

Pedagogical strategies based on virtual dynamics used by teachers to encourage seventh grade students (7th), in the area of English, of the Heraldo Romero Sánchez High school in Pasto, making use of Tablets and cellphones

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San Juan de Pasto
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Facultad de Ciencias Humanas y Sociales
Departamento de Lingüística e Idiomas

EL SUSCRITO ASESOR

HACEN CONSTAR:

Que el señor DANIEL FERNANDO SALAS CHAGUEZA identificado con código estudiantil No. 215028398 egresado de la Licenciatura en Inglés - Francés, sustento su Trabajo de Grado titulado "PEDAGOGICAL STRATEGIES BASED ON VIRTUAL DYNAMICS USED BY TEACHERS TO ENCOURAGE SEVENTH GRADE STUDENTS (7TH), IN THE AREA OF ENGLISH, OF THE HERALDO ROMERO SÁNCHEZ HIGH SCHOOL IN PASTO, MAKING USE OF TABLETS AND CELLPHONES" según Acta No. 05 del 14 de octubre de 2022 con una calificación de 82 puntos (APROBADA), el trabajo en mención cumple con las normas exigidas (APA) por esta dependencia.

Se firma en San Juan de Pasto, a los catorce (14) día del mes de octubre de dos mil veintidós (2022)


MARIO GUERRERO RODRÍGUEZ
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Resumen.

El desarrollo de la presente investigación se desarrolla en los estudiantes del grado séptimo (7°), en el área de Inglés, de la Institución Educativa Heraldo Romero Sánchez del Municipio de Pasto, como una alternativa de brindar a los estudiantes, escenarios significativos de aprendizaje mediados por las tecnologías de Información y de la Comunicación. El desarrollo del estudio inicia con la caracterización del tema en estudio y posteriormente de acuerdo al diagnóstico y resultados obtenidos se elabora una propuesta didáctica de aprendizaje basada en las TIC, para el fortalecimiento de sus conocimientos y desarrollo de competencias en el área de inglés.

En este sentido se diseña y se formula un plan de clase con diferentes momentos académicos entre los cuales se destaca la apertura, el inicio, el desarrollo, el fortalecimiento, la evaluación y la realimentación; aspectos claves para el alcance de las competencias y el fortalecimiento del aprendizaje del estudiante.

Palabras claves: Tecnologías de la Información y de la comunicación, Enseñanza de inglés, estrategias de enseñanza-aprendizaje, Gamificación.

November 2022, Pasto

Summary

Summary. The development of the present investigation is delivered in the students of the seventh grade (7th), in the area of English, of the Heraldo Romero Sánchez High School in Pasto, as an alternative to provide students with significant scenarios of learning using information and communication technologies. The development of the study begins with the characterization of the main topic under study and later, according to the diagnosis and results obtained, a didactic learning proposal based on ICT is elaborated, for the strengthening of their knowledge and development of competences in the area of English.

In this sense, a class plan is designed and formulated with different academic moments, which are the following ones, the beginning, the development, the strengthening, the evaluation and the feedback; key aspects for the achievement of competencies and the strengthening of students learning.

Key words: information and communication technologies (ICT), English teaching, teaching-learning strategies, Gamification

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Introduction

The research work "Pedagogical strategies based on virtual dynamics used by teachers to encourage seventh grade students (7th), in the area of English, of the Heraldo Romero Sánchez High school in Pasto, making use of Tablets and cellphones" arises taking into account that the high school under study has pedagogical models that include multiple strategies applicable to the teaching process; however, its application in classroom sessions is unknown. This is why the educational context is analyzed and in the same way incentives and, teaching-learning strategies are taken as strategic basis and as an alternative way to reinforce this process in favor of students.

In this sense, for the structuring of this document, in chapter I everything related to the justification of the study is mentioned, as well as the review of literature and background covering the international, national and regional context and the identification of the theoretical framework that supports this study, In the same way, the didactic proposal is exposed, which emerges as an alternative and improvement proposal for the Heraldo Romero Sánchez High school, and thus present a structure that can be used by teachers and included in the field of pedagogical practice in the institution.

1. Problem Statement

Description of the problem

Education aspires to create a significant learning process linked to the objectives of each area that lead to the formation of student-centered skills. For this, it is required to use incentives and methodologies in the classroom sessions that benefit the student's training process; this implies the conception of learning as a process and not only as a reception and accumulation of information.

The pedagogical model adopted by high school takes the direction of the pedagogical process. Otherwise, educational establishments tend towards eclecticism. In this regard López, Daza and Alvarado (2017) state:

The lack of a defined pedagogical model leads to many isolated actions that generate more difficulties on those who try to organize proposals and the results become less visible to the educational community, which is not clear about the objective of these actions carried out by students and teachers.

The high school under study has pedagogical models that include multiple strategies of the teaching-learning process. As a reflection of the problems perceived in the high school, it is observed that in the induction processes for new teachers and students the pedagogical model is not immersed; which brings as a consequence, that teachers guide their classes from their own conceptions, with the methodologies of other high schools or from the empiricism.

Problem Justification

Continuous improvement is a process immersed in the development of human beings, education is linked to this process; therefore, high schools must keep in mind from their institutional horizon the formulation, execution and monitoring of improvement plans that lead to the qualification of all institutional efforts, in order to offer quality education.

Kohler (2005) claims:

We are currently immersed in social, political, technological, economic and cultural changes. In this context, the goals assigned to education place intelligence and its possibilities of development among the fundamental concerns of educators (...), in the teaching methodology emerge pedagogical models that, focusing on the internal processes of the student, conceive it as an active participant and using active teaching methodologies, they seek to prepare students who are autonomous, creative, critical, problem-solving, self-regulating and, above all, learning to learn. (p.25)

This research is important because the cognitive pedagogical model precedes the constructivist method as a learning theory, and according to Ertmer and Newby (1993) both are considered modern perspectives. However, the distancing in the consolidation of each pedagogical model leads to differences in perspectives, roles and strategies, which must be made evident in pedagogical practice. In the comparison of these two pedagogical models; Its theoretical foundations and mainly the practical support they have is the interest of this research, which allows validating the proximity of the pedagogical perspectives to the context of the

heraldo Romero Sánchez high school and its development in the classroom sessions from the point of view of incentives, generated to 7th grade students and their relationship with learning

The context of this study covers the seventh grade, taking into account that it has been taken as a representative sample since the technological skills of students are strengthened in this course in order for them to develop skills for managing information technologies. information and communication as a tool and at the same time as an alternative that leads to meaningful students learning, since there is evidence of poor management of them and also unfavorable results in terms of teaching-learning processes in this 7th grade

Arrieta et al. (2017) Claimed:

“Situations of low academic performance among students are evident, which mostly correspond to difficulties in developing skills. Among the competencies with the greatest difficulty are problem solving, teamwork and communication from the area of languages. (...) As for the teachers, there is little reflection on their classroom practice, applying instrumental didactics focused on the contents and with few incentives for learning”.(p14)

Thus, the present research project becomes a necessary tool for decision-making in the implementation of pedagogical strategies and incentives by teachers according to the pedagogical model, which impact on a comprehensive and significant learning in the student, in addition to ensure the strengthening of the area that is crucial for the development of children and young people in daily life.

Similarly, the project is feasible and of great pedagogical interest, because it aims to motivate teachers from different areas to appropriate the incentives and strategies of cognitive and constructivist pedagogical models, putting them into practice, managing to boost development of classes and school and academic activities, inside and outside the classroom.

Objectives

General Objective

To Design pedagogical strategies based on the game, to encourage reading and writing in seventh grade students (7th), in the area of English, of the Heraldo Romero Sánchez Educational Institution of the Municipality of Pasto, making use of Tablets and cell phones.

Specific Objectives

- Make a review of the literature related to game-based pedagogical strategies.
- Design pedagogical strategies to encourage reading and writing in seventh grade students (7th), in the area of English
- To structure a pedagogical proposal for the students of the High School based on the use of tablets and cell phones.

2. Literature review

Background

International Background – Pedagogical practice

In the research “Model of functional relationships between pedagogical practice and generation of scientific knowledge. Incentives in the Classroom and Didactic Strategies” carried out by González, García, Ramírez, Ferrer, Hurtado, Castillo and Finol; in Argentina (2018), proposing as the objective of the study: to characterize the incentives and didactic strategies during the validation process of the theoretical model of functional relationships between pedagogical practice and the generation of scientific knowledge. Among the conclusions its shown that the conversion of the theoretical constructs of the relational functions of the axiomatic model into empirical concepts requires incentives and strategies for their usage, which must present unequivocal relationships with the epistemological aspects.

This work highlights that the descriptions of the incentives and the strategies must have

correspondence with the epistemological aspects considered essential in the elaboration of didactic models, which is very important for the application of the pedagogical practice for the students of the 7th grade of the heraldo Romero Sánchez high school.

In the research “Constructivist Educational Practices. Proposal for an Instrument of analysis” carried out by Fernández, Tuset, Paz, Leyva and Alvidrez, in Spain (2010); An instrument for the analysis of educational practices in classes is presented, which focuses on identifying and describing constructivist teaching practices, as well as the rewards and incentives and effects caused on students. This instrument takes into account four dimensions: what teachers teach, how they teach, what students do, and how teachers and students interact.

The instrument makes it possible to describe educational practice in order to identify teacher training and also updating needs, which serve as a basis for proposing innovative proposals to improve educational practices, adapted to what is done in the classroom. This research contributes mainly from its dimensions, which will be taken into account in this work as an example for analysis of the proper selection of incentives, rewards and teaching-learning strategies

In the research "Proposal of a model for the design of strategies as a scientific result in pedagogical research" carried out by Peña, León, Guillén and Vallejo, carried out in Ecuador (2018); 500 undergraduate and master theses were reviewed, which are stored in digital repositories into the degree units of the country's high schools. The theoretical contribution of this research lies in the proposal of the model for the design of a strategy as a scientific result in the area of languages, which contributes to raising the quality of the degree works in the area of the second language education. In this regard and with a view to carrying out an analysis for this research, this work provides important concepts in the design of a pedagogical strategy for the development of classroom sessions in the language area, according to institutional pedagogical models.

National Background - Pedagogical practice

In the research “Modelo pedagógico social cognitivo y su aplicación en las prácticas

pedagógicas de docentes y estudiantes del programa de formación complementaria de La Institución Educativa Normal Superior de Sincelejo”, by Monterroza (2013), in the System of State Universities of the Colombian Caribbean; The objectives consisted of identifying the conceptions teachers and students of the Institution's complementary training program on the cognitive social pedagogical model and how they apply it in pedagogical practices from the framework of incentives and rewards. The work was carried out with a qualitative methodology, and four instruments were used, two semi-structured interviews and two structured interviews with teachers and students; in addition, non-participant observation was used. All this made it possible to identify the discourse and tasks of the teachers, concluding that the pedagogical action is not responding to the social pedagogical model, and that their practice is influenced by training. The research is relevant in the sense for it supports and ratifies the relevance of the didactics of the classes from the framework of the incentives applied in the pedagogical practice to strengthen the teaching-learning processes of the students.

In the master's degree work “Estilos de enseñanza y modelos pedagógicos: Un estudio con profesores del Programa de Ingeniería Financiera de la Universidad Piloto de Colombia”, by Gómez and Polanía (2008), at Universidad de la Salle; Validation of the suitability of the instrument designed to identify the greater or lesser proximity of a teacher to a given pedagogical model was achieved. In addition, the verification that has been made of the close relationship between the teaching styles of the professors under study, and the pedagogical models presented by Flórez Ochoa, confirm that the 126 professors linked to the financial engineering program are highly qualified professionals in their field. area, but they present a limited and even non-existent theoretical training in the field of teaching.

In the research "Instrument to identify pedagogical models in the Rafael Reyes Technical Institute of the city of Duitama (2008)", by Nieto Ruiz and the Pedagogical Innovations and Episteme Research Group, at Universidad Pedagógica y Tecnológica de Colombia; where the main objective was to identify the pedagogical models that the teachers of said institution, linked to the UPTC, are implementing. It was concluded, based on the results in statistics, that in the pedagogical thinking of the Rafael Reyes teachers, the constructivist approach occupies the first place, the technological-behaviorist second, the spontaneous third, and finally the traditional one.

Which demonstrates the strength of the Pedagogical Project of the Institution and the clear foundation of the teacher in one of the most important currents of today's pedagogy.

Both the work of Gómez and Polania (2008), and that of Nieto (2008), allow taking advantage of the information provided by the instruments designed to determine the relationship between incentives and pedagogical strategies used by teachers and those proposed by the pedagogical model, referring to the central theme of this study.

In the research "Didactic methodologies for teaching and learning a foreign language in rural areas of the municipality of Obando - Valle del Cauca" carried out by García

Ibarra (2015), at Universidad Nacional de Colombia; It was found, in relation to the didactic methodologies for teaching and learning applied in the rural area of the municipality of Obando, that they use mainly a traditional nature, with little application of innovative, problem solving and investigative didactic strategies, tending to the accumulation of knowledge, and it is unfavorable for the development of skills. This research takes as a reference that the traditional model hardly contributes to the development of skills in the area of languages, so the appropriation of current pedagogical models is very important in here, especially those implicit in this research such as cognitive and constructivist.

The master's thesis "Implementation of pedagogical strategies in the development of cognitive skills in teaching and learning English" by Gualteros (2013), carried out in Ibagué-Tolima; aims to demonstrate the importance of pedagogical strategies in the development of cognitive skills. This gave students the capacity to develop thematic and specific arguments, giving place to the presentation of proposals for a solution to a given problem in the classroom or in the environment, reflected in the 11th grade students of the Institution who managed to be the best high school graduates with the highest ICFES scores in the northern region of Tolima 2010-2011. The results support the importance of strengthening the area based on pedagogical strategies that aim at these objectives and that focus on the students first.

Regional Background - Pedagogical practice

In the master's degree work called "Las prácticas pedagógicas del profesorado de los

niveles de básica y media en el aula: base del diseño de un modelo pedagógico pertinente” carried out by Cerón and López in Pasto city (2016); Its objective was to unveil the pedagogical practices from the framework of the incentives and rewards that the teaching staff develops in the classroom context of the basic and middle academic levels of the Liceo de la Merced Maridiaz, to design a pertinent pedagogical model.

Among the conclusions, it was obtained that the incentives and teaching strategies that the teacher uses to achieve continuous improvement in learning, focuses on the use of technological tools, is based on feedback, questioning and deepening, which allows to recognize the difficulties in the students and create actions for the appropriation of knowledge; likewise, teachers interact with students and use learning strategies and incentives that encourage them to participate autonomously; As a result, a pedagogical model pertinent to the Institution is proposed that responds to the needs of the students of this educational community and the context. This regional background makes it possible to highlight the importance of context in pedagogical models, since into the same regions differences can be observed that favor or limit pedagogical practice, especially when the incentives used and pedagogical strategies aim to favor the learning process.

The research “El desarrollo de la competencia científica – Identificar – en los estudiantes del grado 2 – 3 en el área de Idiomas, en la Institución Educativa Municipal Luis Delfín Insuasty Rodríguez – INEM – Pasto, jornada de la tarde”, carried out by Jaramillo, Mora and Vega (2017); aims to implement a proposal to develop scientific competence and identify students in grades 2nd and 3rd, in the language area of the Luis Delfín Insuasty Rodríguez Municipal high school– INEM – Pasto. As a conclusion, they found that the implementation of internal and external pedagogical trips

in the institution allows to strengthen the experimentation process, and in this way the scientific competence, in the same way that students show interest in learning, when the educator makes the use of teaching resources useful, motivating students to search and build knowledge based on incentives and rewards. In this regard, the results found favor the present study since they guide towards possible strategies that strengthen the English teaching.

3. Theoretical Framework

For this section, the most representative authors regarding the subject studied are presented. In this sense, three categories are covered that are part of the structure of the theoretical framework since they cover transversal issues of this research. In the first instance, the theoretical component related to motivation, the role of motivation in the educational field, theoretical perspectives on motivation, learning, motivation and reward, pedagogical strategies, and new educational trends, gamification and its importance in education. This allows to know the most relevant aspects from the theoretical point of view for the development of this research.

Pedagogical strategies

Usually the term pedagogical strategies is used to describe methods, techniques, instruments or tools. However, there is a conceptual and procedural distance between them; in this regard, some authors specify the concepts

Anijovich and Mora (2009) define pedagogical strategies as:

Set of decisions made by the teacher to guide teaching in order to promote student learning. These are general guidelines on how to teach disciplinary content considering what we want our students to understand, why and for what (p.4)

Atasi (cited by Rodríguez, 2014) emphasizes that strategies are those conscious and intentional activities that guide the actions to be followed to achieve certain learning goals, she points out that they are potentially conscious and controllable activities that, having an intentional character, imply an action plan (As mentioned in Villacrez, 2021, p. 87)

“It is important to highlight the differentiation between the notions of skills, procedures,

techniques, strategies or methods, since they are sometimes used in a confusing way. For this purpose, Monereo, Castelló, Clariana, Palma and Pérez, (cited by Matilla, 2006) make the following terminological clarification” (As mentioned in Jurado et al., 2020):

- **Skills** are capabilities that can be expressed in actions at any time, because they have been developed through practice and, furthermore, can be used or put into play, both consciously and unconsciously, automatically.
- **A procedure** is a set of ordered and established actions, that is, directed to the achievement of a goal. It is possible to distinguish between two main types of procedures: heuristic procedures and algorithms.
- **Techniques** understood as an orderly succession of actions directed to a specific, known goal and leading to precise results, respond to a characterization of algorithmic procedures.
- **Strategies** guide the actions to be followed, but do not ensure the achievement of the objective, so they respond to a characterization of heuristic procedures
- **A method** not only supposes a succession of ordered actions, but these actions are considered more or less complex procedures among which we also find the said techniques. In addition, a method starts from a reasoned guiding principle and that, normally, is based on an ideological, philosophical, psychological, pedagogical, etc. conception.

The most common terminological ambiguity occurs between strategy and technique, for which it specifies that "the thoughtful use of the procedures used to carry out a certain task supposes the use of strategies, while the mere understanding and use of the procedures approaches more to the called study techniques” (Monereo, 1999, p.8)

Classification of pedagogical strategies

When defining pedagogical strategies, there is a reference that has been made to teaching strategies and learning homogenous strategies; however, it is necessary to make the distinction:

If it is about the student, they are called “learning strategies” because they serve the student's own self-generated learning; if instead it is the teacher, they are called “teaching strategies” and are aimed at improving learning, promoted by the joint activity between the teacher and the students. (Díaz and Hernandez, 2010).

In addition to these two classifications, it is possible to highlight the existence of a third group of pedagogical strategies such as evaluation strategies, which allow assessing the relevance of teaching and learning strategies, as well as reorienting them highlighting the results of the evaluative process.

Teaching strategies. Díaz and Hernández (2010) point out "teaching strategies are means or resources to provide pedagogical help adjusted to the progress needs of the students' constructive activity" (p. 1).

Learning strategies. Learning strategies are flexible procedures that can include specific techniques or operations, these imply that the student selects intelligently from a set of alternatives; their application is intentional, conscious and controlled, as well as being influenced by motivational factors and can be learned thanks to others who know how to use them (Díaz and Hernández, 2010).

Trends in Digital Education

The world is constantly changing and education also requires renewal since traditional methods are becoming less attractive every day and the use of technology, which is growing up very fast, is a good ally to attract new generations. In recent years, technological innovations in the educational field have grown due to the need to adapt to the change and to be aware, in this sense, the digital tools that are provided in the educational environment are factors that allow both learners and educators, to make use of said technologies to facilitate and stimulate learning, innovating the educational model through ICTs (Information and Communication Technology) in the current environment and developing new skills, obtaining activeness in students.

Traditional teaching models give rise to new forms of learning that have new technologies as a background that are changing both the learning process and the role of students and teachers. Hence, there is a high interest in investigating new models and learning experiences, relating them to a digitalized society. Different studies that indicate as an alternative teaching based on active learning by students and supported by the use of new technologies that allow reorienting learning using interactive interfaces with a playful background that contributes to the development of both intellectual and emotional skills and abilities of the students.

The use of new tools is also considered a motivational factor since education is linked to the trends of the new generations that seek interaction on digital platforms, which allows the student to be directly involved with the proposed strategies.

Gamification

Gamification is the use of strategies, models, dynamics, mechanics and mechanics of games in contexts outside of them, with the purpose of transmitting a message or content or changing behavior, through a playful experience that encourages motivation, involvement and fun.(Gallego-Durán et al., 2014, p. 2)

According to Molina (2014), gamification is defined as the use of game mechanics in non-game environments and applications in order to enhance motivation, concentration, effort and other positive values common to all games. It is a new and very useful strategy to influence and motivate groups of people. (As mentioned in González, 2017, p. 16)

While for Kapp (2012), in his work “The Gamificación of Learning and Instruction: Game-based Methods and Strategies for Training and Education”, he explains gamification is “the use of mechanisms, aesthetics and the use of thought, to engage people, motivate, make actions, promote learning, and solve problems” (p. 9.)

As mentioned above, motivation is a key element and a need in learning, and gamification is an efficient tool to cover that need through games and dynamics to achieve meaningful learning and in this way students have positive and enriching experiences promoting learning. development of knowledge, knowing how to be and knowing how to do, as well as the discovery, development and potentiation of skills that allow it to facilitate learning. Gamification seeks to attract students, increase motivation and capture their attention when learning by making students proactive in class, the use of rewards is also necessary to make this a personal challenge. The most used tools within

gamification are:

Table 1.

Gamificación

Kahoot: 	Es una herramienta gratuita para Gamificar el aula y hacer que los alumnos aprendan divirtiéndose. Existen varios modos para aplicarla, uno es aprovechar los cuestionarios y quizzes ya existentes y otra, crear un Kahoot personalizado en función de unos intereses determinados. Una vez estén conectados todos los alumnos, van apareciendo las preguntas y los alumnos van respondiendo en su propio dispositivo, pudiendo ver los resultados y las puntuaciones en la pantalla común (Duolingo, 2022).
Duolingo: 	Es la plataforma de aprendizaje de idiomas más popular y la aplicación educativa más descargada del mundo, con más de 300 millones de usuarios. La misión de la compañía es ofrecer una educación gratuita, divertida y accesible para todos. Duolingo está diseñado para que aprender se sienta como un juego y se ha comprobado científicamente su efectividad (Duolingo, 2022).
Plickers: 	Es una aplicación interactiva que permite al profesorado obtener en tiempo real datos estadísticos del progreso de aprendizaje de sus alumnos. Tan fácil como lanzar una pregunta al aire, los alumnos sacan sus tarjetas, y la aplicación te muestra los resultados. (Inspiratics.org, s.f., párr. 1)
ClassDojo: 	Es una plataforma de comunicación escolar que los profesores, estudiantes y familias usan cada día para construir comunidades muy unidas al compartir lo que se está aprendiendo a través de fotos, videos y mensajes, bajo un método divertido que permite crear un aula con todos sus alumnos. Cada alumno está representado por un monstruo y a su lado pondrá los puntos que tiene (ClassDojo, s.f.).

From the above it is said that these tools are of vital help in learning for both students and educators in order to increase the desire to learn and their interest in studying, this is very significant since continuous interest and experiences are achieved. satisfactory for students with the fact of learning by playing, having fun, reaching goals, overcoming challenges of each game and achieving rewards.

In this sense each tool used will be planned, and some units will be identified and created according to the needs of the class and will be finally performed with the Studenti.

4. Didactic proposal

Learning environment

Following, the proposed pedagogical proposal is shown, which has as its operating axis the different elements and its structure to achieve the development of the English basic course with the seventh grade of the Heraldo Romero Sanchez High school, based on the use of information technologies and communication to promote and encourage the student's motivation towards learning and rewarding.

Design phase

The design phase is structured taking into account the established pedagogical proposal, which is based especially on the units of analysis to work with the students. In this sense, a competence to be developed is established, the different moments and the corresponding activities related to enthusiasm, development, evaluation, strengthening and feedback. In this sense, there is a clear structure and traceability for the development of the class and the strengthening of the teachinglearning process from the application of incentives and their relationship with the use of ICT.

Institución Educativa Heraldo Romero Sánchez**Propuesta Pedagógica****Área: Inglés Básico****Grado Séptimo.****Table 2.***Propuesta pedagógica – Unidad 1*

Propuesta pedagógica	
Datos generales	
Título:	Inglés
Responsable:	Daniel Salas
Objetivo:	Desarrollar el curso de Inglés con los estudiantes del Grado Séptimo de la Institución Educativa Heraldo Romero Sánchez.
Área:	Idiomas
Conocimientos previos:	Los sustantivos, su plural y ejemplos en el idioma inglés.
Escenario:	Virtual – presencial
Tiempo aproximado	120 minutos
Recursos tecnológicos	Video beam, Computador, Tablet, celular, WiFi.
Apartados	
Unidad 1	Fecha: Agosto 20 de 2021.
Competencia a desarrollar: Fomentar las competencias de los estudiantes, a través de las TIC para el área de inglés básico acorde a lo estipulado por la Institución con la implementación de la metodología b-learning mediante el diseño, aplicación y la evaluación del curso adaptado a una plataforma virtual de aprendizaje.	
Momentos	
Temática:	Actividad:
1. Los sustantivos	Apertura
1.1 Sustantivos comunes	Presentación del curso, participantes, recursos y recomendaciones generales mediante un video.
1.2 Sustantivos propios	
1.3 El plural del sustantivo (casos especiales).	
1.4 Terminación Y	Inicio
Terminación O	
Terminación F ó FE.	Indagación de saberes previos a través de la Gamificación mediante una herramienta digital de retroalimentación inmediata (Quizizz).
1.5 Plurales Irregulares.	
	Motivación inicial e introducción a la metodología de trabajo y las actividades mediante un Webinar utilizando una herramienta de video conferencia (Google Meet- openboard).

Desarrollo

Contextualización de la temática a través de un recurso educativo digital mediante una herramienta para la creación de Presentaciones Interactivas (Genially)

Orientación técnica para el desarrollo de contenidos digitales mediante un ejemplo práctico
(Video tutorial)

Fortalecimiento

Diseño de una actividad de aprendizaje mediante una herramienta para el diseño de composiciones gráficas. (Word + Canva).

Fomento de la socialización de saberes mediante un Foro de Reflexión promoviendo la participación.

Evaluación

- Realizar las actividades preliminares
 - Se recomienda participar del Webinar (Google Meet)
 - Profundización del tema mediante el contenido digital
 - Desarrollo de la guía de actividad disponible para los estudiantes.
 - Entrega del trabajo independiente acorde a lo especificado en la guía
 - Participación del foro de reflexión propuesto.
- Se sugiere utilizar los espacios de tutoría y acompañamiento.

Realimentación.

Este proceso se llevará a cabo de manera conjunta con los estudiantes tanto de manera presencial y virtual.

Se atenderán preguntas relacionadas con el tema desarrollado y a su vez interactuando con los demás estudiantes, con el fin de generar escenarios para la construcción del conocimiento.

Fuente: La presente investigación – Año 2021

Table 3.

Propuesta Pedagógica – Unidad 2

Propuesta pedagógica	
Datos generales	
Título:	Inglés básico
Responsable:	Daniel Fernando Salas Chagueza
Objetivo:	Desarrollar el curso de Inglés Básico con los estudiantes del Grado Séptimo de la Institución Educativa Heraldo Romero Sánchez.
Área:	Idiomas
Conocimientos previos:	Artículos definidos e indefinidos – Adjetivos.
Escenario:	Virtual - presencial
Tiempo aproximado	120 minutos
Recursos tecnológicos	Video beam, Computador, Tablet, celular, WiFi.
Apartados	
Unidad 2.	Fecha: agosto 20 de 2021.
Competencia a desarrollar: Fomentar las competencias de los estudiantes, a través de las TIC para el área de inglés acorde a lo estipulado por la Institución con la implementación de la metodología b-learning mediante el diseño, aplicación y la evaluación del curso adaptado a una plataforma virtual de aprendizaje.	
Momentos	
Temática:	Actividad:
2. Artículos	Inicio
2.1 Artículos definidos	Indagación de saberes a través de la Gamificación mediante una herramienta digital de retroalimentación inmediata (mentimeter).
2.2 Artículos Indefinidos	Motivación inicial e introducción a la metodología de trabajo y las actividades mediante un Webinar utilizando una herramienta de video conferencia (Google Meet)
2.3 Adjetivos (Concepto y lista de los más comunes).	
2.4 Artículos + Adjetivos	
	Desarrollo.
	Contextualización de la temática a través de un recurso educativo digital mediante una herramienta para la creación de Presentaciones Interactivas (Genially)
	Orientación técnica para el desarrollo de contenidos digitales mediante un ejemplo práctico (Video tutorial)
	Fortalecimiento
	Fomento de la socialización de saberes mediante un Foro de Reflexión promoviendo la participación social.
Evaluación	Realimentación.
- Se recomienda participar del Webinar (Google Meet)	Este proceso se llevará a cabo de manera conjunta con los estudiantes tanto de manera presencial y virtual.
- Profundización del tema mediante el contenido	Se atenderán preguntas relacionadas con el tema desarrollado y a su

digital entregado a los estudiantes. vez interactuando con los demás estudiantes, con el fin de generar escenarios para la construcción del conocimiento.

- Desarrollo de la guía de actividad

- Entrega del trabajo independiente

acorde a lo especificado en la guía

- Participación del foro de reflexión

Fuente: La presente investigación – Año 2021

Table 4.

Propuesta pedagógica – Unidad 3

Propuesta pedagógica	
Datos generales	
Título:	Inglés Básico
Responsable:	Daniel Fernando Salas Chaguezá
Objetivo:	Desarrollar el curso de Inglés básico con los estudiantes del Grado Séptimo de la Institución Educativa Heraldo Romero Sánchez.
Área:	Idiomas
Conocimientos previos:	Verbos en inglés, uso del infinitivo y ejemplos comunes.
Escenario:	Virtual – presencial
Tiempo aproximado	120 minutos
Recursos tecnológicos	Video beam, Computador, Tablet, celular, WiFi.
Apartados	
Unidad 3	Fecha: Agosto 20 de 2021.
Competencia a desarrollar: Fomentar las competencias de los estudiantes, a través de las TIC para el área de idiomas acorde a lo estipulado por la Institución con la implementación de la metodología b-learning mediante el diseño, aplicación y la evaluación del curso adaptado a una plataforma virtual de aprendizaje.	
Momentos	
Temática:	Actividad:
3. Verbos en Ingles – Uso En Infinitivo	Inicio
3.1 Verbos (acciones físicas, procesos mentales, condiciones personas/cosas).	Indagación de saberes a través de la Gamificación mediante una herramienta digital de retroalimentación inmediata (mentimeter)
3.2 Otros tipos de infinitivo	Motivación inicial e introducción a la metodología de trabajo y las actividades mediante un Webinar utilizando una herramienta de video conferencia (Google Meet)
	Desarrollo
	Contextualización de la temática a través de un recurso educativo digital mediante una herramienta para la creación de Presentaciones Interactivas (Genially)
	Orientación técnica para el desarrollo de contenidos digitales mediante un ejemplo práctico (Video tutorial)
	Fortalecimiento
	Fomento de la socialización de saberes mediante un Foro de Reflexión promoviendo la participación social.
Evaluación	Realimentación.
- Realizar las actividades preliminares	Este proceso se llevará a cabo de manera conjunta con los estudiantes tanto de manera presencial y virtual.

- Se recomienda participar del Webinar (Google Meet) - Profundización del tema mediante el contenido digital - Desarrollo de la guía de actividad disponible para los estudiantes. - Entrega del trabajo independiente acorde a lo especificado en la guía - Participación del foro de reflexión propuesto. Se sugiere utilizar los espacios de tutoría y acompañamiento.	Se atenderán preguntas relacionadas con el tema desarrollado y a su vez interactuando con los demás estudiantes, con el fin de generar escenarios para la construcción del conocimiento.
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Fuente: La presente investigación – Año 2021

Table 5.

Propuesta pedagógica – Unidad 4

Propuesta pedagógica	
Datos generales	
Título:	Inglés Básico
Responsable:	Daniel Fernando Salas Chagueza
Objetivo:	Desarrollar el curso de Inglés Básico con los estudiantes del Grado Séptimo de la Institución Educativa Heraldo Romero Sánchez.
Área:	Idiomas
Conocimientos previos:	Preposiciones de lugar de tiempo y de movimiento.
Escenario:	Virtual – presencial
Tiempo aproximado	120 minutos
Recursos tecnológicos	Video beam, Computador, Tablet, celular, WiFi.
Apartados	
Unidad 4	Fecha: Agoto 20 de 2021.
Competencia a desarrollar: Fomentar las competencias de los estudiantes, a través de las TIC para el área de idiomas acorde a lo estipulado por la Institución con la implementación de la metodología b-learning mediante el diseño, aplicación y la evaluación del curso adaptado a una plataforma virtual de aprendizaje.	
Momentos	
Temática: Preposiciones	Actividad: Inicio Indagación de saberes a través de la Gamificación mediante una herramienta digital de retroalimentación inmediata (mentimeter) 4.1 preposiciones de tiempo 4.2 preposiciones de lugar 4.3 preposiciones de movimiento. Desarrollo Contextualización de la temática a través de un recurso educativo digital mediante una herramienta para la creación de Presentaciones Interactivas (Genially) Orientación técnica para el desarrollo de contenidos digitales mediante un ejemplo práctico (Video tutorial) Fortalecimiento Fomento de la socialización de saberes mediante un Foro de Reflexión promoviendo la participación social
Evaluación - Se recomienda participar del Webinar (Google Meet) - Profundización del tema mediante el contenido	Realimentación. Este proceso se llevará a cabo de manera conjunta con los estudiantes tanto de manera presencial y virtual. Se atenderán preguntas relacionadas con el tema desarrollado y a su

digital entregado al vez interactuando con los demás estudiantes, con el fin de generar estudiante. escenarios para la construcción del conocimiento.

- Desarrollo de la guía de actividad entregada al estudiante.
- Entrega del trabajo independiente acorde a lo especificado en la guía
- Participación del foro de reflexión propuesto

Fuente: La presente investigación – Año 2021

Table 6.

Propuesta pedagógica – Unidad 5

Propuesta pedagógica	
Datos generales	
Título:	Inglés Básico
Responsable:	Daniel Fernando Salas Chagueza
Objetivo:	Desarrollar el curso de Inglés Básico con los estudiantes del Grado Séptimo de la Institución Educativa Heraldo Romero Sánchez
Área:	Idiomas
Conocimientos previos:	El abecedario y las letras del alfabeto
Escenario:	Virtual – presencial
Tiempo aproximado	120 minutos
Recursos tecnológicos	Video beam, Computador, Tablet, celular, WiFi.
Apartados	
Unidad 5	Fecha: Agosto 20 de 2021.
Competencia a desarrollar: Fomentar las competencias de los estudiantes, a través de las TIC para el área de idiomas acorde a lo estipulado por la Institución con la implementación de la metodología b-learning mediante el diseño, aplicación y la evaluación del curso adaptado a una plataforma virtual de aprendizaje.	
MOMENTOS	
Temática:	Actividad:
Unidad 5	Inicio
El alfabeto	Indagación de saberes a través de la Gamificación mediante una herramienta digital de retroalimentación inmediata (mentimeter)
1.1. El alfabeto	Motivación inicial e introducción a la metodología de trabajo y las actividades mediante un Webinar utilizando una herramienta de video conferencia (Google Meet)
1.2. Las letras del alfabeto	
	Desarrollo
	Contextualización de la temática a través de un recurso educativo digital mediante una herramienta para la creación de Presentaciones Interactivas (Genially)
	Orientación técnica para el desarrollo de contenidos digitales mediante un ejemplo práctico (Video tutorial)
	Fortalecimiento
	Fomento de la socialización de saberes mediante un Foro de Reflexión promoviendo la participación social
Evaluación	Realimentación.
- Se recomienda participar del Webinar (Google Meet)	Este proceso se llevará a cabo de manera conjunta con los estudiantes tanto de manera presencial y virtual.
- Profundización del tema mediante el contenido digital	Se atenderán preguntas relacionadas con el tema desarrollado y a su vez interactuando con los demás estudiantes, con el fin de

entregado al estudiante. - Desarrollo de la guía de actividad entregada al estudiante. - Entrega del trabajo independiente acorde a lo especificado en la guía Participación del foro de reflexión propuesto	generar escenarios para la construcción del conocimiento.
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Fuente: La presente investigación – Año 2021

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