with a variety of accents, rhythms, and linguistic styles, which contributed to greater familiarity with the language. Completing lyrics also encouraged attention to detail and the ability to infer meaning from context, crucial skills for effective communication, increasing their motivation and disposition towards the development of the proposed processes.

Activities worked on

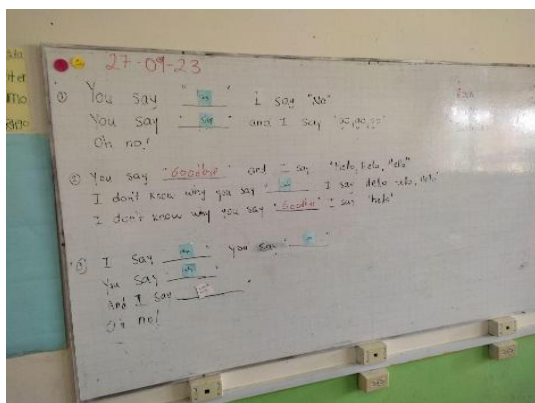
Class plan #5

Date: Wednesday, September 27th, 2023

The song was listened to, and after that, three minutes were given to analyze with the group which was the correct place of the assigned word, the same was done by the other groups, knowing that if the first group did it correctly, the others did not have a point, and so on, until completing the seven missing words.

Figure 11

Pictures: filling in the song, with the missing words



Source: Author

“Hello- goodbye by The Beatles”

The group that presented the song with the best pronunciation, mime representation, and vocabulary would earn another point.

Figure 12

Pictures: presenting the song “Hello- goodbye by The Beatles”.



Source: Author

Class plan #8

Date: Wednesday, October 25th, 2023

The song was projected (twice) so that the children became familiar with it “the cow named Lola”

Figure 13

Pictures: learning the song: “The cow named Lola”



Source: Author

Class plan #11

Date: Wednesday, November 8th, 2023

Then, a song alluding to moods was shown to students so that we could all listen to it and begin to learn it and learn vocabulary. The song was represented through a dance, which was performed by all students. “Happy- Pharrell Williams”

Figure 14

Pictures: Performing through the song: “Happy- Pharrell Williams”



Source: Author

Reflection and feedback

I think the singing and dancing activities encouraged them to learn even more. It reflected

a cooperative dialogue between them, in the way they organized themselves, learned new vocabulary and did the movements correctly, that is why I wanted to continue working on this part, to learn new knowledge and to have more enriching experiences.

As for the dance rehearsal, I can highlight that it was presented as an innovative method to learn English in a fun and effective way because by associating dance steps with English vocabulary and phrases, not only did students memorize the words, but also internalized the pronunciation and rhythm of the language. Learning English through dance is not only limited to the repetition of words; it also involves understanding the culture and expressions associated with music and movement. Ultimately, I can say that this integration of language learning and body expression not only provides an enriching experience, but also creates an emotional connection to learning another language, making the process of learning English more meaningful.

Cooperative learning (randomly formed groups - autonomously-formed groups - greetings in different ways in all classes, promoting a positive interpersonal relationships)

The use of cooperative learning in the educational environment offers a number of substantial benefits that go beyond the simple transmission of knowledge. Collaboration among students promotes an interactive and participatory learning environment, allowing each member of the group to contribute their unique skills and perspectives. This methodology promotes the exchange of ideas and the development of essential social skills, such as effective communication, empathy and joint problem solving. In addition, cooperative learning strengthens the sense of community in the classroom, creating a space where students support each other and build positive relationships, thus contributing to a more inclusive and enriching educational environment.

For the above mentioned I recall Johnson & Johnson.,(cited in Pliego., 2011., p 65)

Cooperative learning is the instructional use of small groups for students to work together and make the most of their own and each other's learning. "For this reason, the activities also emphasized the importance of greeting each other differently in each session, thus fostering cooperative learning and promoting a dynamic and collaborative classroom environment. By varying the forms of greeting, a sense of anticipation and excitement was created among students, which contributed to maintaining their interest and engagement in the learning process. This practice also helped to break the monotony and set a positive tone from the beginning of each session, creating an environment conducive to active participation and relationship building among students.

The importance of knowing how to work in teams, whether formed by students themselves or randomly assigned, lies in the preparation it provides for real life. In professional and social environments, the ability to collaborate with others is essential. By working in teams, students acquire valuable skills such as cooperation, tolerance and the ability to adapt to diverse points of view. These competencies are not only essential in the workplace, but also strengthen cross-cultural understanding, preparing students to effectively face challenges in an increasingly diverse world. Ultimately, cooperative learning and teamwork are fundamental pillars in the integral formation of individuals capable of collaborating successfully in diverse contexts.

Activities worked on

Class plan #2

Date: Wednesday, September 6th, 2023

This session began with a warm welcome, here students had to choose how to greet me whether with (their hands, a hug or a good morning). For this, the three posters were pasted outside

the classroom, to be able to enter the room, they had to choose one type of greeting, pointing it out and pronouncing which is the one of their preferences.

Figure 15

Picture: different ways of greeting



Source: Author

Class plan #6

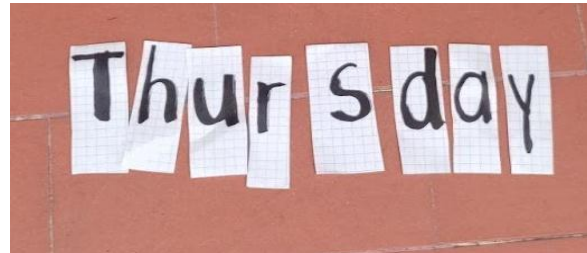
Date: Wednesday, October 4th, 2023

Once placed in rows, each student had to run to the other end of the field to bring a letter, which was inside a bag, to give way to their partner, who had to touch it and do the same, until there were no more letters in the bag.

They should go back to the classroom and get into working groups, and look at the words that were written on the board (days of the week) and organize the letters in such a way that they formed the word in the correct order, until all the groups got the word together.

Figure 16

Pictures: organizing the letters, to find a hidden word



Source: Author

Class plan #7

Date: Wednesday, October 11th, 2023

Students were placed in two files at the ends of the school field, when we said “On your marks, set, go”, the student who was located first would go to the center of the field to meet with the other student, here they had to play “rock, paper, scissors.” The student who lost had to hug their partner and so with all the others, scoring points, encouraging good interpersonal relationships and cooperative work

Figure 17

Pictures: greetings from the game: “rock, paper, scissors.”





Source: Author

Others Activities

Class plan #2

Date: Wednesday, September 6th, 2023

Students had to draw each other's hands to make 2 so that a person could see both hands in their notebook and vice versa and then painted them.

Figure 18

Pictures: drawing the partner's hand



Source: Author

Class plan #7

Date: Wednesday, October 11th, 2023

We went out to the playground again, where I organized 4 groups in order of list and placed them at each end of the field to develop the following activity:

Each group was assigned a small ball. Students had to raise their arms and pass the ball through each of the team members until the last team member, who had to return it to the beginning, so that the student who was first ran to the middle of the field and picked up a picture that was there. The first team to do so would win a point. This would continue until there were no more images left

Figure 19

Pictures: discovering the new vocabulary



Source: Author

Reflection and feedback

I believe that in each session I tried to encourage and strengthen the student-student and student-teacher relationship, in this case I felt very good because when I pasted the posters on the wall, all the students greeted me with a big hug, this is important because it generated a climate of trust for a good social and emotional development.

It was also important to create other strategies so that students could work as a team, where they could see the joy of a healthy coexistence and a good life among all. We talked about the importance of good interpersonal relationships, and that they should have a good relationship with each other and not bring so many complaints to the teacher. It is worth noting that these relationships were strengthened and by giving feedback and a look from the beginning to the end of the sessions, great progress was highlighted.

I took notes on a journal to record every aspect that was noticeable during the lessons and also to reflect upon my experience and to plan what I could improve for next time. These journal entries made it possible to analyze that at the beginning there were many complaints and differences, but in the end the situation improved little by little.

Finally, I can say that we worked on strengthening good interpersonal relationships and cooperative work, which are fundamental for the integral development of students, since they provided them with opportunities to interact, collaborate and learn from each other. By working in teams, students developed social skills such as effective communication, empathy and teamwork, having an adequate and healthy relationship with others in different spaces, in which they share, respect and value the ideas of others. This is how we intended to promote a pleasant climate, a context rich in values and positive attitudes, which would enrich the students' learning process.

Manual Activities (presentations, posters, friezes, manual works by themselves (means of transport and geometrical shapes)

Manual activities not only enrich the English learning process, but also cultivate other skills such as: collaboration, effective communication and creative thinking, which are fundamental for the integral development of students in a globalized educational environment. This practical experience significantly contributes to the appropriation of new vocabulary, as students associate words and expressions with real objects and situations, establishing more lasting and deeper connections in their learning. As mentioned by Vinueza (cited in Marrero, 2022, p. 1), manual arts activity aims to provide children with different possibilities so that they can express themselves freely and develop their creative capacity, promoting artistic interest and fostering their imagination.

In the same way, handicrafts are an effective tool to facilitate second language learning because this activity not only stimulates creativity and fine motor skills, but also promotes the internalization of vocabulary and grammatical structures in a practical and meaningful way. By participating in the creation of objects with their own hands, students are immersed in an active and experiential learning environment, which allows them to associate words and concepts with concrete actions.

Activities worked on**Class plan #1**

Date: Wednesday, August 30th, 2023

Once the work groups were formed, a geometric shape was assigned to each group, but this was chosen at random. Afterwards, I gave them a sheet of bond paper to write the shape that

corresponded to them, which they had to color with paint, decorate and write “this is”. Finally, each group had to present its geometric shape.

Figure 20

Pictures: learning geometric shapes through drawing and painting



Source: Author

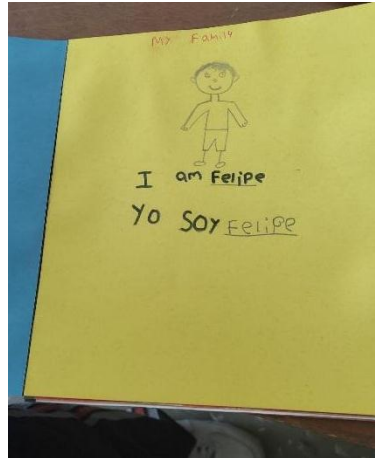
Class plan #3

Date: Wednesday, September 13th, 2023

First, we gave the title to the frieze, then we started working on the family members according to the order they proposed, and later they presented it.

Figure 21

Pictures: drawing my family members using the frieze



Source: Author

Class plan #4- Class plan #8 (presentations)

Date: Wednesday, September 20th, 2023

Wednesday, October 25th, 2023

Each student came to the front to make their presentation of the frieze, and means of transportation in which they had to do it with good pronunciation, letting it known to their classmates and me.

Figure 22

Pictures: presentations of the means of transportation



Source: Author

Class plan #10

Date: Thursday, November 2nd 2023

The means of transportation were presented at the science fair at the Carlos Alban School. In representation of the third grade was a delegate to present the means of transportation of their classmates.

Figure 23

Pictures: the means of transportation presented at the science fair



Source: Author

Reflection and feedback

Most students presented their different works, such as friezes, means of transportation, elaboration of posters, geometric figures and others, where each one of them demonstrated

appropriation of the vocabulary. In the same way, we must highlight the effort of both children and parents, since there was a lot of creativity in the elaboration of the works. In the class sessions I was very satisfied with each of the works and presentations. Additionally, students felt very comfortable presenting their work to their classmates. It is here where I realize that the work that was developed is gratifying, because they showed interest in doing things, in the same way, indirectly, parents were included as they supported and accompanied their children's learning processes.

Another point to highlight is that we were chosen to participate in the science fair to present the means of transportation in English. A leader representing the third grade was delegated to do so, she did a very good job, she spoke loudly and appropriately about the topic and the presentations were well received by the other visitors. Some of the comments from the audience were: "that girl knows more English than us" "I really liked the work that the third graders have done" These spaces made me feel very good because it made other people see the work that has been done, also this was an opportunity to get closer and get to know more about parents and others. This is important because it helped students use the foreign language in relation to the context.

Having said this, it is necessary to work with students from their own construction and creation, which leads to meaningful learning within a context and pleasant climate, mediated by effective communication so that student's appropriate certain words, phrases or sentences to be used in different contexts. That is why the creation of exhibitions, posters, friezes and others, promoted a creative and participatory collaborative learning environment, since by presenting projects, activities and tasks in English, students developed oral skills and gained confidence to

interact with their peers and teachers.

Educational games (Hot potato, hot potato, stop, memotest, dice, scavenger hunt- finding letters to form sentences, rock-paper-scissors, transportation lottery, animal riddles, labyrinth of emotions, images flashcards)

When we talk about learning through educational games, we refer to learning to learn, in which not only a specific language topic is learned, but on the contrary, skills are developed to internalize any type of content effectively, making the student interested, involved, and actively participating in the process. As mentioned above, Rosales (cited in Fernandez & Wompner., 2005, p 5), defines “‘learning to learn’ as providing the student with tools to develop their learning potential”.

That is why the integration of educational games, such as “hot potato, stop, dice, rock-paper-scissors, memotest and others in the second language teaching-learning process represents an innovative and effective strategy to motivate students to learn in a fun way. These games not only offer a playful approach to language practice, but also engage students in an active and contextualized way. Incorporating such activities creates an educational and participatory environment that captures students’ attention, generating enthusiasm in the different class sessions.

The additional strategies used such as solving crossword puzzles, playing a transportation lottery, the scavenger hunt to find letters, form sentences, the animal riddles and the labyrinth of emotions increases the learning possibilities even more, because these activities

not only reinforce specific vocabulary related to the second language, but also develop cognitive skills, creativity, imagination and cooperation among students; it also provides a practical context for the application of language skills. Ultimately, the diversity of strategies and games in the classroom not only keeps students' attention, but also motivates them to actively participate in their own second language learning process.

Activities worked on

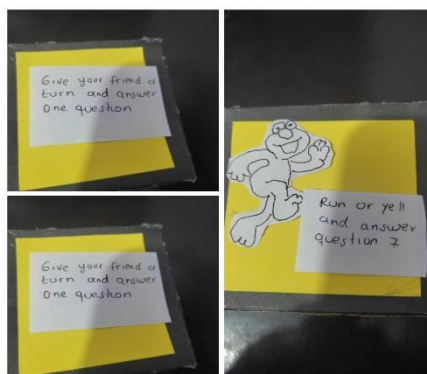
Class plan #1

Date: Wednesday, August 30th, 2023

First, we played a game called “hot potato, hot potato, stop” with the question dice to review the topic of colors and geometric shapes.

Figure 24

Picture: dice used in class to review vocabulary



Source: Author

Class plan #2

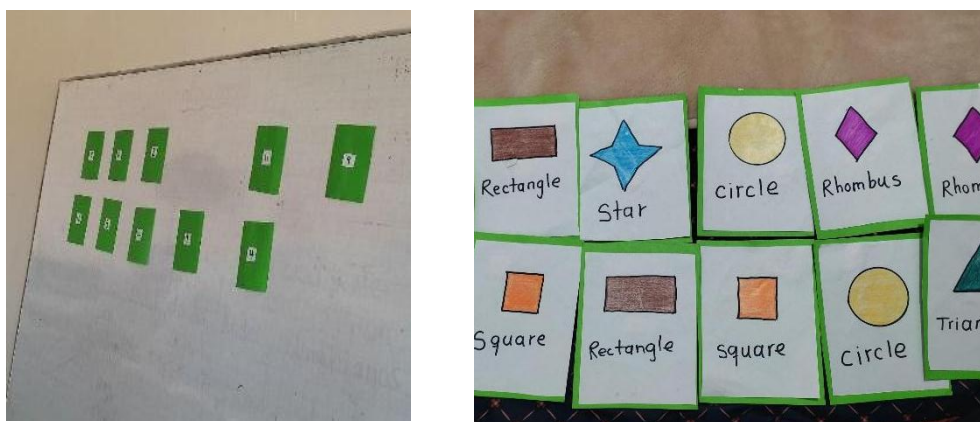
Date: Wednesday, September 6th, 2023

For this, we took 12 cards, which had geometric shapes, in which they had to find the pair. The child who found the pair had to go to the front and say the pronunciation of the corresponding shape and complete the sentence that was on the board, remembering the colors and shapes.

To finish the class, they worked in pairs to solve the crossword puzzle of geometric shapes and an exercise about the colors, to finish these topics.

Figure 25

Pictures: memotest used as a resource to review the vocabulary of geometric shapes



Source: Author

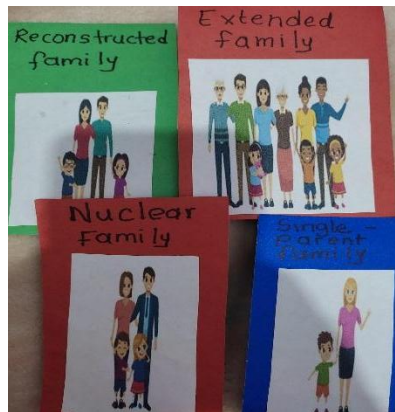
Class plan #3

Date: Wednesday, September 13th, 2023

Each group was given two cards containing two types of families to rotate

Figure 26

Picture: cards to work family members



Source: Author

Class plan #5

Date: Wednesday, September 27th, 2023

Then each group was assigned a color, and given a “treasure map,” in which they had to follow the trail and find what was in it, and quickly return to the classroom. It is here where they found a bag, and inside it they would find 2 packets which contained the following:

1. Instructions on what to do, (put together the corresponding stanza either (1, 2 or 3)
2. The papers that were scrambled, organize them to form the strophe in a correct way.

The first group to finish got a point.

Figure 27

Pictures: the treasure hunt



Source: Author

Furthermore, they formed sentences with the papers that were scrambled, they organized them to form the strophe in the correct way.

Figure 28

Pictures: organizing sentences in the correct order



Source: Author

Class plan #7

Date: Wednesday, October 11th, 2023

Then we studied the vocabulary through a game called “lottery”, which included means of transportation. Here they had to pay attention to the card that I pronounced and showed to them because these only had written material, not drawings, so that the students paid more attention and related the drawings they had of their lottery to what was being said. For example, the card that said CAR was shown and the respective pronunciation uttered, so students had to look for a car in their lottery and if they had it, cover it with a piece of paper.

This activity was done in groups of 2 students.

Figure 29*Pictures: playing with the lottery*

Source: Author

Class plan #9**Date:** Tuesday, October 31st 2023

After that I wrote 7 short guesses on the board allusive to the animals seen in the previous session, so each student who guessed had a surprise prize

Figure 30*Picture: let's guess the animals*



Source: Fotos De Noelia Cabezas En Short Stories 0E5 | Ingles para preescolar, Poemas para niños, Niños leyendo. (s.f.). Pinterest. <https://co.pinterest.com/pin/213428469832897620/>

Class plan #13

Date: Wednesday, November 15th, 2023

1. Each group was assigned a labyrinth and a dice.
2. Each student had to roll the dice and score their respective point, but had to read the respective emotion aloud in English in order to advance. If they did not say it, or did not pronounce it well, they would return to the starting point.
3. The first student to reach the end or goal of the labyrinth won.

Figure 31

Pictures: playing with the labyrinth of emotions



Source: Author

Class plan #14

Date: Wednesday, November 22nd, 2023

The board was divided into 3 parts, so that each student could write what they considered necessary, from some guiding questions where different colored papers were used to differentiate them. The questions were:

What did you like about the class?

What did you not like about the class or what do you think could have been improved?

What do you want to say to the teacher at this moment?

To finally form a patchwork collage, which gave feedback of what the practice was, from the children's point of view.

Figure 32

Pictures: feedback from my professional practice



Source: Author

Kids comments

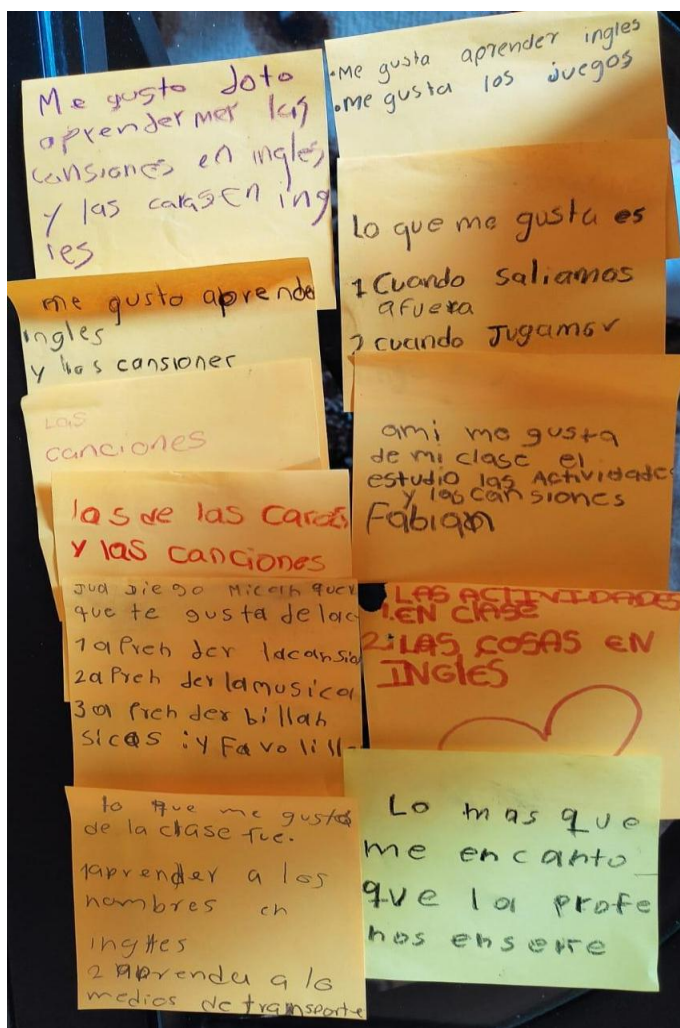
The children's comments were fundamental to analyze their opinions about the different class sessions, which is why we found three categories.

The first category was:

What did you like about the class? To which they answered: Learning English, the songs, means of transportation, activities, tingo- tango, when they went out to play.

Figure 33

Picture: collage of children's comments



Source: Author

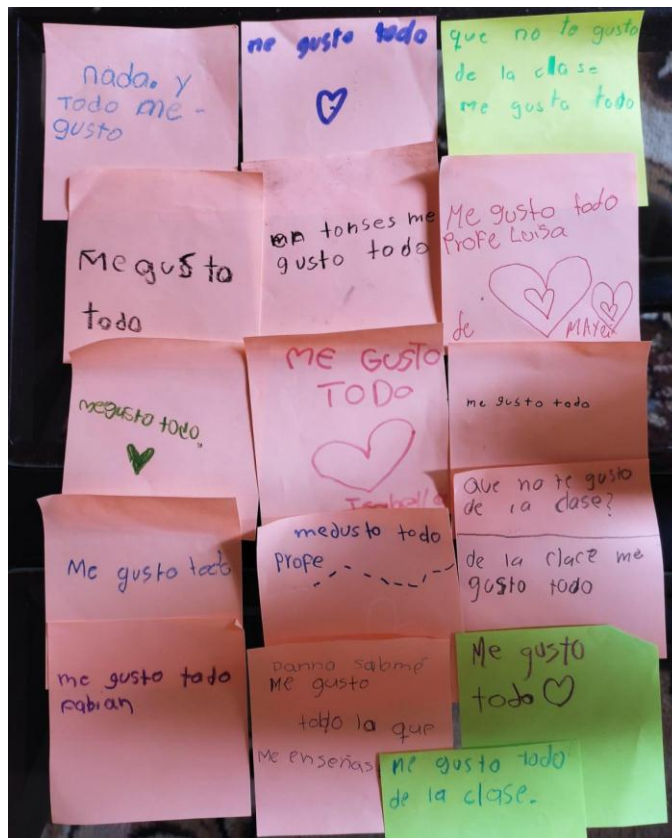
The second category was:

What did you not like about the class or what do you think could have been improved?

The students always remarked that they liked everything, although I told them that they should put only one thing that they thought should be improved, they did not do it.

Figure 34

Picture: collage of children's comments



Source: Author

The third category was:

What do you want to say to the teacher at this moment? Most of them said they loved me very much, that they were going to miss me, and that I should stay with them in fourth grade. When I mentioned that I had finished my professional practice with them, I gave them a small gift to thank them for all their collaboration and participation in the various class sessions. It was very touching and gratifying when they all ran to hug me and say goodbye, thanking me and telling me teacher don't go, which is a sign of appreciation and recognition for the time shared together. This was done in order to give best wishes to the students as they embark on

new paths, and to show them the positive impact they left on me as an educator. I hope I have contributed a grain of sand in the teaching-learning process.

Figure 35

Picture: collage of children's comments



Source: Author

Reflection and feedback

The different sessions are evidence that learning English through games not only makes the process more fun and engaging, but also provides an interactive experience that improves pronunciation and strengthens auditory memory and the ability to recognize specific sounds and words in English.

Games always had clear objectives and played a crucial role in the process of learning a foreign language because of the possibilities to engage learners in an active and motivating way. By providing a playful and challenging environment, these games stimulate students' interest and participation, which in turn facilitates the appropriation of vocabulary and language proficiency in a natural way. For this reason, it is necessary to use them as they encourage collaboration and teamwork since many of them involve group activities that require communication and cooperation among participants.

Pedagogical reflection

The opportunity to implement my professional practice with third graders in the English subject was not only enriching, but also instrumental in creating meaningful and contextualized learning experiences. Working with students in their academic development phase was essential in understanding their specific needs and adapting lessons to make them more relevant. By focusing English instruction on topics that were of interest to them, I was able to not only foster a more participatory learning environment, but also leave a more lasting impact.

Contextualizing the content in the children's day-to-day situations not only facilitated their understanding of the language, but also allowed the knowledge to be more deeply integrated into their daily lives. Thus, the experience not only contributed to the development of communicative competences, but also left a legacy of significant learning that, I am sure, will remain throughout their academic and personal trajectory.

It should also be noted that at the level of competencies such as linguistic, pragmatic and sociolinguistic we worked as follows:

Linguistic competence: we worked on the structures of the verb to be, this is, colors, geometric figures, animals, means of transportation, family, moods, among others.

Pragmatic competence: politeness rules, use of appropriate intonation to express their ideas in the different presentations carried out, also the internalization of songs and performances which contain words or phrases in short discursive sequences, in which real communicative situations were understood.

Sociolinguistic competence adjusted to the level of speech according to the students, respect for cultural norms, in which children were aware of the rules of courtesy and behavior in

the culture associated with the foreign language, such as greeting in an appropriate and respectful manner.

All of the above, in order for students to strengthen their communicative competencies in the margin of cooperative learning from innovative strategies that captivate their attention.

Therefore, I can say that the work of a teacher goes beyond the simple transmission of knowledge; which implies a deep compromise with the integral education of individuals who, through learning, can contribute significantly to society. Being a teacher not only requires pedagogical competencies, but also a heart full of dedication, patience and a genuine love for the teaching and learning process.

With the aforementioned, I can also say that this professional practice also requires constant pedagogical reflection which allows us to identify both successes and failures that are essential to adjust approaches and strategies, and thus ensure an educational process in constant evolution and aligned with the changing needs of students. It is essential to then seek opportunities for training and development to continue improving as educators, having the ability to inspire, guide and promote the integral growth of each individual. This self-evaluation facilitates the implementation of positive changes in the classroom, leading to continuous improvement in the quality of teaching and learning. As Freire (1969) mentions in his book *Education as a practice of freedom* “true education is praxis, reflection and action of man on the world to transform it” (p.7), which means that education should not be closed to social realities, on the contrary, its true essence lies in transforming itself into a humanized and contextualized process, from the sense of love and human feelings.

Consequently, exercises were also carried out with students to express what they had learned, allowing them to consolidate and process the information they had acquired throughout

the course. It should be noted that these final annotations serve as a valuable feedback tool, as they show which aspects of the content were most meaningful, which teaching methods were most effective and how they could be improved in future educational instances. This information allows me to adjust and refine my future pedagogical strategies to meet the needs of students more effectively, contributing to a more student-centered educational approach, where continuous feedback is essential for academic growth and success.

In the same way it is necessary to emphasize the importance of cooperative learning and the important role of cultivating good personal relationships within the school environment. To do this with students, in each class session we tried to carry out various activities and dynamics to make our class sessions a pleasant place full of trust and mutual respect, which is evidenced by small gestures, details, high-fives, hugs and so on. Therefore, I can say that these gestures strengthen the relationship between the student and the teacher, generating a more pleasant environment that leads to positive and enriching learning, where all members feel valued and supported in their learning process and personal development.

Finally, I can say that we must become a guide to learning, and make education a weapon with the power to change, build and rebuild autonomous thoughts, where the action of living together with respect and harmony in society prevails, as long as we do not forget that all people are different and thus contribute to the construction of a different future. Likewise, our work goes much further than writing on a board; the work is to deliver everything to transform, without losing hope, to renew knowledge by implementing technological, recreational and pedagogical tools, inspiring each of the students who takes us as examples for their lives. In this way, we have a great responsibility to foster an environment full of values where respect, empathy and tolerance prevail, contributing to the development of conscious and socially

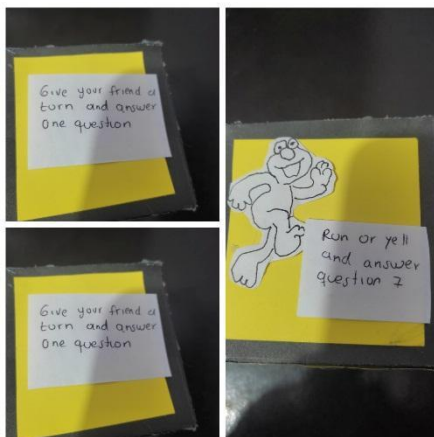
responsible citizens. Being a teacher implies being a role model, someone who not only teaches with words, but also with actions, instilling values that will last throughout students' lives.

In conclusion, to be a teacher is to assume a crucial role in building the future. It is a noble task that requires dedication, passion and an unwavering compromise with the integral development of students. Being a teacher is more than a profession; it is a mission that impacts generations and contributes to the progress and evolution of society.

Material designed to support my pedagogical practice

Figure 36

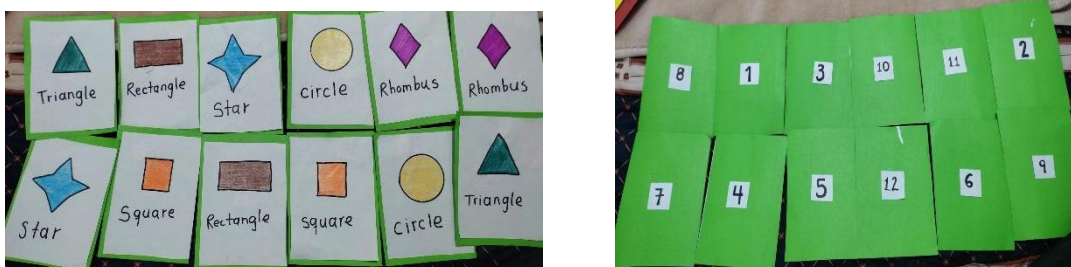
Picture: dice



Source: Author

Figure 37

Picture: Memotest



Source: Author

Figure 38

Picture: family cards



Source: Author

Figure 39

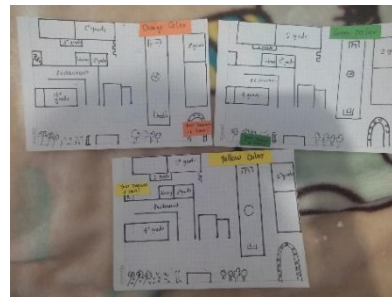
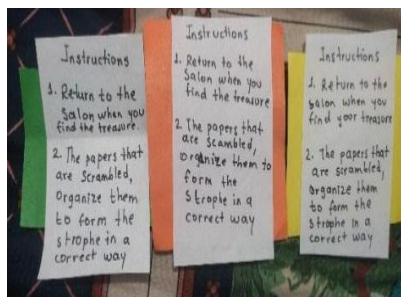
Picture: different types of greetings



Source: Author

Figure 40

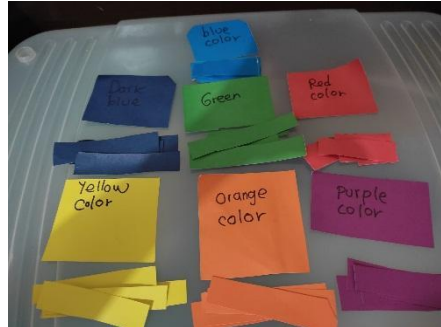
Pictures: Treasure hunt with clues and map



Source: Author

Figure 41

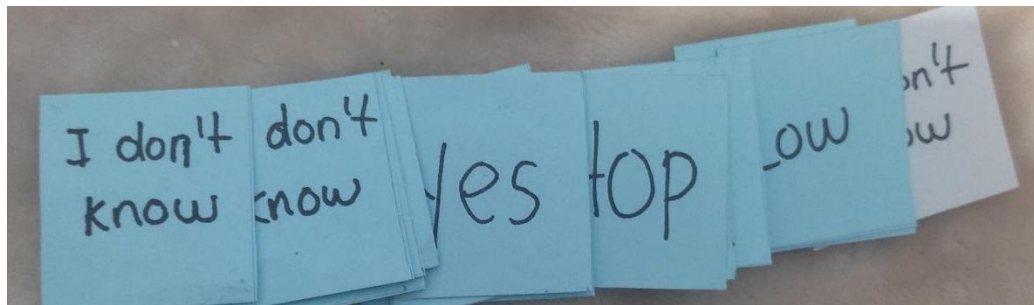
Pictures: Colors to randomly choose the groups



Source: Author

Figure 42

Pictures: words to organize



Source: Author

Conclusion

The development of this professional practice allowed me to apply the theoretical and practical knowledge learned in the Program, within an educational context; in this case in the Carlos Alban School with third graders, besides acquiring significant experiences through pedagogical and didactic strategies that helped to counteract the problem situation, testing my teaching vocation and creativity. This link between theory and practice is essential for comprehensive teacher training.

During the practice, there was the possibility to develop and promote pedagogical skills, such as: lesson planning, classroom management, strengths and weaknesses found within the classroom, group management, learning assessment and adaptation to the individual needs of students, and others.

Working from students' interests and a cooperative and comprehensive approach enriches not only the quality of learning, but also the quality of interpersonal relationships, creating an educational environment where academic and personal growth are mutually reinforced in a harmonious and pleasant way. In the same way, direct interaction with students, colleagues, parents and other members of the educational community, during professional practice helps future teachers to understand the importance of establishing collaborative and effective relationships in the school environment.

Professional practice offers direct immersion in the educational reality, allowing future teachers to understand the complexity of the school environment, classroom dynamics and the diverse needs of students. This direct contact facilitates a more complete understanding of the teaching profession, providing opportunities for reflection on one's own teaching.

Supervision by head teachers and constructive feedback are crucial elements of professional practice. These processes allow applicants to receive specific guidance, correct errors, and continually improve their teaching skills.

Finally, this process allowed me to confront real challenges in the classroom, as well as to develop skills of adaptability, persistence, perseverance and constant training in the various disciplines and pedagogical innovation; essential qualities to be able to excel in the changing dynamics of the educational reality, putting to test many of the tools of being a teacher, strengthening personal growth and love for our profession.

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