



**UNIMINUTO**  
Corporación Universitaria Minuto de Dios

**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO**  
**FACULTAD DE EDUCACIÓN**

**LICENCIATURA EN IDIOMA EXTRANJERO-INGLÉS**

**CLAP - COLLABORATIVE LEARNING AMONG PEERS**

**Authors: Luisa Fernanda Bonilla Ocampo**  
**Daniela Fernanda Garcia Monroy**  
**Miguel Angel Gonzalez Mahecha**  
**Tutor: Blanca Lucia Cely Betancourt**



**UNIMINUTO**  
Corporación Universitaria Minuto de Dios

**Bogotá, 2021**

**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS- UNIMINUTO  
FACULTAD DE EDUCACIÓN**

**LICENCIATURA EN IDIOMA EXTRANJERO-INGLÉS**

**CLAP - COLLABORATIVE LEARNING AMONG PEERS**

**Research Group: Bachelor in early childhood education**

**Research Line: Academic and Practice**

**Authors: Luisa Fernanda Bonilla Ocampo  
Daniela Fernanda Garcia Monroy  
Miguel Angel Gonzalez Mahecha**

**Advisor: Blanca Lucia Cely Betancourt**

**October**

## **Acknowledgment**

In the first place as a team, we want to recognize the effort that each one of us has put into this project, the dedication, ideas, interest, and the support that all of us contribute. Since the beginning, we have been working together, bringing this proposal where it is now. We want to express our gratitude to each teacher who participated in our project and the development of this marvelous space that would transform the lives of many students. The guidance of our tutor Blanca Lucia Cely Betancourt elucidates our perspective and manages with her experience the creation and ejection of this project; the teacher Flor Manrique that was important with the support of her ideas, and invaluable comments. We also want to thank our family, parents, siblings, and friends who have been in all the journey of our career and have left us their support and knowledge in some way.

We want to dedicate this success to all our effort on learning that we have been through during our career, to all the teachers that were involved in it, that have a real interest in teaching, and have the vocation to do this because of them we change our mind and perspective and learn to love our profession. Also, we want to thank them for giving us inspiration and motivation to continue achieving our goals since they always believe in us to do it and especially for giving us some of their knowledge to build our own. We want to thank our families; they were our support to continue reaching our goals. And finally, and not least, thanks for ourselves, we three have faced many things through our degree, and we have always been together.

## Dedication

*“Let us remember: One book, one pen, one child and one teacher can change the world” - Malala Yousafzai*

*To my parents and my sister, for their support and love, for believing in me, for helping me to reach my personal aims. I also dedicate this to my beloved Spanish teacher Nubia who taught me the value of teaching others. Finally, I want to dedicate this systematization to my best friends and family that animated me to continue.*

- Miguel Gonzalez

*I would like to dedicate my work to all the people that leave a mark in my path until here, my parents, my brother, my close friends, the teachers that inspire me with their devotion to this career because thanks to all of them I could be here and I could understand the importance of this profession to change the world.*

- Daniela Monroy

*To my parents, brothers, and boyfriend who have been my support during all my process at the university, to help me to become a better person day by day with their advices and comments that help me to grow up as a better citizen and human being. Also, my brothers motivated me to be a better teacher as they are.*

- Luisa Bonilla

## Jury Acceptance Sheet

# Table of content

<b>Acknowledgment</b>	<b>3</b>
<b>Dedication</b>	<b>5</b>
<b>Jury Acceptance Sheet</b>	<b>6</b>
<b>Table of content</b>	<b>7</b>
<b>Figures Index</b>	<b>10</b>
<b>Abstract</b>	<b>12</b>
<b>Resumen</b>	<b>13</b>
<b>Introduction</b>	<b>15</b>
<b>CHAPTER I</b>	<b>18</b>
<b>1. Contextualization</b>	<b>19</b>
<b>1.1. Macro context.</b>	<b>22</b>
<b>1.2. Micro context.</b>	<b>23</b>
<b>1.3. Description of the subjects</b>	<b>25</b>
<b>2. Thematic of the Pedagogical Practicum</b>	<b>26</b>
<b>2.1 Teaching Practicum Description</b>	<b>28</b>
<b>2.2 Justification</b>	<b>29</b>
<b>2.3 Objectives</b>	<b>31</b>
<b>2.3.1 General Objective</b>	<b>31</b>
<b>CHAPTER II</b>	<b>32</b>
<b>3. Theoretical Framework</b>	<b>33</b>
<b>3.1 Previous studies</b>	<b>34</b>
<b>3.2 Theoretical framework and theoretical referents of the systematization of pedagogical practicum</b>	<b>38</b>
<b>3.2.1 RPT (Reciprocal Peer Tutoring)</b>	<b>38</b>
<b>3.2.2 EMI (English as a Medium of Instruction)</b>	<b>40</b>
<b>3.2.3 Flipped learning (aula invertida)</b>	<b>41</b>
<b>3.2.4 CLIL (Content and Language Integrated Learning)</b>	<b>43</b>

3.2.5 English for specific purposes	45
3.3 Systematization of pedagogical practicum	46
3.4 Theoretical framework of the topic of systematization of pedagogical practicum	46
3.5 Pedagogical practicum	49
CHAPTER III	50
4. Methodological Framework	51
4.1 Strategy or type of systematization of the pedagogical practicum	51
4.2 Steps to carry out the systematization of the pedagogical practicum	53
4.2.1 Seeing	53
4.2.2 Judging.	55
4.2.3 Acting.	55
4.2.4 Creative return	57
4.3 Planification of the systematization and the practicum	58
4.3.1 First semester	58
4.3.2 Second semester	65
4.3.3 Reflection	70
4.4 Data collection	71
4.5 Analysis and interpretation of experience and data	78
4.6 Socialization	80
4.7 Chronogram	80
4.7.1 Activity Planning	81
CHAPTER IV	84
5. Systematization of pedagogical practicum	85
5.1 Analyzing the information and Instruments of Data Collection collected from the pedagogical practicum	85
5.2 Organization of the information (collected in practice)	86
5.3 Critical interpretation of expected and unexpected results	87
5.4 Conclusions	88
6. Evaluation of the systematization	89

<b>6.1 Miguel Angel Gonzalez Mahecha - Author</b>	<b>90</b>
<b>6.2 Daniela Fernanda Garcia Monroy - Author</b>	<b>90</b>
<b>6.3 Luisa Fernanda Bonilla Ocampo - Author</b>	<b>91</b>
<b>6.4 Blanca Lucia Cely Betancourt - Tutor</b>	<b>92</b>
<b>References</b>	<b>92</b>
<b>Annexes</b>	<b>97</b>
<b>1. Testimonial videos:</b>	<b>97</b>
<b>2. Folder with students experiences and projects:</b>	<b>95</b>

## Figures Index

<b>Figure 1: Syllabus 2021-1</b>	<b>56</b>
<b>Figure 2: Lesson plan example 2021-1</b>	<b>57</b>
<b>Figure 3: Flipped material example 2021-1</b>	<b>58</b>
<b>Figure 4: Example student's evidence, Miguel class 2021-1</b>	<b>59</b>
<b>Figure 5: Example student's evidence, Daniela class 2021-1</b>	<b>59</b>
<b>Figure 6: Example student's evidence, Luisa class 2021-1</b>	<b>60</b>
<b>Figure 7: Award given to the students who participated during 2021-1</b>	<b>60</b>
<b>Figure 8: Example survey to compile experiences 2021-1</b>	<b>60</b>
<b>Figure 9: Syllabus 2021-2</b>	<b>61</b>
<b>Figure 10: Lesson plan example 2021-2</b>	<b>63</b>
<b>Figure 11: Flipped material example 2021-2</b>	<b>64</b>
<b>Figure 12: Example student's evidence, Miguel class 2021-2</b>	<b>65</b>
<b>Figure 13: Example student's evidence, Daniela class 2021-2</b>	<b>65</b>
<b>Figure 14: Example student's evidence, Luisa class 2021-2</b>	<b>66</b>
<b>Figure 15: Students registered in CLAP 2021-1</b>	<b>68</b>
<b>Figure 16: Students registered and amount of them in each class 2021-1</b>	<b>69</b>
<b>Figure 17: Students who finished the project 2021-1</b>	<b>69</b>
<b>Figure 18: Students registered in CLAP 2021-2</b>	<b>70</b>
<b>Figure 19: Students registered and amount of them in each class 2021-2</b>	<b>70</b>
<b>Figure 20: Students who finished the project 2021-2</b>	<b>70</b>
<b>Figure 21: Syllabus example 2021-1 CLAP</b>	<b>71</b>
<b>Figure 22: Google Drive fields to compile information 2021-1</b>	<b>72</b>

<b>Figure 23: Google Drive fields to compile information 2021-2</b>	<b>73</b>
<b>Figure 24: Students experience compilation survey</b>	<b>74</b>
<b>Figure 25: Topic names worked during 2021-1</b>	<b>77</b>

## **Abstract**

This project promotes the creation of new academic spaces where students can learn and share their knowledge with their peers. Indeed, this document compiles the experiences of each student (early childhood education and English bachelor) that had participated, and it gathers their work. CLAP (Collaborative Learning Among Peers) corresponds to a new academic space in which students from the bachelor's in early childhood education developed activities that motivated them to learn English, improve their language skills, use their knowledge about children methodologies in English classes and the comfort to express themselves.

The project developed the following methodologies as RPT (Reciprocal peer tutoring), EMI methodology, ICLHE (Integrating content and language in higher education) and Flipped learning (inverted classroom). Furthermore, the use of those methodologies favored a better relationship between the students. Also, you will find the description step by step about how a CLAP session was, how the creation of lesson plans was about, and the evidence that we collected from students of Early Childhood Education. Hence, the analysis that was getting after this experience comprises our educational learning through relevant learning. The social impact that this project has promoted in each of the students contributed to motivating the active participation and a real interest to learn a second language from their degree that would take part in their professional development. The final results denote the student's evolution, showing their work through the first and the last evidence; students learn from students was an interesting dynamic that became possible to enjoy learning and teaching. They learnt how to develop different activities for

children in a foreign language, and we learnt how to apply our knowledge of English in classes that require an activity for young learners.

### **Keywords**

***Collaborative, RPT, students, conversational, learning, second language***

## **Resumen**

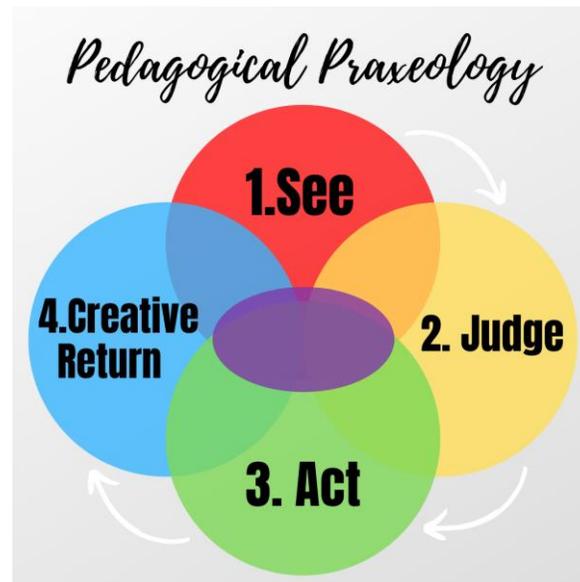
Este proyecto promueve la creación de nuevos espacios académicos donde los estudiantes puedan aprender y compartir su conocimiento con sus pares. Ciertamente, este documento recopila las experiencias de cada estudiante (Pedagogía infantil y licenciatura en lenguas extranjeras con énfasis en inglés) que ha participado y recoge su trabajo. CLAP (Collaborative Learning Among Peers) corresponde a un nuevo espacio académico en el cual estudiantes de la licenciatura en pedagogía infantil desarrollan actividades que los motivan a aprender inglés, mejorando sus habilidades en el lenguaje, usar su conocimiento en metodologías usadas con chicos usando el inglés y la comodidad de expresarse. El proyecto ha desarrollado algunas metodologías tales como RPT (Reciprocal peer tutoring), metodología EMI, ICLHE (Integrating content and language in higher education), metodología CLIL, y aula invertida. Además el uso de esas metodologías favorecieron a una mejor relación entre los estudiantes. También, se encontrará la descripción paso a paso de cómo es una sesión de CLAP, cómo era la creación de las planeaciones, y las evidencias que fueron recolectadas de los estudiantes de Pedagogía infantil. Aunque, también el aprendizaje que fue compartido durante

estos espacios, por lo tanto, el análisis que se obtuvo después de esta experiencia se compone de nuestro aprendizaje educacional a través de una práctica real. El impacto social que este proyecto ha promovido en cada estudiante contribuye a motivar la participación activa y un interés genuino de practicar una segunda lengua desde sus carreras que haga parte de su desarrollo profesional. Los resultados indican la evolución de los estudiantes, mostrando su trabajo a través de la primera y última evidencia; estudiantes aprenden de estudiantes fue una dinámica interesante que llegó a ser posible disfrutando de aprender y enseñar. Ellas aprendieron a desarrollar diferentes actividades para niños a partir del inglés y nosotros aprendimos a aplicar los saberes que tenemos en inglés en clases que requieren la intervención de metodologías para niños.

### **Palabras claves**

***Colaborativo, RPT, estudiantes, conversacional, aprendizaje, segunda lengua***

## Introduction



Initially, in this document, you will find the process of the professional practicum in CLAP put in practice from March 5th to May 24th, 2021-1, to September 1st to November 22nd, 2021-2. To point out, It has four different phases. The first one is “to See”, where we put all the contextualization of this training, where we describe the things that happened through the process, the participants, and the roles that each one develops. Indeed, we the preservice teachers were the main piece for CLAP; we performed the role of tutors that helped other practitioners of English to learn what CLAP is through the exchange of multiple knowledge and tutoring sessions.

The project started with students from the university specifically from the bachelor degree in early childhood education, within virtual spaces adjusted in different schedules using the platform from the Google services of meeting, in order to provide them the opportunity to practice in their respective professional field or the

aspects that they do not know. Equally important, explain its justification, general and specific objectives. Then we have “Judge”, when we refer to it, we are talking about interpretation and analysis of the matter through different perspectives and information. Here you will find the pedagogical approaches that we consider the most important to help us to create the methodological part of our practicum, the theoretical framework, and every single part of the systematization that we use during our process in the development of the teaching that we wanted to implement. That is why, the CLAP’s pillar is RPT (Reciprocal Peer Tutoring), a methodological strategy that promotes a learning interaction among students with a similar academic level to strengthen their lacks in a specific subject. After this one, there is the “act” it is about to construct the process that is going to be followed, based on the methodologies that were previously searched to answer the different opportunity areas that we found. This part shapes the methodologies and the practice into the project, giving a structural sense to it. This phase is where we talk about how we did during our practicum, the process, and step by step of everything that was developed according to the two semesters joining the see and the judge. Lastly, we have the “creative return” that points out what we made as a reflection of all the aspects that took place during the professional training. In this stage, we evaluate and reflect on the results that we get among the previous phases because it synthesizes a critical analysis all along the creation and development. Indeed, we take into account what we project in the future to improve those opportunity areas that we have witnessed.

CLAP is a project with an innovative program where university students can perform their English language skills from their own degrees, using vocabulary that

could be used in their professional places. Furthermore, “students that teach their peers” is the base to prompt an academic language site; the language in context helps each student to improve their communication competences towards teaching and learning. During the development of this project, we invite students of bachelor’s Childhood Education to participate as our focus group to start. It was an enriching experience that contributed to our perspectives towards different learning strategies to teach young learners, also it helped the students of bachelor’s Childhood Education to cover different teaching perspectives to approach English topics.

# CHAPTER I

---

## First Phase: WATCH ( VER )



According to Juliao (2011), The first stage of the praxeological methodology, named to SEE, centers the synthesis in some critical statements that correspond to compile information through observing and answering key questions such as: who does what, who does it for, with who, where, when, how, why does it do so?

### 1. Contextualization

At first sight, we initiated CLAP as a new practicum field in which future teachers from different majors had the opportunity to exchange their knowledge using English as a key element to support that learning. They learn English based on their educational background that helps them to achieve the new concepts of this

language with the information that they previously have developed. Indeed, the tutor (a practicum student) guides a participative class where multiple tutees (students from bachelor's childhood education) had the opportunity to perform the language without the eye of someone that is going to judge them. CLAP has a simple objective to reach; they are students who learn English using what they have learned through the major discussing, creating, or developing some activities that were created to explore and learn based on the knowledge they acquired previously with Rochereau, facing some pedagogical perspectives. Evidence of this would be contemplated in chapter 4, since there is the analysis of this with images that supports their learning process.

Furthermore, each person had a specific role since the beginning of this practicum. Everyone learned from each other based on a simple exercise where students developed some activities that facilitated a conversational space. Indeed, the idea is that each one uses the activities as a self-reflection to promote the analysis of each class and how they would apply those activities in their own career. That exchange of knowledge, that was developed there, allowed students to create self-confidence since they were sharing with other classmates without the anxiety of a classic class. Hence, both sides "tutor" and "tutees" follow the same dynamic learning through activities and real practicum that they perform during the class (Gazula S, et al, 2016).

Moreover, the ones who direct these academic spaces are undergraduate students. Students that put into practice their skills as a teacher in a real context.

According to this, the CLAP space uses students from professional practicum 1, 2, and formative practice to cover the role of tutors in these classes. Indeed, the students have to create the lesson plans, support material, coordinate with the students the academic space to take the class, bind the knowledge with a topic, and promote student participation. At the end of this process, the preservice teacher becomes a real teacher who has the opportunity to perform what he or she learned during their degree. Occasionally, we had the assistance of a senior teacher or the teacher in charge that guided and provided feedback, based on the concerns that the practitioner has created.

Important to realize, the project took place with the help of the students from early childhood education who decided to participate voluntarily. The participation of these students was crucial because CLAP searches for a collaborative learning exchange. Due to this, they have some key knowledge about first education. It was possible to encourage the learning aims. They came to the lessons not because it was mandatory; they knew that this is an academic space where they could practice, learn and explore the use of English in their classes. That's why they kept attending and participating during the process.

Subsequently, it was necessary to adapt and create the virtual space where we had the classes; the technology substitutes the face to face space, and it gave the opportunity to explore different ways to approach some topics. It was necessary to use some communication channels such as emails, infographics, and social

media to keep the communication with the participants. Indeed, It was necessary to adapt the traditional classroom to a virtual format (Kelly, A. P., & Columbus, R. 2020). Meet was a crucial element that was used to have the classes. Moreover, there we faced some difficulties, such as our internet connection, and others. No matter what, in the end, it was possible to implement the project successfully.

Hence, the project started on March 11th, 2020 having four lessons per practitioner. Each week considered two topics that were divided, the students had the opportunity to attend the spaces of different schedules we provided. The disposition of these classes gave the chance to every student to find the most suitable schedule to attend. The idea of this chronogram module was the facilitation of diverse encounter spaces that students could easily access.

Above all, the practicum was an experience that enhanced each practitioners' field, we completed as was expected the objectives that were estimated for the practice. The aims were reached and most importantly both sides of the practicum have learned of each other through this mutual experience of teaching, covering, and exploring the strategies that they discovered during their learning process in the university.

### **1.1. Macro context.**

Since the beginning, we had some setbacks. We took the first sessions, to clear up the doubts or misunderstandings that arose during the presentation of the project to the teachers and students of early childhood education. On our own, we collected information from the students to have direct communication with them and

allowed a place where they could ask the hesitations that could exist for them. After explaining group by group the idea and dynamic of the project, we could start the sessions as it was the plan in the first instance.

Afterward, the sessions consisted of the development of some activities where students would practice different English skills implicit in their professional background, but without an emphasis on the grammatical part instead it is focused on the context. The activities were planned and set out in a way where English was the means to talk about a subject, it refers that English was not the centre of attention, and it was just supposed to be the second shot of focus there. Having that in mind, CLIL methodology is about joining both content and language as a medium for learning (Coyle, D., et al. 2010). The idea was to explore different topics as useful for them as for us in professional life and learn from one another, all this through language, as was explained before.

However, the scene where the project took place was in virtual reality, due to the events that were taking place in the world. The quarantine occasion that we adopt online modality to develop the project (Coyle, D., et al. 2010), we also thought that this could favour students to connect to the sessions since they did not need to move to a specific place, in this case the university. Yet, there were other inconveniences as the initial adaptation to this modality, the inexperience, the technical problems, the institutional changes, the disposition, the final exams and delivering assignments for other subjects were things that had a significant impact on the students' participation for this space.

## **1.2. Micro context.**

According to the university, it was possible to have the CLAP space due to the digitalization of some classes. The coordinator of the LIEI (Licenciatura en Idioma Extranjero Inglés) program has directed the necessary actions to apply or execute the project. We decided to follow the respective philosophy of Uniminuto in order to not have any discrepancies. It was easy to follow or to continue with this idea because CLAP corresponded with a similar principle which is “practice and collaboration”. Indeed, we faced a hard academic reality that covers the pandemic period; the pandemic had promoted that our university explores new alternatives to encompass the academic needs, such as the modality preset for a far (presencial remoto) that CLAP also implemented.

As it was mentioned, this modality caused students to have the facility to attend the lessons anywhere where they had internet access, but at the same time, there was a big statement problem due to some internal modifications that the university had. Unfortunately, we faced the change of our institutional email, and that represented a big problem because we had to explore different ways to reach our students. WhatsApp and personal emails were the different channels to keep the communication that were used. Furthermore, we confronted some other problems that hampered our practicum such as the constant manifestations against the government, even our university had to take action towards those moments. The university facilitated the students' participation, allowing them to be absent from

some classes, even CLAP spaces. Indeed, we did the same, giving them the chance to attend other classes that cover the same topic.

### **1.3. Description of the subjects**

The participants of this project were students from the bachelor's degree in Early Childhood Education members of UNIMINUTO. Most of them do professional practicum 1 and 2. We were at the same level of education, which facilitated the academic interaction among us. Their knowledge about children's didactic methodologies allowed the analysis of each class through a different perspective, promoting and stimulating assertive communication. Indeed, their skills were the key in multiple activities where they performed English, using their competencies to teach young learners. It was evidenced during the creation of the syllabus, considering that students provided the topic they were interested to work during the session because they are meaningful for their profession. This took place in the first session of CLAP, where a conversation was developed between students to involve them into the project.

Regarding the participants' attitudes towards the classes, they showed an interest in participating in the lessons, having a positive attitude, giving their own opinion towards the activities, and analysing/providing feedback from their perspective as teachers of young learners. Hence, we did face difficulties such as the low participation of some students during the class. It happened in some

moments when they had to share some feedback toward their classmates' proposal activities. Despite that, every student participated and shared their thoughts through the teaching guidance. ([In the annexe #1 Testimonial videos; Video No 9. Evidence of absence participation during the lesson \(Students interaction and analysis by Daniela Garcia\)](#)).

Furthermore, the thing that facilitated the knowledge exchange was their previous expertise upon the activities that were performed during the lessons, they combined their English skills to ensure the critical analysis. Moreover, they develop some activities that demonstrated their abilities using a second language to apply a task for children ([In the annexe 1 testimonial videos; Video #8 Evidence of students participation \(Creative devolution\) \).](#)

## **2. Thematic of the Pedagogical Practicum**

The purpose of this pedagogical practice is to promote the RPT methodology that involves tutors and tutees that learn from each other, mainly focused on mutual learning among peers. This methodology has not been used before with English teaching in the Colombian context, so it has represented a challenge to adapt it in the language learning of students that are not familiar with using English in their lives. We found that this methodology has been used in different subjects like mathematics, medicine, psychology, and engineering. Indeed it is most evident in the mathematical field (Dufrene, B et al. 2005)

Certainly, the development of this methodology took place in CLAP that involved multiple methodologies to complete and facilitate the application of RPT in English lessons. The idea was to create an English space that would contemplate multiple academic fields and enrich the knowledge of multiple faculties using the Language as a medium of communication and construction of expertise in different spaces.

Based on this, CLAP started with the incorporation of students from Early Childhood Education as a teaser to implement RPT in the language context. The aim of each class was to achieve and provide continuous feedback that enhanced the multiple abilities of the participants in the lesson. The compilation of experiences has shown that both tutors and tutees learnt from each other; the language in context supplies the needs that were previously presented in their previous approximations with the language.

Nevertheless, the constant input that both sides achieved during the lesson created an intrinsic motivation to learn from each other using multiple topics such as art, culture, history, festivity, geography, science, and inclusion (Muñoz, A, Ramirez, M, & Garivia, S. 2019).

## **2.1 Teaching Practicum Description**

CLAP is a practicum space where English students have the opportunity to teach each other based on some conversational classes where students from

different bachelor's degrees participate. The methodology that this practicum develops mainly is RPT which responds to the student's needs and lacks towards the language proposing a new dynamic of learning that covers a specific or unconventional space.

Taking into account the previous idea, we as students from the bachelor degree in English developed some activities that used multiple topics that were able to contextualize the different perspectives of our students (tutees). The idea of having that wide variety of topics was to cover the main aspect that a teacher could face in a classroom. The flexibility that CLAP promotes was crucial to motivate students to interact and participate; each class had a different topic, which allows students to attend more than one time per day and always explore something new.

Considering that CLAP is not a traditional space where students had to participate, being conducted by a grade they interacted with us because they wanted to learn, to express themselves during the lessons performing what they had learned during their bachelor in the university. In some aspects, this academic proposal called CLAP in response to the lack of interest among students of UNIMINUTO waggered the learning among peers, showing something new that has never been done before such as using a methodology that stimulates mutual learning of content, communication, and comprehension (Gazula S, et al 2017).

During the lessons, the tutees had a stage where they produced a material that responded to the learning process that they were having in the class. In particular, they were able to apply their language skills showing their performance

through presentations; The presentations that CLAP tutees created were used to expose what they learn during the lesson and support their ideas towards the topic.

*(In the annexe #2 Folder with students experiences and projects; Folder No 1. Compilation of Students works. (Students creations during the CLAP classes)).*

## **2.2 Justification**

According to the multiple experiences that we faced during some interventions with the university, we were able to discover the fact that was the trigger to create CLAP. The problem that motivated this project was the desertion of multiple students because they consider English as not important, expensive, not flexible, and unsuitable for their professional life. It was evidenced through a year of experiences where students from multiple degrees have exposed their feelings and thoughts about the English learning process that they faced. The information is supported based on a survey that was applied to 25 students, the data collected through this instrument can not be exposed due to confidentiality that students requested to fulfil the survey.

These thoughts have been shared with us through multiple spaces to help us visualize a big concern regarding studying English, and it gave us the motivation to search for a possible solution that encourages them to practice English not because it is a requirement but as something that would help them in their personal and professional growth. Also, taking into account that English is an indispensable tool

for nowadays to get a job; the idea is to facilitate their proficiency in English when they have to use it in their profession.

Taking into account our founder principle “Que nadie se quede sin servir” has inspired us to search for solutions for this problem that most of our colleagues faced during their academic major. Indeed, we decided to supply an academic space of mutual learning in which the students have a new perspective of this language and explore multiple topics focused on their major to prompt active participation that would be inspired by the desire to learn of the student itself.

At the end of the practicum, we compile the experience of Early Childhood Education students to analyze their impact in each one and the possible aspects that could be improved in the practice. The value of this practice has involved the utility of the RPT approach in language learning to improve the English in the University across faculties.

### **2.3 Objectives**

In this part, we are going to define the general and specific objectives that were settled to determine the project. Taking into account that the objective are important to delimit the project and measure or establish the goals that are supposed to be reached during the systematization.

### **2.3.1 General Objective**

Promote the pedagogical approach RPT (reciprocal Peer Tutoring) through CLAP lessons, where students from different formation fields learn from each other.

### **2.3.2 Specific Objectives**

1. Create academic spaces of teaching and learning where the students could achieve new knowledge among peers, using emerging methodologies.
2. Generate new learning context to format professionals applying emerging methodologies.
3. Contribute to format professionals from the faculty of education that would develop competencies from a foreign pedagogic.

### Second Phase: JUDGE (JUZGAR)



As a matter of fact, Judge is the second step of the praxeological method. According to Juliao (2011), It answers the question “What can we do?” since it is about interpretation, analysis, and exploring other ways to focus the problem to visualize and play diverse theories to comprehend the practice. It is meant to develop and involve participants in the praxis.

### 3. Theoretical Framework

In the light of the different concepts around this work, they were taken as references to different studies which results help to determine the focus of the practice and contribute to this research as the base to build the main idea of this project. For this reason, this section is going to contextualize and analyze the

postulations used in the construction and development of this project; showing the previous studies that were key in the support of this research and the introduction of a different approach in conjunction with others proposed by different authors.

### **3.1 Previous studies**

To begin with, the analysis of the previous studies involved in this systematization was necessary to explore the topics that were the starting point in this process. In fact, this practice implies different methodologies in order to develop a space where students could learn with specific purposes; having this in mind, to teach in that way is necessary to have certain knowledge and be aware of what addresses those methodologies. Due to that, this part is going to explore the different methodologies that were used to achieve this practicum.

Firstly, the principal methodology and the main base for this practicum was the RPT (Reciprocal Peer Tutoring). According to a study called *Promoting university students' metacognitive regulation through peer learning: the potential of reciprocal peer tutoring* made by De Backer, L., Van Keer, H., & Valcke, M. in 2015 developed in a university course that had the objective of ascertaining to improvement that students had at regulating their own learning process and metacognitive skills, having participated in Reciprocal peer Tutoring. Coupled with, the methodology implemented in this research consist in monitoring, evaluation, and orientation of the participants involved in the process, through the application of a quasi-experimental pre and post-test related to the implementation of the theoretical

part of the research, it was applied in two groups with 24 and 22 participants under the method of RPT during a whole semester. In view of the previous information, the study displays how this methodology was found and used to better understand this approach. Equally important, it exposes how RPT helps to improve the metacognitive skills of the students in a bilateral way, and how it was a successful alternative in teaching since students as teachers improve their classes and ways to teach while students enhance their learning process.

By the same token, the article *Interweaving Autonomous Learning and Peer-tutoring in Coaching EFL Student-Teachers* developed by Ariza. A., & Viafara, J. in 2009. was developed in a public university in the program of modern languages. The objective of this research focuses on the autonomous work that can be developed through determining the role that the RPT model has in the development of language, in addition to discovering if the input from the RPT model generates an advance in the socio-affective part of the students that are tutees in their teaching, at the same time that they get along in an autonomous way in their practice. The methodology implemented in these articles was through “communicative projects” that consist of English language courses of seven or five hours weekly. The information was compiled through qualitative instruments like semi-structured interviews applied at the end of each term and the view of some participants and their experience with the tutoring program, also the interviews were administered to 48 tutees and 24 tutors. In fact, the results that were obtained from this research were a change of attitude from the participants. Equally they developed a constant

self-assessment apart from the learning that each student provides to others in mutual learning.

As a matter of fact, this document *Strategies to Enhance or Maintain Motivation in Learning a Foreign Language* was written by Restrepo. A, Ramirez. M, Gaviria S. in 2019 developed in the department of foreign languages, University National of Colombia, with the objective of defining the intrinsic and extrinsic motivation of the students and giving extrinsic motivation through different strategies. The methodology was the different strategies to promote the motivation of students, like autonomy, providing choices, scaffolding, modeling, offering explanations, providing and contributing clues, providing descriptive feedback, among others. All the information recovered in this article was a complete research project elaborated from other works, which helped to determine that the teacher has to identify the student's needs before choosing a strategy based on different aspects that affect the motivation.

At the same time, another article called *Peer Tutoring as a Model for Language and Reading Skills Development for Students who are English Language Learners* done by Sytsma, M., Panahon, C., and Houlihan, D. D. in 2019 arose in the United States in psychology schools. It had the objective to compare the traditional teaching with the RPT approach and determine the advantages that it brings to teaching in a multicultural context. The methodology used was clearly Reciprocal Peer Tutoring in contrast with the traditional methods that have been previously implemented using observations from students' interactions, sessions,

feedback, questionnaires, and interviews to determine results like the improvement of language skills at the same time that save cost and time.

Not to mention the next article about *promoting university students' metacognitive regulation through peer learning: the potential of reciprocal peer tutoring* realized by De Backer, L., Van Keer, H., & Valcke, M. in 2015 brought in a naturalistic university with a population of 64 students of the first year from education sciences with a professional degree bachelor. The purpose was showing the positive impact of RPT in the metacognitive skills of the students, and examine how through the conceptual discussion are perceptible the different levels of social interaction, in individual, pairs, and groups. The methodology adopted was RPT through the intervention of it during a complete semester from October to December, a period of time where the regulation skill from the group of students was assessed by the use of quasi-experimental pre and post-test. The result from the study was an improvement in some of the skills that the research proposed in addition to others that were not expected.

In the same way, this study regarding *The Power of Peer Learning: Summary Report from an Eight-School Study* conducted by Basinger, R. B., & Hoag, G. G. in 2005 produced in Denver Colorado in eighth evangelical seminaries with the intention to exhibit the effect of RPT for mutual encouragement in a school environment. The methodology was placed RPT in several periods of time during four years in eighth schools by the observation and the actions of the participants, with results of saving time and money through this approach.

In the light of the information, analysis, and results obtained in those research, we got clear ideas about what were the benefits or disadvantages of the different methodologies that were implicated in the project. Most of the compelling information was about RPT since this methodology was the pillar where we found the solutions for those problematic that we discovered during this process. Hence, the other methodologies were used in addition to complement RPT and establish a consistent space where the students' needs would be accomplished.

### **3.2 Theoretical framework and theoretical referents of the systematization of pedagogical practicum**

In this part, each one of the methodologies used during the professional practicum are explained to have a look at the important aspects and characteristics given by different authors to define what those methodologies are about, being defined by the words of experts.

#### **3.2.1 RPT (Reciprocal Peer Tutoring)**

In the first place, there is the concept of RPT (Reciprocal Peer Tutoring) according to (Gazula S, et al, 2016) RPT is a form of collaborative learning between students with similar levels in the academic background. It can be an interchanging of roles as tutors and tutees. In consonance with the author's definitions, RPT has a purpose in the education of several subjects to review the benefits and challenges at the moment to apply it.

In other words, RPT involves a structured switching of tutor- tutee roles of students with the same academic level (Gazula S, et al 2017). The earliest documentation of RPT use was in primary school about the 1970s in the USA, where classmates interchanged roles under the guidance of a trainee teacher to study remedial reading. With attention to the benefits of RPT, it was found that it improves communication, comprehension and retention of content, individual responsibility as well as group solidarity.

In other words, RPT is a different way to inspect information and implement skills in a classroom. Since students alternate from the role of tutor to the tutee, students are learners and teachers (Reciprocal Peer Tutoring: Definition & Effects, 2017). Having that in mind, students are grouped into two or more in cooperation allowing the application of any subject or age group. In fact, his model allows students to monitor other students, review lessons and assess each other's works through observations and exemplification. Notably RPT focuses on students most of the time during the whole process in a way that they can create instructional components and receive instant feedback.

Topping (1996) in his work "*The effectiveness of peer tutoring in further and higher education: A typology and review of the literature*" understands peer tutoring as a process where non-teachers from similar educational or social groups help each other to learn something new for each one. Additionally, he writes about different studies from Fantuzzo, Et al, (1989). They researched using reciprocal peer tutoring with psychology students; they chose three different groups at random under three different conditions: Reciprocal peer tutoring, roles within each session, and placebo

control. In the end, the results of this research determined that students under reciprocal peer tutoring did a significantly better job than the other two groups.

Finally, Miravet L, Et al, (2013), also researched at the Jaume University where the results demonstrated that participants felt comfortable because there was a trusted environment where they could be not afraid to admit uncertain concepts or misunderstandings on the topics.

### **3.2.2 EMI (English as a Medium of Instruction)**

Also of importance, here it is the postulation of EMI (English as a Medium of Instruction) which, conforming to Dearden J, (2015) refers to the use of the English language to teach the content of an academic subject in countries where their first language is not English.

The first thing to remember, English has been learned traditionally as a foreign language in classrooms as another subject (Dearden, J. 2015), for this reason EMI is usually confused with it. Also, it is use to grow a country politically and economically (Dearden, J. 2015). Having that in mind, EMI has brought with it different pressures regarding the education, political, economic and social fields since language is the base of academic and socio political concerns of a nation. (del Valle 2020 as cited in Lasagabaster, D. 2021).

According to the words of Nguyen, H. et al. (2016). Programs where EMI was developed increased their quality of education, since the cooperation with other

universities improved the proficiency of English in students. In addition, the interaction with foreign experiences increased the quality of education too. Important to realize, EMI allows the setting of internationalized objectives and the global context where EMI can be adopted to simplify the collaboration between local and English speakers (Nguyen, H. et al. 2016). Important to highlight is that EMI focuses on English in a communicative and significant way in a disciplinary context (Lei, J & Hu, G 2014). In EMI, students develop communicative abilities and English skills in specific subjects.

### **3.2.3 Flipped learning (aula invertida)**

In like manner, Flipped learning (aula invertida) just as Bergmann J, et al. (2014) indicates, is a pedagogical approach where instruction goes from group spaces to individual spaces with the guidance of the teacher and developing different activities giving as result an interactive learning environment.

Buil-Fabrega, M, Et al, (2019) in their article Flipped classroom as an active learning methodology in sustainable development curricula, exposes that in higher education it is necessary to search for new methodologies that allow students to retain more information and learn in a significant way. Taking this into account, and having in mind what is in the flipped learning network (2014) this approach has four important pillars and some specific roles for teachers and students. These four pillars are F: Flexible environment, L: Learning culture, I: Intentional content, P:

Professional educators. These pillars have to be taken into account at the moment to make a successful classroom. On the other hand, it is important to recognize the roles that either teachers and students have to develop during the class to create the expected environment. Clearly, teachers have the responsibility to guide the students during the class process, they are not sharing in a traditional way knowledge; they have to guide the students, correct misunderstandings, create proper learning conditions in the classroom, and last but not less significant, ensure students participate actively in the activities. (Buil-Fabrega, M. 2019).

However, the role of the students is as important as the teacher's role. Students have to become active promoters of knowledge from passive receivers, be active participants during the class and have good interactions either with the teacher and the rest of their classmates. (Buil-Fabrega, M. 2019).

Henceforth, the implementation of Flipped Classroom in ELT has become a significant tool that not only helps students but teachers with different abilities towards the multiple learning achievements that strengthen the knowledge that would be acquired (Sam; Soliman as cited in Lin, C.-J., & Hwang, G.-J. 2018).

In this case, the benefits that the flipped classroom faced correspond to multiple aspects including enhancing their creative thinking (Al-Zahrani, as cited in Lin, C.-J., & Hwang, G.-J. 2018), listening comprehension (Ahmad, as cited in Lin, C.-J., & Hwang, G.-J. 2018), grammar skills (Al-Harbi & Alshumaimeri, as cited in Lin, C.-J., & Hwang, G.-J. 2018), reading comprehension (Huang & Hong, as cited

in Lin, C.-J., & Hwang, G.-J. 2018), writing skills (Ahmed, as cited in Lin, C.-J., & Hwang, G.-J. 2018), English pronunciation (Zhang et al., as cited in Lin, C.-J., & Hwang, G.-J. 2018), and overall English proficiency (Wu, Hsieh, & Yang, as cited in Lin, C.-J., & Hwang, G.-J. 2018).

Indeed, this type of classroom has fulfilled the needs of promoting the responsibility in students around their language learning, including the tools such as material to explore the necessary knowledge to face the class (Han; Sung, as cited in Lin, C.-J., & Hwang, G.-J. 2018). In like manner, this kind of interaction with the students in the classroom allows an individual interaction with each one where it would be possible to develop better relationships, promoting active communication (Zhang & Wu, as cited in Lin, C.-J., & Hwang, G.-J. 2018).

In brief, this methodology responded to multiple lacks during the class, such as the behaviour on it. The negative behaviour would be significantly reduced from flipping the instructions (Cockrum, as cited in Lin, C.-J., & Hwang, G.-J. 2018)

#### **3.2.4 CLIL (Content and Language Integrated Learning)**

Coupled with, CLIL (Content and Language Integrated Learning) following Coyle, D., et al. (2010) is an approach that addresses any activity in which a foreign language is used as a tool to learn content, due to that language and content are used equally.

On the other hand, CLIL got to Europe in the early nineties (Coyle et al. as cited in Ruiz, Y. & Jimenez, RM. 2009) to describe any type of use of a foreign language. Certainly it is used to teach and learn any subject even if it is not related to language. So language and content are joined to have a beneficial role in a mutual way (Marsh 2002 as cited in Ruiz, Y. & Jimenez, RM. 2009). Surely CLIL has two particular characteristics: the first is about immersion in teaching regarding content and language, both being equally important and being interwoven. Yet the accentuation of one or the other could be determined by specific situations but the goal is to develop both (Eurydice 2005 as cited in Ruiz, Y & Jimenez, RM 2009). The second one is about flexibility, since CLIL is useful to cover a wide range of cultural and socio-political contexts.

Another key point is that CLIL motivates students considering that it deals with the relevance that has the grammatical progression in language teaching likewise it allows students to reinforce the acquisition and learning of the language through a natural environment, which helps them to gain proficiency in the different abilities that they have (Lyster 2007, Krashen 1985, Lightbown and Spada 2006 as cited in Ruiz, Y & Jimenez, RM 2009).

Subsequently, CLIL is an educational model that relates both immersion education and content based on conditions where students only interact in the target language. In other words, CLIL is about foreign languages (Dalton-Puffer, C. 2011). Furthermore, this model also has been defined as a dual-focuses approach that is equally aware of language and content (Mehisto, et al as cited in Dalton-Puffer, C. 2011). Having that in mind, CLIL is taught through a foreign language as a medium

to instruct a curricular content, where students should participate in the different levels of education (Dalton-Puffer, C. 2011)

### **3.2.5 English for specific purposes**

Finally, English for specific purposes in the words of Catalá. A. & Garachana. M, (2014) is an approach where English is oriented for specific purposes in different areas. It is based on responsibility for the needs of the students more than in the learning of the language. Since there is a need for practice in the specific area that is being developed.

In detail, English for specific purposes has grown since the early 1960's as one of the most important areas for the teaching of English as a foreign language. Even so It has been defined as the teaching of English for any purpose that be specified, also it has been described as the teaching of English for vocational or professional purposes used in academic studies (Laurence A. n'd).

Important to realize, English for specific purposes has a long history, but just in recent years it has become vital and innovative in the teaching of English as a foreign language. Additionally, it is part of a more general movement of teaching that is Language for specific purposes that focuses on teaching languages a French and German for specific purposes (Dudley-Evans, T. 1998).

### **3.3 Systematization of pedagogical practicum**

It is necessary here to clarify exactly what is meant by systematization, in consonance with Selener, (1996) as cited in Tapella. E. (n'd) It is a methodology that allows the description, analysis, and documentation of the on-going process to approach the results determined by the development of a project. Subsequently, Tapella. E. (n'd) states that systematization refers to the reflection related to a project or an intervention about specific aspects from it, like, its process, its actors, actors' interaction, outcomes, results, impact, problems, through a participative and introspective process. Additionally, Mink'a de Chorlaví (2002) as cited in Tapella. E. (n'd) mentions that systematization consists of a process of critical analysis and reconstruction from the development of an experience based on the participation of the actors involved in the procedure and grant the improvement of it.

### **3.4 Theoretical framework of the topic of systematization of pedagogical practicum**

Since the beginning, the topics presented in the content for this project were meant to be aimed at the degree which was going to receive the sessions, in this case, the students from early childhood education. For this reason, the topics involved here were selected in a way where it could involve the English and content corresponding to the common themes that would be taught typically for children. For instance, after having done research about general concerns in children education,

there were established for the first period in the practice 16 concepts, specifically, clothes, description of people or things, food and drinks, What is this made from?, Fairy tales, work and jobs, music and songs, places a free time, environment, books and reading, E-tools Social, networks, stereotype, modern family, children Inclusion, sports and olympic games all of them proposed with different names at the moment to be present to the students like Making your fantasy outfit, The little gossip, Making your hotel buffet, Let's craft it!, The rules of your queendom, Divercity Discovering the melody, Draw up your dream travel, Carbon footprint, Judge a book by its cover, Exploring the digital world, #Netforkids, The power of equality, My nontraditional family, Through the eyes of us, to show a friendly face and less grammatical for learning English, also to associate the topics to a vocabulary easily recognized for them. Under those circumstances, the practicum of the semester 2021-2 worked in the same way but with more practitioners and consequently more topics keeping the ones from the previous semester and incorporating 23 that are Clothes, Describe people and things, food and drinks, What is this made from?, fairy tales, works or jobs, Music and Songs, places and free time, environment, books and reading, E-tools, social networks, spaces and culture, family, children Inclusion, sports and health, art techniques, materials, figures and lines, drawing for children, Halloween the origin, Halloween in the USA, Halloween in the Latino American context, Halloween mythological creatures, food, active breaks, exercise, mind, nature, gastronomy, people, history, maths, science Method, biology, festivities in Latino America, festivities in Europe, festivities in Asia, festivities in Africa and their respective names for the planning as Making your fantasy outfits, The little gossip, Making your hotel buffet, Let's craft it!, The rules of your queendom, Divercity,

Discovering the melody, Draw up your dream travel, Carbon footprint, Judge a book by its cover, Exploring the digital world, #Netforkids, my own space, my family, Through the eyes of everyone, Healthy fair, Art Attack, Rediscovering the Things, Halloween between lines, Remaking the things, The origin, The Traditions of Halloween in the USA, The Colombian Halloween, The spooky creatures of the night, Fast food vs healthy food, Healthy stops, Breaking our limits, Healthy mind Healthy Body, The most important animals in Colombia, The taste of a unique paradise, Showing our multiculturalism, The history behind us, The unexplored world of numbers, judge, explore, and analyse, Discovering our body, The LATAM Rhythm, EuroVision, Asian Imagination and Feeling the heat. *(in the annexes #2 Folder with students experiences and projects; Folder No 4. Syllabus Folders period (2021-1 & 2021-2) "CLAP contenidos Syllabus")*.

To begin with, the resources and pedagogical methods that were used during the practicum, it is necessary to clarify that this part is up to the discernment of the person that is creating the lesson plan. Having that in mind, the implementation of the activities and methodologies in the first part of the project was the same for everyone since one and all participated in the creation of it, hence the resources that both tutors and tutees used are slides, flashcards, jam boards, metimeters, bingo, images, games related to a specific topic, interactive images, e-tools, web pages, stop (game), infographics, videos, audios, posters. Nevertheless, for the second part, due to the project leaves totally creative freedom for the creation of the activities according to the lesson plans, and the syllabus, the new members that had the role of tutors create activities using the objectives and competencies proposed in lesson

plan, still using what they consider convenient for the development of the task and the learning of the students.

Correspondingly, the academic spaces, from the start of the project, initiate on Mar 5th and finish on May 24th having a duration of two months. On the other hand, the second start was on Sep 13th and ended on Nov 30th.

### **3.5 Pedagogical practicum**

In line with Pinzón C, Sandra V, and Guerrero N, Carmen H. (2018) the concept of pedagogical or teaching practicum is defined as the performance of pedagogy in a meaningful context as is the classroom. So far, the author also mentions that real context is necessary for future teachers to conduct their own interpretation of teaching. Due to that, authors reach the outcome of teaching practicum as an opportunity for those teachers to enrich their knowledge and be in contact with the social and cultural aspects that they will require in their teaching process.

Furthermore, it is important to describe some terms that are relevant to define the pedagogical practicum through another perspective, in this case a practitioner as we are going to explore is defined as “Preservice teachers learn how to connect educational theory to practice as they try to find pedagogical approaches that not only blend their personal styles but also create meaningful learning opportunities for students.” (Aschbacher & Ing 2017 as cited in Parks, M; 2019. Pag 90). In those

words, the author synthesizes the idea of a pedagogical practicum through describing the role of a practitioner, in that way, the teacher is able to encompass and involve the knowledge previously acquired during the career.

Indeed, in this academic context the preservice teacher has the chance to explore and put into practice their abilities and theoretical knowledge in the classroom, likewise, explore their teaching style and examine the methodologies that fit the most according to the environment they are working with. (Parks, M; 2019).

As shown above, the pedagogical practicum that promotes each university is the academic space where the future teacher has the contact with real experiences that teach them the reality towards the different situations that they would face in a classroom. Surely, the preservice teacher has the chance to employ the facts that they previously learn and notice what strategies perform in a better way for them.

### Third Phase: ACT (ACTUAR)



According to Juliao (2011), the third phase Act involved the efficiency and efficacy of the practicum that combine the use of methodologies and the problematic to settle possible solutions that would be applied through practice. All this after the seeing and judging and before creative devolution.

This chapter will show all the actions taken during the two semesters of 2021, starting with the first semester; what was developed at that moment and the changes and results compiled in different fields.

## **4. Methodological Framework**

This stage is going to be divided into a methodological framework, strategy, or type of systematization of the pedagogical practicum, steps to carry out the systematization of the pedagogical practicum, planning of the systematization and the practicum, data collection, analysis, and interpretation of experience and data, socialization and finally instruments of data collection.

### **4.1 Strategy or type of systematization of the pedagogical practicum**

Following the empiric-analytic approach as a focus on our systematization, it considered every data and fact found during the process. When the project started, it was necessary to specify every participation that we as tutors had in it. It was a job as practitioners in a different environment, where teachers developed language in context of our degree, and interacted with a different approach in education, which is early childhood pedagogic, a different focus of what we learn during our major.

One of us did a professional practicum in Rochereau, where we could compare the two practicum placements to have an idea about what we could analyse in our systematization. Here in CLAP, students took part because they wanted to, and we as practitioners gave them intrinsic motivation to assure them that learning is not always the same. Also, we compared both semesters of 2021, and we could realize that students who took part in CLAP felt motivated because they practised

based on their own context. They had the opportunity to complement their knowledge by contrasting information with their peers and with the tutor. This enhanced the effective development of RPT in CLAP.

CLAP is a free space where both groups of students can develop their own knowledge and make contact in a classroom environment as teachers. When CLAP started, we, as practitioners, had to pay attention to everything that the practicum involved. Teachers' help changed it until this moment, where there are more practitioners and more spaces to promote CLAP lessons. It has been an arduous work where every step in CLAP helps to become better through the time.

CLAP is based on RPT, as it was mentioned before, is an approach where students can learn from other students. That is the key of CLAP, there are students from Bachelor degree in English teaching students from Bachelor degree in Early Childhood education providing continuous feedback from part to part. We as English tutors helped them to improve their proficiency levels, and they helped us learn strategies to work with children, providing ideas and sharing our knowledge towards teaching. This is based on the multiple experiences that we faced during the classes.

#### **4.2 Steps to carry out the systematization of the pedagogical practicum**

To start every step of our systematization, we followed the four parts of praxeological methodology. First, we started with "the seeing" where we identified

everything that we could need. Then, we continue with “the judging”, where we analyse our methodologies to carry out the classes. After that, we started “the acting”. In this part, we implemented all what we had planned before. Finally, we finished with “the creative return”. In this last stage, we analysed the new information we compiled and gave feedback on every step taken and what we could do in the future to be better. Here we shall find the evidence of the praxeological approach in the first semester and second semester of CLAP.

#### **4.2.1 Seeing**

First, we faced the experience of CLAP during the lessons that involve the creation of lesson plans, the compliance of attendance, identify the students’ needs, use the respective forms such as journals to collect information and the creation of a syllabus to delimit competences and objectives. All of this was carried out in order to achieve and measure the principal aspect of the lesson that was identified in the first sessions.

To do this, we had about 10 meetings with teachers Blanca (director of the major) and Flor (tutor of practicum) to organize everything before the first sessions. In those meetings, we talk about the schedules to develop the classes that, we as practitioners, had to create according to our own time and availability.

As long as we started, there were different issues because it was the first time to apply the project. So there were some communication and staff problems that also affected the familiarization to carry out the session among the students from early childhood education and us. This was because when we shared the information about CLAP, some English teachers from Early childhood education did not understand what CLAP was about and gave the wrong information to the students. During the first session, it was necessary to get an agreement about what teachers from bachelor's degree in early childhood education communicated and the information about how CLAP was going to be developed.

#### **4.2.2 Judging.**

Taking into account the misunderstanding that happened with teachers and students, we planned to talk and explain the project directly to them. All the students did not know what CLAP was; so we needed to dispose of a lesson to confirm some aspects like: we do not grade their work, their teachers make the decision to give them or not a grade to participate, modify the schedules, confirm the topics and let them know their role.

#### **4.2.3 Acting.**

It was a long process that took almost two or three months and a half. At the same time, we started to collect data (class recording, attendance, products). We

created a shared folder in Google Drive where we had everything related to CLAP between us as practitioners. In 2021-1 the folder had all information in general, there were just 6 folders in, three were each one of us where we compiled attendance, recordings, and some products that students created. The other three folders were about flip materials, lesson plans, and using material during classes. One of the challenges that we did not expect was that we did not organize the material properly, and we tended to use different repository methods that made it difficult to search for it at the moment to develop the class. In answer to those problems, we created different folders to save all the materials.

In 2021-2 with the guidance of teacher Mabel, our tutor, we created more folders. Each one of us had our own folder about lesson plans, flip material, links to work in class, and the normal ones such as attendance, recordings, and products. It helped us a lot to be more organized and find quickly the things that we need at the moment to develop the class.

**Finalizing semester 2021-1**, we created a survey to evaluate the project from tutees' points of view. This survey was created on Google Forms, where we compiled all the experiences from our tutees during the process in CLAP. At the moment to send the survey, we also sent an authorization document to have the guarantee to use their personal information to do the systematization. Finally, with these two previous documents, we sent them a kind of award for participating in CLAP. *(in the anexes #2 Folder with students experiences and projects; Folder No*

3. *“Recopilación de experiencias CLAP 2021” Students data (Experiences during CLAP)).*

In general, the documents that we used to compile data were:

- Lesson plan: It is the “map” for teachers to cover the learning needs of students and how it would be developed.
- Flip material: It is an extra material that preservice teachers give students before the classes to have a previous knowledge of the topic.
- Products / evidence: It is the result of the task that the students made during the sessions.
- Attendance: It is the register of the number of people that are present at the moment to start the sessions.
- Syllabus: It refers to the main points of a course of study
- The material used during the sessions: It is the visual material that preservice teachers need during the development of an activity to facilitate the information for students.
- Recording: It is the process of storing videos/audios with the purpose to review them later.
- Survey: It is a method where a sample of people is taken to gather information.
- Authorization document: It is written authorization granted by a person to examine any information.
- Journals: It is a physical or digital account of all the events developed in a specific situation.

#### **4.2.4 Creative return**

At the end of 2021-1, we had different moments to think about everything we did and how we could change it better for the next semester before starting. It helped us to correct some specific things during the second semester, for example, the organization staff and folders in Drive and adding more and new topics, which was important to make a difference in CLAP with other spaces. There always could have some changes according to the demand or through the time because education cannot be static, it has to evolve. When the first semester (2021-1) ended we take into account the different aspects that should change to improve the project such as schedule, syllabus, flip material, lesson plan and some others.

#### **4.3 Planification of the systematization and the practicum**

In the following part of this text, you are going to find all about changes and things developed in CLAP in both semesters. It is going to start from the first semester, then pass to the second semester, and finally finish with a little reflection of all that was made.

##### **4.3.1 First semester**

We started the first semester of professional practicum. We had to create the syllabus that we had used during the semester. It was divided into weeks, each week

had two different sessions. At that time we created two different lesson plans, each of us used the same for the tutors team. It was not necessary to attend every class to practice and learn from others.

After that, we created our folders in Drive where we compiled everything about sessions; class recordings, class attendance, flipped material, lesson plans, products or evidence, the syllabus, an authorization document where students gave us their authorization to use their personal information and products that they created during classes, and finally all the journals that we used for our practicum classes.

The syllabus was created with the topic of the class, and the objectives for each class. It was written in Spanish and with all the dates for each class. There were two topics per week since we had two groups.

Fecha	Tema - Título	Objetivo - Descripción
5 - 11 Abril	Clothes (Making your fantasy outfit)	Explorar recursos que le permitan al estudiante desarrollar el vocabulario de ropa en inglés para una didáctica infantil, contrastándolo con sus conocimientos previos.
5 - 11 Abril	Describe people and things (The little gossip)	Identificar los objetivos que le permitan al estudiante describir su entorno a través de actividades didácticas donde darán una reflexión a partir de sus conocimientos profesionales.
12 - 18 Abril	Food and drinks (Making your hotel buffet)	Crear material didáctico contextualizado a partir del vocabulario visto en clase en donde se ponga en práctica el conocimiento adquirido durante la sesión.
12 - 18 Abril	What is this made from? (Let's craft it!)	Promover competencias ambientales combinadas con habilidades artísticas donde compartirán estrategias ecológicas que den soluciones a problemáticas del medio ambiente vinculando a los niños como eje central de la estrategia.
19 - 25 Abril	Fairy tales (The rules of your queendom)	Identificar las características principales de algunos cuentos infantiles de acuerdo a algunos ejemplos vistos en clase que se usarán en sus futuros campos de práctica o aulas académicas.
19 - 25 Abril	Works or jobs (Diversity)	Diseñar una presentación donde identifiquen los tipos de trabajos vistos en clase usando películas o series animadas de una manera didáctica que les ayude a construir un análisis para sus clases como licenciadas en pedagogía infantil.

(Figure 1, Syllabus 2021-1)

Most importantly, something that is a characteristic of CLAP is how we planned our classes. There was not a specific format, so we used infographics to explain what we did during classes, as it shows in figure number 2.



(Figure 2, lesson plan example 2021-1)

In the same way, we created all the flipped materials that we sent previously for each group before classes. In that way we put into practice Flipped learning. This flipped material that we created, had words that they could use during classes to develop all the activities. In the following figure, there is an example of the kind of flipped material we made.



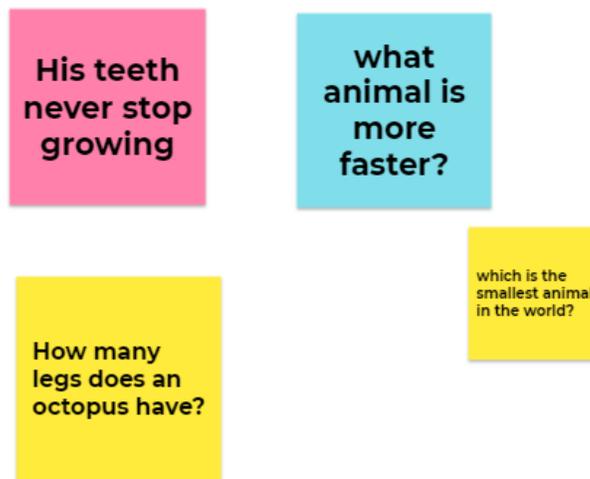
*(Figure 3, flipped material example 2021-1)*

During the first semester, the flipped material had a vocabulary that they could use during the session and was divided into words in English and the translation, something that changed during the second semester.

Each session had its own product made by the tutees, in the following images you are going to see students' artifacts made during the first semester. The activities developed during this first semester were about the topic, not as specific as it is now. In this second semester, the topics were guided to have a purpose in their future teaching.

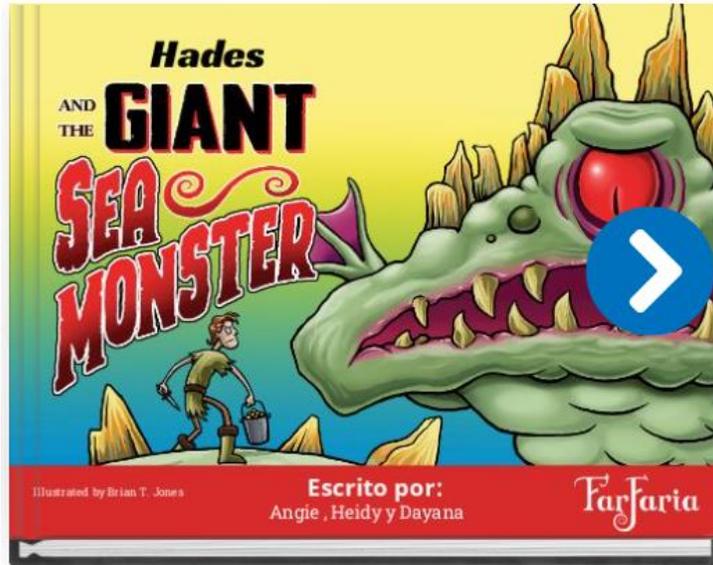


(Figure 4, example student's evidence Miguel class 2021-1)



(Figure 5, example student's evidence Daniela class 2021-1)

Note: In this picture it is evident how the students at the moment to participate have some grammatical mistakes that were corrected through feedback during the class since English is used with communicative matters over the grammatical ones.



*(Figure 6, example student's evidence Luisa class 2021-1)*

Also, we had to take attendance carefully for those students who had problems attending classes. Each one of us managed an Excel document to compile this information. It was divided into different sheets for every day of class.

When we finished the process in the first semester, we made a kind of award for those students that attended every class during the whole semester. In the next image, you can watch how the award was.



(Figure 7, award given to the students who participated during 2021-1)

At the end of the semester, we applied a survey to take all the students' information about their experiences during classes, what they thought of the project, and how they felt during the classes to know the differences between this new space and others disposed by the university.

**UNIMINUTO**  
Corporación Universitaria Minuto de Dios  
Educación de calidad al alcance de todos  
Vigilado MinEducación

### RECOPIACION DE EXPERIENCIAS CLAP

Ibonillaoca@uniminuto.edu.co (no compartidos)  
[Cambiar de cuenta](#)

**\*Obligatorio**

¿Qué pensabas acerca de este proyecto? \*

Tu respuesta

¿Cómo te pareció la metodología de la clase? \*

Tu respuesta

(Figure 8, example survey to compile experiences 2021-1)

### 4.3.2 Second semester

In contrast with the first semester, there were several changes in the second one. Starting with the syllabus that changed with four different topics per week, also we added objectives and competencies per class in English. It changed because in the second semester (2021-2) there were new participants as tutors. Due to it, we had to add the objective and the competences, so in such a way new tutors could create their own classes and lesson plans in an efficient form to reach the aims of the topic previously developed.

27 Sep - 1 Oct	Environment (carbon footprint)	Students will be able to create an activity about carbon footprint for children based on the knowledge they acquired during the class.  Students will apply their skills creating activities to be aware of their environmental impact, linking the information that they acquire previously through the description of their daily routine.
	Books and reading (Judge a book by its cover)	Students will be able to recognize different literary material through a presentation that would contemplate multiple literary genders.  Students will use the literary genders to advocate an alternative strategy that promotes reading comprehension based on the reading strategies that they developed during the class.
	E-tools (Exploring the digital world)	Students will be identifying some E-tools that would be useful to promote gamification in their classroom.  Students will apply the activities that they created during the class to explore and ensure their teaching creations towards the gamification of a certain topic.
	Social Networks (#Netforkids)	Students will be able to use social networks to create pedagogical content that a student would use to ensure their autonomous learning.  Students will compare the functionality of social networks in the classroom, using a graphic organizer to show the pros and cons that this tool carries.

(Figure 9, Syllabus example 2021-2)

*Note: It is notice here that we had four classes per week with objectives and competencies*

Since this, the lesson plan also changed. We put objectives and competencies on it. Each practitioner made a different lesson plan, in that way if a student can not attend a specific hour, they can access another class or many classes in the same week without repeating the topic. It was necessary to add objectives and competencies in order to clarify the class intention. Indeed, each class require those competences that were implicit in the previous syllabus, but taking into account that this new syllabus would be used by other pre-service teachers it was necessary to add it.



(Figure 10, lesson plan example 2021-2)

*Note: We added objectives and competencies*

On the other hand, we also had the changes on the flipped material. In contrast with the first semester, in the flipped material now we put a word that could be strange or different for the students and the IPA (International Phonetic Alphabet). Another point is that we added images to make a better understanding about the meaning of the word, In the cases of that vocabulary that could be abstract or maybe do not have a specific meaning to be represented with an icon or just with the IPA transcription.

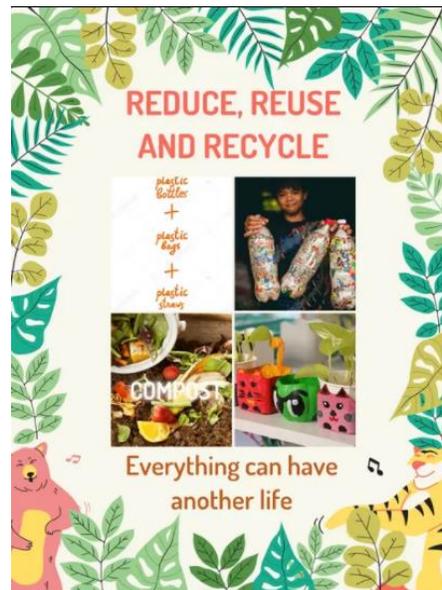


(Figure 11, flipped material 2021-2)

*Note: It is notice we added phonetic transcription*

In the same way, there were some changes in the activities for students. The idea of CLAP is collaborative learning, in the first semester. It was developed differently because it was the first staging of the project. That is why, with teacher Mabel's helped us to decide that students with the topic of the class had to create

their own activities for children and explained to us why they made the activity in that way according to their knowledge. In response to the previous thoughts developed, the following images show the activities that students made during the sessions.



(Figure 12, example student's evidence Miguel class 2021-2)

*Note: Activity for children*

## ¿What active breaks do I apply for weekly children?

In the practices of the race, the day we attend I must take an active pause, but the classroom teacher makes a pause every 40 minutes, which serves so that the children do not disperse in the activities, in these active pauses we place songs always such as: La papaya Brinca y para ya , si tienes muchas ganas de aplaudir , El Baile del Hokey Pokey , etc .

Three small images are shown at the bottom: a cartoon dog on the left, three cartoon bees in the middle, and a video player showing a cartoon on the right.

(Figure 13, example student's evidence Daniela class 2021-2)

*Note: Activity for children*



(Figure 14, example student's evidence Luisa class 2021-2)

*Note: Activity for children*

The sessions also changed the reflective time, every class in the last 15 minutes during the first semester we left the space to socialize with students about how they could change the activities made in class for children. Now, this second semester, we joined this reflection with the tasks that they created and applied with us. During the last 30 minutes they had to create an activity, apply it with the rest of the class and explain why they use that activity and what is the purpose of the activity with children.

### **4.3.3 Reflection**

Finally, taking into account all these changes as a conclusion, we can say that the use of ICT tools changed; we tried to start using social networks and different

websites to create activities. It was a continuous interchanging of ICT tools knowledge between both bachelor's degrees because that was the main purpose of CLAP to share knowledge with other future teachers.

#### **4.4 Data collection**

We took into account many aspects to collect the necessary data for our systematization. The first one was the number of students who wanted to participate. In this field; we sent the schedule for each one of us. There were just five groups of people, this was sent to teacher Blanca who sent it to the coordinator from Bachelor degree in Early Childhood Education. Then, students choose the best schedule for them to attend, after this, teacher Blanca sent us that document where we could see how many students registered in the project, with that we organize our schedules to take attendance during the semester. Likewise, we consider that it was possible to cover those aims previously proposed where we take into account the students' needs towards the facilitation of academic areas where they achieve self-confidence and meaningful learning. Under those circumstances, we recognize those necessities to establish effective solutions that would promote the students' participation in the CLAP sessions due to the multiple spaces to attend.

##### **4.4.1 Artifacts**

We use different methods for data collection, all depending on what information we need. First, we compiled all about students, attendances, and certifications by Excel. In this part, we could organize the main document in each

one of us, where after categorizing we created the sheets of attendance for each group that helps us to take care of every data we could need. There were 114 students registered, yet the ones that attended were less than we expected, even so there were students that were consistent with the attendance, others that participated sporadically during the process and others that deserted a few days before the start, this was similar for all the preservice teachers in their lessons during the whole semester. In the following images, you can see the report that we had during that semester about attendance that was taken by each one of us. As a result, we expected a different participation by the students, certainly, we faced multiple external difficulties that were mentioned in the “see” stage that hinder their performance in CLAP lessons. Despite that, we recognize the effort of those students that keep attending until the end.

Inscripcion estrategia PEER TO PEER - CLAP ( collaborative learning among Peers )				
Nombre Estudiante -LEIN	ID	Espacio académico LEIN	Horarios Encuentros	
1 HILDRE MILENA ALIPIO VIASUS	253498	5451 / PRACTICA FORMATIVA I / AGUDEL	Jueves 7:00 -830. Viernes 7:00 -830 Miguel González /Grupo 1	
2 LAURA CAMILA CRUZ RAMIREZ	678003	5451 / PRACTICA FORMATIVA I / AGUDEL	Martes 2:00 -3:15 - Miércoles 6:15- 7:45 Fernanda Bonilla / Grupo 1	
3 DORIENA ROSADO REGINO	596837	5451 / PRACTICA FORMATIVA I / AGUDEL	Jueves 6:15 – 7:45 pm- Viernes 6:15- 7:45 p.m Daniela García/ Grupo 2	
4 ANGIE DAYANA PAEZ CORTES	678110	5451 / PRACTICA FORMATIVA I / AGUDEL	Martes 2:00 -3:15 - Miércoles 6:15- 7:45 Fernanda Bonilla / Grupo 1	
5 JULIANA GIL ACOSTA	607342	5451 / PRACTICA FORMATIVA I / AGUDEL	Martes 2:00 -3:15 - Miércoles 6:15- 7:45 Fernanda Bonilla / Grupo 1	
6 DAYANA CATHERINE TAVERA	680214	5451 / PRACTICA FORMATIVA I / AGUDEL	Martes 2:00 -3:15 - Miércoles 6:15- 7:45 Fernanda Bonilla / Grupo 1	
7 YENI PAOLA SUARIQUE ANZOLA	687267	5451 / PRACTICA FORMATIVA I / AGUDEL	Lunes 9:00 -10:30 a.m Pendiente Martes 8:30-10:00 Daniela García/ Grupo 1	
8 CATHERINE ROJAS RAMOS	687841	5451 / PRACTICA FORMATIVA I / AGUDEL	Lunes 9:00 -10:30 a.m Pendiente Martes 8:30-10:00 Daniela García/ Grupo 1	
9 Melissa SANDOVAL PERLAZA	430258	5451 / PRACTICA FORMATIVA I / AGUDEL	Lunes 9:00 -10:30 a.m Pendiente Martes 8:30-10:00 Daniela García/ Grupo 1	
10 NATALIA MARCELA TORRES LARA	639187	5451 / PRACTICA FORMATIVA I / AGUDEL	Lunes 9:00 -10:30 a.m Pendiente Martes 8:30-10:00 Daniela García/ Grupo 1	
11 YULIANA CAROLINA MORICLO CERON	675085	5451 / PRACTICA FORMATIVA I / AGUDEL	Martes 2:00 -3:15 - Miércoles 6:15- 7:45 Fernanda Bonilla / Grupo 1	
12 HEIDY VIVIANA FERNANDEZ	679378	5451 / PRACTICA FORMATIVA I / AGUDEL	Martes 2:00 -3:15 - Miércoles 6:15- 7:45 Fernanda Bonilla / Grupo 1	
13 JINETH MORENO SALAMANCA	573229	5451 / PRACTICA FORMATIVA I / AGUDEL	Jueves 6:15 – 7:45 pm- Viernes 6:15- 7:45 p.m Daniela García/ Grupo 2	
14 EUGENIA VELASQUEZ	486005	5451 / PRACTICA FORMATIVA I / AGUDEL	Jueves 6:15 – 7:45 pm- Viernes 6:15- 7:45 p.m Daniela García/ Grupo 2	
15 PAULA VALENTINA ARIAS	630486	5451 / PRACTICA FORMATIVA I / AGUDEL	Martes 2:00 -3:15 - Miércoles 6:15- 7:45 Fernanda Bonilla / Grupo 1	
16 DHAROL SOFIA PACHON QUINTERO	683225	5451 / PRACTICA FORMATIVA I / AGUDEL	Martes 2:00 -3:15 - Miércoles 6:15- 7:45 Fernanda Bonilla / Grupo 1	
17 AMAYA SAZA, JESSICA P. Confidencial	693265	19056 / PRACTICA FORMATIVA I / CUADRA	Jueves 6:15 – 7:45 pm- Viernes 6:15- 7:45 p.m Daniela García/ Grupo 2	

(Figure 15, students registered in CLAP 2021-1)

Note: There were 114 in total

Then, in the next figure, there is the compilation of all the students that attended during the semester and who received certification by email. All this data was compiled on Excel sheets.

MIGUEL'S ATTENDANCE 2021-1	DANIELA'S ATTENDANCE 2021-1	LUISA'S ATTENDANCE 2021-1
TOTAL OF STUDENTS: 14	TOTAL OF STUDENTS: 54	TOTAL OF STUDENTS: 48
Karol Daniela CARDOZO	YENI PAOLA SUARIQUE ANZOLA	Laura Camila CRUZ RAMIREZ
Lorena SANCHEZ JIMENEZ	CATHERINE ROJAS RAMOS	Angie Dayana PAEZ CORTES
Jeimy Daniela CABALLERO VARGAS	Melissa SANDOVAL PERLAZA	Dayana Catherine TAVERA
Yardy Milena OSPINA BUENO	NATALIA MARCELA TORRES LARA	Yuliana Carolina MORICLLO CERON
Jeimy Paola LADINO VILLAREAL	MORENO, KAREN T. Confidencial	Heidy Viviana FERNANDEZ
Karol Daniela CARDOZO	GARAY MOLANO, NURY Y.	Paula Valentina ARIAS
Johana Andrea NOPE CASTELBLANCO	ACHURY SARMIENTO, JESSICA H. .	Maria Alejandra AFRICANO CIFUENTES
Xiomara MORENO CESPEDES	CRISTANCHO BOHADA, CAMILA A. .	Angie T. CRUZ BARRERA
Hildre Milena ALIPIO VIASUS	GOMEZ DIAZ, LINA M. .	Leidy C. JIMENEZ LOPEZ
Daniela Alejandra DIAZ SOTO	QUINCHARA RODRIGUEZ, MARGY T.	Angie K. RODRIGUEZ OSTOS
Maritza Isabel GARCIA ROA	ROBALLO TELLEZ, MARIA C. .	Diana C. SARMIENTO MAPPE,
Deisy Johana HERNANDEZ GALLEGO	SANCHEZ VERGARA, KAREN J. .	Ingrid Daniela USUGA CAMPOS
Yolanda PLAZAS GALINDO	MARTINEZ CASTRO, CINDY J.	Judy Patricia VILLAMIL LEGUIZAMON
Maria Paula MALAGON RODRIGUEZ	OLARTE SERRANO, YULIETH N.	Yeiry Viviana BONILLA GONZALEZ

(Figure 16, Students registered and the amount of them in each class 2021-1)

MIGUEL'S ATTENDANCE 2021-1	DANIELA'S ATTENDANCE 2021-1	LUISA'S ATTENDANCE 2021-1
TOTAL STUDENTS WHO FINISHED: 1	TOTAL STUDENTS WHO FINISHED: 4	TOTAL STUDENTS WHO FINISHED: 9
Lorena SANCHEZ JIMENEZ	Camila Andrea Chistancho Bohada	Jennifer N. GUERRERO MELO,
	Maria Camila Roballo Tellez	Dayana Catherine TAVERA
	Jessica Paopla Amaya Saza	Karen D. DIAZ SANCHEZ
	Camila Alejandra Guzman	Laura Camila CRUZ RAMIREZ
		Yuliana Carolina MORICLLO CERON
		Heidy Viviana FERNANDEZ
		Paula Valentina ARIAS
		Maria Gabriela SIZA QUIMBAYO
		Angie K. RODRIGUEZ OSTOS

(Figure 17, Students who finished the project 2021-1)

1	Amaya Borrero Maria Paula	FORMATIVA I	5451	705104	1000850737	3213396098		maria.amaya-b@uniminuto.edu.co	paulisamaya@gmail.com
2	Amezquita Roa Wuendy Carolina	FORMATIVA I	5451	706198	1118125683	3136135521	3222724734	Wuendy.amezquita@uniminuto.edu.co	wuen_03@hotmail.com
3	Ariza Barriga Laura Camila	FORMATIVA I	5451	705381	1014298312	3182936900	5198251	laura.ariza-b@uniminuto.edu.co	camilaariza407@gmail.com
4	Arizmendi Corredor Jessica Tatiana	FORMATIVA I	5451	712714	1001201980	3505351198	3133482057	jessica.arizmendi@uniminuto.edu.co	jtatiana16@gmail.com
5	Avelino Pulido Carol Alejandra	FORMATIVA I	5451	712743	1010024769	3028442424	3224241611	carol.avelino@uniminuto.edu.co	carolalejandraap@gmail.com
6	Camargo Pulido Laura	FORMATIVA I	5451	699924	1000320213	3212879985	3212879985	laura.camargo@uniminuto.edu.co	laurakampul@gmail.com
7	Camayo Jenny Marcela	FORMATIVA I	5451	634116	1016077326	3242297638	3053218380	camayo@uniminuto.edu.co	jennycamayo95@gmail.com
9	Espitla Proaños Laura	FORMATIVA I	5451	701643	1001066104	314477024	3138868133	laura.espitla-p@uniminuto.edu.co	espitlaproanoslaurasandrea@gmail.com
89	CRUZ RAMIREZ, LAURA C. Confidencial	FORMATIVA II	21514	678003	1007101380	3053851917	3134438485	Laura.cruz-r@uniminuto.edu.co	Lauracamicruz@gmail.com
11	Gonzalez Gamboa Julieth Alejandra	FORMATIVA I	5451	687109	1002630718	3134416449	3138990390	julieth.gonzalez-ga@uniminuto.edu.co	juliethgam15@gmail.com
12	González Jiménez Cindy del Carmen	FORMATIVA I	5451	706861	1001115944	3187992007	3144786489	cindy.gonzalez-j@uniminuto.edu.co	cindygonzalezj7@gmail.com
13	Gutierrez Barreto Luisa Fernanda	FORMATIVA I	5451	700058	1003383701	3134774481	3114972888	luisa.gutierrez-b@uniminuto.edu.co	Luisabto15@hotmail.com
14	Lara Quiroga Laura Marcela	FORMATIVA I	5451	712079	1004458581	3006303745	3212140627	laura.lara-q@uniminuto.edu.co	lauramarlq18@gmail.com
104	Diaz Soto	FORMATIVA II	13992	686105	101127422	3132134694		daniela.diaz-s@uniminuto.edu.co	danisoto2833@gmail.com
10	Esquivel Sequea Stefany Paola	FORMATIVA I	5451	710236	1052242668	3202405763	3223705993	stefany.esquivel@uniminuto.edu.co	stefanysequea22@gmail.com
18	Molano Tibocha Emma Valentina	FORMATIVA I	5451	700818	1070627476	3214418919		emma.molano@uniminuto.edu.co	molanovalentina99@gmail.com
20	Negrete Morales Luz	FORMATIVA I	5451	525630	1041260188	3172117782	3152084499	luz.negrete@uniminuto.edu.co	lufef032@gmail.com
21	Osoorio Angarita Daniela	FORMATIVA I	5451	712742	1233905951	3144786489	3105593178	daniela.osorio-a@uniminuto.edu.co	daosorioangarita26@gmail.com
23	Perez Guerrero Angela Marcela	FORMATIVA I	5451	63898	1014190073	3214435365	3134409214	aperezg2@uniminuto.edu.co	amperezguerrero34@hotmail.com
24	Pineda Chiguas Jackelin	FORMATIVA I	5451	710238	1024560322	3145047939	3242553968	jackelin.pineda@uniminuto.edu.co	pinedit579@gmail.com
106	García Roa	FORMATIVA II	13992	693025	1007450460	3209904933	3209904933	maritza.garcia-r@uniminuto.edu.co	maritza.1garcia@gmail.com

(Figure 18, Students registered in CLAP 2021-2)

Note: There were 113 in total

MIGUEL'S ATTENDANCE 2021-2	DANIELA'S ATTENDANCE 2021-2	LUISA'S ATTENDANCE 2021-2	ANA MARIA'S ATTENDANCE 2021-2	MICHELLE'S ATTENDANCE 2021-2	JENNY'S ATTENDANCE 2021-2	GABRIELA'S ATTENDANCE 2021-2
TOTAL STUDENTS: 27	TOTAL STUDENTS: 16	TOTAL STUDENTS: 14	TOTAL STUDENTS: 9	TOTAL STUDENTS: 19	TOTAL STUDENTS: 7	TOTAL STUDENTS: 19
Amaya Borrero Maria Paula	RIAZO SERRANO, TATIANA	Perez Guerrero Angela Marcela	Patroni Quintero Dianel	Espitla Proaños Laura	ESPEJO PEREZ, MILEIDY	Amezquita Roa Wuendy Carolina
Arizmendi Corredor Jessica Tatiana	MONCADA TORRES, KIMBERLY P.	ANALA RODRIGUEZ VALENTINA	Gil Acosta Juliana	Gonzalez Gamboa Julieth Alejandra	Suarique Anzola Yehi	Avelino Pulido Carol Alejandra
Camargo Pulido Laura	RODRIGUEZ OSTOS, ANGIE K.	BELTRAN VARGAS, YEIMY V.	QUEMBA OSORIO, LAURA C.	Gutierrez Barreto Luisa Fernanda	Rojas Ramos Catherine	CRUZ RAMIREZ, LAURA C.
Camayo Jenny Marcela	SARBIENTO MAPPE, DIANA C.	LEON TORRES, PAULA A.	BUTRAGO GARZON, MARIA C.	Gutierrez Barreto Luisa Fernanda	Moreno Céspedes Xiomara	Diaz Soto Daniela
Negrete Morales Luz	SIZA QUIRIBAYO, MARIA G.	MOLINA SANTANA, MARIA X.	CAMACHO GUARNORZO, YULIANA	Lara Quiroga Laura Marcela	VARGAS ORTIZ, LAURA C.	Esquivel Sequea Stefany Paola
Valero Cubillos Giselle Jaritza	QUINCHARA RODRIGUEZ, MARGY T.	MORENO GUTIERREZ, YINETH P.	PORTILLO CHAMORRO, FANNY M.	Molano Tibocha Emma Valentina	Pineda Chiguas Jackelin	García Roa Maritza
ALBARRACIN DIAZ VANESA FERNANDA	JIMENEZ LOPEZ, LEIDY C.	ACHURY SARMIENTO, JESSICA H.	MURILLO RAMIREZ, ANA M.	Osoorio Angarita Daniela	Ariza Barriga Laura Camila	GOMEZ DIAZ, LINA M.
ARANDA MUÑOZ, GABRIELA	CASTILLEJO NIETO, RAQUEL	CRISTANCHO BOHADA, CAMILA A.	LEON RIAÑO, ANYI T.	CASTAÑO CASTILLO, LAURA M.		Leal Yate Katherine
NOVDA GOMEZ, JENFER A.	ALBARRACIN ROCHA, STEFANIA	FERNANDEZ PINTO, HEIDY V.	ABRIL GRANADOS, MARY C.	COPETE ORJUELA, LEIDY L.		Medina López Tatiana Andrea
OCHOA ESPITIA JOHANA ESTHER	AFRICANO CIFUENTES, MARIA ALEJANDRA	PAEZ CORTES, ANGIE D.		RODRIGUEZ CONEJO, MARIA ANGELICA		Pineda Pardo Karen Daniela
ZUÑIGA MORENO, LAURA N.	Molina Sandoval Laura	SANCHEZ VERGARA, KAREN J.		CARDOZO MENDOZA, MANUELA F.		ROBALLO TELLEZ, MARIA C.
GONZALEZ GONZALEZ, MARIA P.	Guzman Camila	TAVERA GARCIA, DAVANA C.		DURAN TRIANA, ADRIANA D.		Sanchez Jimenez Lorena
GUTIERREZ RODRIGUEZ, KAROL V.	Chicoma Vera Lourdes	Ruiz Torres Angela		MORENO ALONCA, DANIELLY K.		SANCHEZ VENDEZ, GLORIA L.
RODRIGUEZ AREVALO, LEIDY J.	Amaya Saza Jessica	Benjumea Benito Xiomara		RAMIREZ VIATELA, NICOLE S.		Sarmiento Guiza Laura
VARGAS BARON, LAURA A.	ALVAREZ CRISTANCHO, CYNTHIA V.			VEGA RIVAS, JOHANNA K.		Tibata Jimenez Maria Isabel
CARDOZO, KAROL D.	GONZALEZ PARRA, YENICY M.			Maiagon Rodriguez Maria		TORRES DURAN, CAROLINA
Arguello Machuca Laura	ARRIYO BARRIOS, ANGIE C.			Vitalizon Alfonso Carol		VARGAS CONTRERAS, MONICA A.
Casallero Vargas Jemmy	Galvis Lopez Paola			BARZON HIGINIO, LINA M.		VARGAS TORRES, DANINA I.
Hernandez Gallego Delisy				RODRIGUEZ GUACHETA, NICOL F.		VILLAMIL SUAREZ, CINDY P.
Ladino Villareal Jemmy						
Medina Masmela Valentina						
Osipina Bueno Yandy						
Lirbina La Rotta Jessica						
BERMUDEZ ACOSTA, DEISY BIBIANA						
PALMAR PEÑA, MARIA P.						
AGUDELO BECERRA, LUZ A.						
ORJUELA SASSTOQUE, HEIDY J.						

(Figure 19, Students who registered and the amount of them in each class 2021-2)

MIGUEL'S ATTENDANCE 2021-2	DANIELA'S ATTENDANCE 2021-2	LUISA'S ATTENDANCE 2021-2	ANA MARIA'S ATTENDANCE 2021-2	MICHELLE'S ATTENDANCE 2021-2	JENNY'S ATTENDANCE 2021-2	GABRIELA'S ATTENDANCE 2021-2
TOTAL STUDENTS: 13	TOTAL STUDENTS: 3	TOTAL STUDENTS: 7	TOTAL STUDENTS: 6	TOTAL STUDENTS: 3	TOTAL STUDENTS: 7	TOTAL STUDENTS: 6
Jenny Marcela Camayo	Raquel Castillejo Nieto	CRISTANCHO BOHADA, CAMILA A.	Abril Mary	Osoorio Angarita Daniela	Espejo Perez Mileidy	Amezquita Roa Wuendy Carolina
Karol Daniela CARDOZO	Maria Gabriela Siza Quimbayo	ROBALLO TELLEZ, MARIA C.	Castillo Paola	Ramirez Viatela Nicol	Vargas ortiz Laura	Amezquita Roa Wuendy Carolina
Maria Camila Butrago Garzon	Paola Solano	FERNANDEZ PINTO, HEIDY V.	Quemba Laura	Gonzalez Gamboa Julieth	Esilava Gomez Daniela	García Roa Maritza
Heidy Juliana ORJUELA SASSTOQUE		PAEZ CORTES, ANGIE D.	Camacho Yuliana		Moreno Gutierrez Yineth Paola	Leal Yate Katherine
Laura Alejandra VARGAS BARON		TAVERA GARCIA, DAVANA C.	Clavijo Danna		fernandez, Grigo	Vargas Torres Danna
Laura Natalia Zuñiga Moreno		CRUZ RAMIREZ, LAURA C.	Gil Acosta Juliana		Ariza Barriga Laura Camila	
Leidy Johana RODRIGUEZ AREVALO		LEON TORRES, PAULA A.			Pineda Chiguas Jackelin	
Maria Paula AMAYA BORRERO						
Luz Margarita Negrete Morales						
Jemmy Pola Ladino Villareal						
Laura Camila ARQUELLO MACHUCA						
deisy Johana HERINANDEZ GALLEGO						
Yandy Milena OSPINA BUENIO						

(Figure 20, Students who finished the project 2021-2)

Other data that we compiled was about topics to see during the semester, we as practitioners had to choose the topics and create the syllabus. That was very significant to us because we reinforce how to properly create objectives, competencies and realize how difficult it is to organize the chronogram of topics. Based on the students' comments, it was possible to determine the topics that were more suitable for them to learn and teach English through the perspective of young learners, and foreign language teachers.

Fecha	Tema - Título	Objetivo - Descripción
5 - 11 Abril	Clothes (Making your fantasy outfit)	El estudiante va a explorar actividades que le ayudarán a explorar formas de enseñar este tema (vocabulario) en inglés, permitiendo que el estudiante contraste sus conocimientos con respecto al tema.
5 - 11 Abril	Describe people and things (The little gossip)	El estudiante tendrá la oportunidad de explorar desde la perspectiva del inglés el uso de adjetivos para describir su entorno, también tendrá la oportunidad de compartir sus conocimientos con sus compañeros.
12 - 18 Abril	Food and drinks (Making your hotel buffet)	Desde un contexto realista el estudiante recibirá vocabulario sobre este tema desde ciertas actividades para después pasar a crear su propio material didáctico con el cual compartirá su propia idea.
12 - 18 Abril	What is this made from? (Let 's craft it!)	Desde las competencias artísticas el estudiante creará su propio mensaje ecológico que le permitirá abordar el vocabulario relacionado con el tema y explorar las posibles actividades que se pueden usar para debatirlo desde la educación infantil
19 - 25 Abril	Fairy tales (The rules of your queendom)	En esta sesión el estudiante va a explorar sus capacidades artísticas y abstractas donde después de explorar diferentes ejemplos de cuentos en inglés, creará un cuento de hadas, en el cual con base a su propia experiencia compilará las estrategias necesarias para motivar a los niños.
19 - 25 Abril	Works or jobs (Diversity)	Usando el ideal de (Diversity el parque de atracciones) el estudiante va a explorar algunos de los trabajos que existen desde películas o series animadas, desde este material crearán un stand virtual donde expondrán una de las profesiones que les hayan llamado la atención.

*(Figure 21, Syllabus example 2021-1 CLAP)*

The syllabus is seen as an instrument in which the teacher can achieve a degree of 'fit' between the needs, aims of the learner and the activities which will take place in the classroom (Yalden 1984; as cited in Nunan, D. et al. 1988) so it was

compiled on a Word document in the same field as the rest of the information we needed. In the following figure, it is possible to observe the complete field used to compile needed information for our systematization in 2021-1. There are three specific fields in Google Drive with our names where we save all about attendance, class recordings, and products made by the students. After these three ones we had, one field just for lesson plans, and another one for flip material and links or material for activities. Finally, in the main field, we let the authorization document, a certification given to the students, the syllabus, and the survey used to compile experiences from students.

Nombre ↑	Propietario	Última modificación	Tamaño de archivo
CLAP DANIELA	Miguel Angel GONZALEZ MAHEC...	23 mar 2021 Miguel Angel GO...	—
CLAP LUISA	Daniela Fernanda GARCIA MONR...	5 abr 2021 Daniela Fernanda G...	—
CLAP MIGUEL	Miguel Angel GONZALEZ MAHEC...	2 mar 2021 Miguel Angel GON...	—
FLIP MATERIAL	Miguel Angel GONZALEZ MAHEC...	24 mar 2021 Miguel Angel GO...	—
Lesson plans	Daniela Fernanda GARCIA MONR...	24 abr 2021 Daniela Fernanda ...	—
Material usado durante las sesiones	Daniela Fernanda GARCIA MONR...	21 jul 2021 Daniela Fernanda ...	—
autorización_de_uso_de_datos_e_imagen (formato).pdf	Daniela Fernanda GARCIA MONR...	3 jun 2021 Daniela Fernanda G...	49 kB
Certificado CLAP.jpeg	Daniela Fernanda GARCIA MONR...	3 jun 2021 Daniela Fernanda G...	113 kB
Clap Contenidos	Miguel Angel GONZALEZ MAHEC...	12:09 yo	—
CLAP.pptx	Daniela Fernanda GARCIA MONR...	19 feb 2021 Daniela Fernanda ...	2,5 MB

(Figure 22, Google drive fields to compile information 2021-1)

Carpetas Nombre ↑

ANA BELLO

DANIELA GARCIA

FLIP MATERIAL

GABRIELA MURCIA

JENSSY LEON

LINKS

LUISA BONILLA

MICHELLE HERNÁNDEZ

MIGUEL GONZALEZ

PLANEACIONES

Archivos

Copia de Copia de Asiste...

Copia de Registro tutoria...

Syllabus

(Figure 23, Google Drive fields to compile information 2021-2)

In the survey, we tried to compile every comment, idea, and suggestion by the students to take it into account the next semester. The next figure is a little part of the survey.

**MD UNIMINUTO**  
Corporación Universitaria Minuto de Dios  
Educación de calidad al alcance de todos  
Vigilado MinEducación

**RECOPIACION DE EXPERIENCIAS CLAP**

Descripción del formulario

¿Qué pensabas acerca de este proyecto? \*

Texto de respuesta larga

(Figure 24, Students experience compilation survey)

#### 4.5 Analysis and interpretation of experience and data

According to the previous information and description of that information that was compiled to our systematization; we met at different moments to analyse every important fact or aspect to take into account at the moment to write the document.

Comparing the number of people who registered with the number of people who finished was surprising, but also reading some notes that we took about the classes has a reason. At that moment there was a protest here in Colombia, so almost all the students had problems arriving home early, and they did not have mobile internet to connect the class, even though it is difficult to have a good class by phone.

Another reason was that the university changed the email address to have access to meetings or the email, so we were disconnected from everybody. There was hope at that moment because some students gave us their WhatsApp numbers before all this happened, so we could continue talking by but that is the main reason for those students who registered and did not continue.

Another aspect that we compiled was the topics used during the semester. First, we had some ideas to take into consideration, but as CLAP is collaborative learning, we also asked students from bachelor degree in early childhood education which topics would they like to work on during the sessions, most of them wanted to practice ECAES exam, other people wanted to practice reading books for children or even song for children in English that maybe they could use to their own classes.

After analysing the best topics to work on during the sessions, we try to take into account what the students suggested and add some new topics. So, we decided to work on general topics where they can practice working with children too.

Finally, students filled the survey about their experiences in these questions we tried to ask for every thought that students could have. Some of them were:

- What do they expect about CLAP?
- What do they think about CLAP after participating in?
- How do they feel during the process in CLAP?

## **4.6 Socialization**

Taking into account what was previously written, when we started doing our professional practicum in CLAP, we expected to do just our classes and compiled class recording and attendances, but after it started, we realized that there were a lot of things to take into account when you are a teacher.

CLAP is a good opportunity to practice in an approximate space. We learned to work as a group, to prepare a class, manage a group, have plan A until Z as a teacher.

## **4.7 Chronogram**

In the following four spaces would be found the dates and organization chronogram that we had to develop every step in CLAP during 2021-1 and 2021-2.

### **4.7.1 Activity Planning**

It is important to remember that we three in 2020-2 created CLAP as our project in the class (Metodología de la investigación). Having this in mind, when we started 2021-1 with teacher Blanca's help could become CLAP as a practicum space. After that, we could start thinking about every requirement we could have

before starting the academic semester. It was established in that way, since to develop the practice was necessary to accomplish the determined hours. On March 29th, 2021; we started to create the content table for all the semester, where we had to take into account the weeks to work on. The weeks were set up based on the duration of the semester.

Clase 1	Clase 2	Semana	Lunes	Martes	Martes (Luisa)	miércoles	jueves	viernes
		29 de Marzo - 4 de Abril	HOLY WEEK					
Clothes	Describe people or things	5 - 11 Abril	Making your fantasy outfit	The little gossip	Making your fantasy outfit	The little gossip	Making your fantasy outfit	The little gossip
Food and drinks	What is this made from?	12 - 18 Abril	Making your hotel buffet	Let's craft it!	Making your hotel buffet	Let's craft it!	Making your hotel buffet	Let's craft it!
Fairy tales	Work and jobs	19 - 25 Abril	The rules of your queendom	Diversity	The rules of your queendom	Diversity	The rules of your queendom	Diversity
Music and songs	Places a free time	26 de Abril - 2 de Mayo	Discovering the melody	Draw up your dream travel	Discovering the melody	Draw up your dream travel	Discovering the melody	Draw up your dream travel
Environment	Books and reading	3 - 9 Mayo	carbon footprint	Judge a book by its cover	carbon footprint	Judge a book by its cover	carbon footprint	Judge a book by its cover
E-tools	Social Networks	10 - 16 Mayo	Exploring the digital world	#Netforkids	Exploring the digital world	#Netforkids	Exploring the digital world	#Netforkids
Stereotype	Modern Family	17 - 23 Mayo	The power of equality	My nontraditional family	The power of equality	My nontraditional family	The power of equality	My nontraditional family
Children Inclusion	Sports and olympic games	24 - 30 Mayo	Through the eyes of us	On the home stretch	Through the eyes of us	On the home stretch	Through the eyes of us	On the home stretch
Superstition and omens	Social Networks	31 de Mayo - 6 Junio						

(Figure 25, topic names worked during 2021-1)

We started classes on April 5th, because there were some delays to starting the sessions before when the rest of the practitioners did it. The first class of that week was from April 5th to April 9th where the first session was to meet each one and ask what topics they would like to work on.

On April 5th, 2021, was created the syllabus to work on during the semester, taking into account the previous content table and the suggestions they give. At that

moment, objectives were identified and sessions started to carry out on the second meeting of that week. The lesson plans were created on the weekend, where we met online to plan everything as a group for all the week.

Since, the same week started the sessions where even the lesson plans were the same, every practitioner developed the class in their own way. It continued perfectly until the renovation of the institutional email in the university, it was the week after we started when we present that incident. It made losing contact with the students who could not continue participating. With those people who tried to search for us to continue, we created some WhatsApp groups to anticipate future problems. Two weeks later, on April 28th, 2021 the protests started in Colombia which meant that the students could not arrive on time to the sessions and did not continue.

On May 30th, 2021, CLAP finished its sessions. In the last class, we sent the survey, the authorization document, and the certification for those students who continue until the end despite the inconvenience of that semester.

On the other hand, taking into account everything that happened before we tried to ensure ourselves to fix and anticipate all those problems, so when we started on September 13th, 2021, in the first session we created WhatsApp groups to have better communication with students and just in case something similar could happen again. Also, we presented the project to the students because we knew that teachers could not understand CLAP and made sure they could continue according to the condition that CLAP has.

At the final activity, we planned to use a Google Form as a tool to compile the experiences of each student to conclude how it was the experience of them through the CLAP learning experience and what are the most important things they learnt.

### **Fourth Phase: CREATIVE RETURN (DEVOLUCIÓN CREATIVA).**



According to Juliao (2011), the creative devolution, the last phase in the praxeological methodology, is about all the reflections made across all the previous phases, it is where we answer the question “What do we learn from what we do?”. It can be said as the conclusion of all what we do during the see, judge, act, and the reflection about everything that we learn during the process.

### **5. Systematization of pedagogical practicum**

In the next part of this text, it is going to be considered the finding and conclusions. Through the analysis of the information and instruments to collect the data of this research.

### **5.1 Analyzing the information and Instruments of Data Collection collected from the pedagogical practicum**

Taking into account the materials that were collected during 2 semesters we are going to describe a critical analysis of those results and contrast the expectations, results, and conclusions that are relevant to synthesize multiple facts during this systematization.

One of the most important things of this systematization was the mutual exchange of knowledge. We had the opportunity to evidence that mutual learning through reflecting in the material, recordings, and topics that were explored with the students from Early Childhood Education. Based on that, we identify the techniques that are more relevant and meaningful for children in terms of learning or exploring a new topic.

Nevertheless, it is important to rethink in those moments where the conversational discussion in class has become an assessment for the tutor activities by the tutees. There was reliable proof that RPT is a methodology that could be used in the language learning context. Perse, we think that language development corresponds to free expression, and to the meaningful interaction that we could create based on it. If we change the traditional approach with our students, we are

going to be able to expand their self-confidence and let them be aware of their capacities performing a language.

## **5.2 Organization of the information (collected in practice)**

At the moment of the data collection we realized that some of the methods that we used to collect the data were not efficient at all, such as it was mentioned earlier that misplacement of some information in places like WhatsApp, email, and drive had hindered some procedures in the first semester. Despite that, a significant advance was the decision to organize tutees' works, flip material, materials, attendance, lesson planning, and recordings in the same place. The idea was to facilitate access and guarantee the critical analysis of all material that we collected during the second semester.

On the other hand, another way to organize the data collection was the use of Excel at the moment to analyze the attendance of all the students during the whole semester and register which tutees continue from the start to the end and which ones not.

## **5.3 Critical interpretation of expected and unexpected results**

As we expected, we demonstrate the use and efficiency of RPT in a university environment and in our own context. Also, an unexpected result was the acceptance by the students who decided to attend the lessons just because they want it, not

because they have to. It was important to create an intrinsic motivation in the students at the moment to face the language in context.

We must confess that we did not expect to have a warm welcome from the students because sometimes people think that pre-service teachers do not have the experience to give a class or teach something, but that is wrong. We have more ideas from new research on methodologies that can help students to understand better.

Sincerely, we collected more unexpected experiences because during the development of this project we discovered new aspects about us. One of the most gratifying results was the self-confidence that tutees embrace. Through them we recognize the labor that we were doing with the university and that commitment to help others.

#### **5.4 Conclusions**

To sum up, we can mention that in relation to the mutual learning that we obtained, students from early childhood education could show it in a direct way, since they can do it during the session, however by our view, we can not illustrate the learning that we acquire until we have the opportunity to experiment a direct contact with children in a practical context. This is because the theory can not be demonstrated until we put it into practice.

Also, we can say that something important during this process was the demonstration that in a comfortable space students can learn better, they are not going to be afraid to try to speak English, and that context is not only communicational but also their profession.

Furthermore, the compilation of experiences has enlightened us towards the experiences, feeling, and the understanding of what a teacher is. Likewise, we had the chance to explore and apply methodologies that indeed are not intended to be used in a language classroom.

In the end, this project has become what we initially wanted, a conversational space among peers where anyone has the opportunity to learn from each other while enjoying sharing and interchanging knowledge. Indeed, we consider that it was a successful space because we cover each objective and aim that we propose. Our intention is to still motivate other students to create, participate and innovate using what we learn during the university.

For us, this process is our aim as students of UNIMINUTO because we respond to the values of our founder, showing others that we always could participate in the solutions of our society, promoting new perspectives and showing that it is possible to change the world if we have the willingness to do it.

The social responsibility that UNIMINUTO has promoted among their students would impact directly in society, now it is affecting us because now we are

the life example that such a beautiful thought could transform the world. Hence, we now carry the words and vision of our founder, transforming the world with actions that answer the problematics that affects our society.

## **6. Evaluation of the systematization**

In this part, we are going to evidence and socialize the critical development of this systematization and the professional experience as practitioners. It would be contemplated by the interpretation from our tutor teacher Blanca Cely and the perspective of us as authors.

### **6.1 Miguel Angel Gonzalez Mahecha - Author**

In this systematization, we discovered multiple elements about the learning process of English through multiple perspectives. We had the opportunity to search and explore in multiple databases the instruments in response to the problematic that we identified during the investigation class that we saw some semesters ago.

Must be remember the multiple things that we learnt from each other taking into account our RPT, my beloved method that was key to inspire this project and drive the main ideas to solve those opportunity areas that we found. Indeed, we perceive a space where we had the chance to change the perspective of our peers and learn from them. To sum up, it was an experience where we applied what we learnt at our university such as their principles, and their knowledge. I would like to

highlight the phrase of our founder “Que nadie se quede sin servir” because it has really changed our lives.

## **6.2 Daniela Fernanda Garcia Monroy - Author**

With attention to my perspective of systematization, I consider that this process has helped us to understand what it means to teach in a real context, since one of the authors mentions each person has to experiment in their own and unique way to be able to define what it means to be a teacher. Still, I think that this project brings a great opportunity not only for the preservice teachers but for the other degrees that have the opportunity to participate, since it offers a space for free practice and involvement of the foreign language.

In the same fashion, I would like to highlight the fact that despite the knowledge that we receive is not evident to the sight, we learn different and significant things from our partners in teaching of early childhood education, they have left us more than just techniques and methodologies but also a sense of human being, to have a more sensitive part regarding people that is starting to learn what wonderful could be this world and the things that are on it.

## **6.3 Luisa Fernanda Bonilla Ocampo - Author**

This process developed since the creation of CLAP until the moment to apply the sessions and interacting with new people have helped me to achieve one of my

goals. I reach that satisfaction to help other people since my degree, since a space created with the purpose to help other people without any reward.

From my own perspective, this space was an enriching experience for me, my classmates, teachers, and the participants. It was a space that helped me to start to create my teaching style, also allowed me to learn new strategies and perspectives to implement and improve at the moment to plan a class for children. Something that I know nowadays is difficult to demonstrate, but I interiorize and know it can help me in my future jobs in any other educational institution.

#### **6.4 Blanca Lucia Cely Betancourt - Tutor**

## References

- De Backer, L., Van Keer, H., & Valcke, M. (2015). Promoting university students' metacognitive regulation through peer learning: The potential of reciprocal peer tutoring. *Higher Education*, 70(3), 469-486. Retrieved October 2, 2020, from <http://www.jstor.org/stable/43648882>
- Ariza Ariza, Aleida, & Viáfara González, John Jairo. (2009). Interweaving Autonomous Learning and Peer-tutoring in Coaching EFL Student-Teachers. *Profile Issues in Teachers` Professional Development*, 11(2), 85-104. Retrieved October 02, 2020, from [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S1657-07902009000200007&lng=en&tlng=en](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902009000200007&lng=en&tlng=en)
- Muñoz, A, Ramirez, M, & Garivia, S. (2019). Strategies to enhance or maintain motivation in learning a foreign language. *Redalyc*. Vol. 22 no 1. PP 175-188. From: <https://www.redalyc.org/jatsRepo/1692/169262261012/169262261012.pdf>
- Sytsma, M., Panahon, C., & Houlihan, D. D. (2019). Peer Tutoring as a Model for Language and Reading Skills Development for Students who are English Language Learners. *Journal of Applied School Psychology*, 35(4), 357–379. <https://doi-org.ezproxy.uniminuto.edu/10.1080/15377903.2019.1597796>
- Parks, M. (2019). Teaching Teachers: Theory to Practice Differentiation for Preservice Teachers. *Science and Children*, 57(2), 90–104. <https://www.jstor.org/stable/26901526>
- Basinger, R. B., & Hoag, G. G. (2005). The Power of Peer Learning: Summary Report from an Eight-School Study. *In Trust*, 16(2), 18–19.

<http://search.ebscohost.com.ezproxy.uniminuto.edu/login.aspx?direct=true&db=rfh&AN=ATLAIg0V180226000357&lang=es&site=ehost-live&scope=site>

Tapella. E. (w'd) Advocacy for change: Lessons from Guatemala, Brazil, and USA. Social Science Department at the National University of San Juan, Argentina. Chapter 1 Systematization: Basic Concepts And Methodological Considerations. ([https://cepalforja.org/sistem/documentos/advocacy\\_for\\_change\\_chapter\\_1.pdf](https://cepalforja.org/sistem/documentos/advocacy_for_change_chapter_1.pdf))

Nunan, D. et al. (1988). Syllabus design (Vol. 55). Oxford: Oxford University Press. [https://www.academia.edu/download/37298400/Syllabus\\_Design\\_by\\_David\\_Nunan.pdf](https://www.academia.edu/download/37298400/Syllabus_Design_by_David_Nunan.pdf)

Pinzón Capador, Sandra Viviana, & Guerrero Nieto, Carmen Helena. (2018). Living the Teaching Practicum Within Dichotomies: The Story From Within When Implementing ICTs in the English Language Classroom. *How*, 25(2), 69-89. <https://doi.org/10.19183/how.25.2.459>

Swapnali Gazula, Lisa McKenna, Simon Cooper, Penny Paliadelis, A Systematic Review of Reciprocal Peer Tutoring within Tertiary Health Profession Educational Programs, *Health Professions Education*, Volume 3, Issue 2, 2017, Pages 64-78, ISSN 2452-3011, <https://doi.org/10.1016/j.hpe.2016.12.001>. (<https://www.sciencedirect.com/science/article/pii/S2452301116300712>)

Dearden J, (2015) What is English Medium Instruction? Teach International Classes English as a Medium of Instruction (EMI). Oxford EMI Training, (<https://www.oxfordemi.co.uk/What-is-English-Medium-Instruction-EMI-Internationalisation>)

Valcke, Jennifer & Wilkinson, Robert. (2017). Integrating Content and Language in Higher Education: Perspectives on Professional Practice. ([https://www.researchgate.net/publication/329591513\\_Integrating\\_Content\\_and\\_Language\\_in\\_Higher\\_Education\\_Perspectives\\_on\\_Professional\\_Practice](https://www.researchgate.net/publication/329591513_Integrating_Content_and_Language_in_Higher_Education_Perspectives_on_Professional_Practice))

Bergmann J, Sams A, Gudenrath A, Daniels K, Cockrum T, Bennett B. (2014). Definition of Flipped Learning. Flipped Learning Network Hub A community resource brought to you by the Flipped Learning Network. (<https://flippedlearning.org/definition-of-flipped-learning/>)

Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and language integrated learning. New York, NY: Cambridge University Press. ([https://scholar.google.com/scholar\\_lookup?title=CLIL%3A+Content+and+language+integrated+learning.&author=Coyle+D.&author=Hood+P.&author=Marsh+D.&publication+year=2010](https://scholar.google.com/scholar_lookup?title=CLIL%3A+Content+and+language+integrated+learning.&author=Coyle+D.&author=Hood+P.&author=Marsh+D.&publication+year=2010))

Catalá. A, Garachana. M, (2014) English for Specific Purposes. Universitat de Barcelona. Diccionari de Lingüística. (<http://www.ub.edu/diccionarilinguistica/content/english-specific-purposes>)

Juliao, C. (2011). El enfoque praxeológico. Uniminuto. Recovered from: <https://core.ac.uk/download/pdf/323209167.pdf>

Swapnali Gazula, Lisa McKenna, Simon Cooper, Penny Paliadelis, A Systematic Review of Reciprocal Peer Tutoring within Tertiary Health Profession Educational Programs, Health Professions Education, Volume 3, Issue 2, 2017, Pages 64-78, ISSN 2452-3011, <https://doi.org/10.1016/j.hpe.2016.12.001>. (<https://www.sciencedirect.com/science/article/pii/S2452301116300712>)

Reciprocal Peer Tutoring: Definition & Effects. (2017). Retrieved from <https://study.com/academy/lesson/reciprocal-peer-tutoring-definition-effects.html>

Dearden, J. (n,d) English as a medium of instruction- a growing global phenomenon. British Council. ([https://www.britishcouncil.es/sites/default/files/british\\_council\\_english\\_as\\_a\\_medium\\_of\\_instruction.pdf](https://www.britishcouncil.es/sites/default/files/british_council_english_as_a_medium_of_instruction.pdf))

Fantuzzo, J.W., Dimeff, L.A. and Fox, S.L. (1989). 'Reciprocal peer tutoring: a multimodal assessment of effectiveness with college students', *Teaching of Psychology* 16(3), 133-135. Recovered from: [https://journals.sagepub.com/doi/abs/10.1207/s15328023top1603\\_8](https://journals.sagepub.com/doi/abs/10.1207/s15328023top1603_8)

L.M. Miravet, A.S. Ciges, O.M. García. An Experience of Reciprocal Peer Tutoring at the University. *Procedia-Social Behav Sci*, 116 (2013), pp. 2809-2812. Recovered from: <https://core.ac.uk/download/pdf/82415754.pdf>

Topping, J. (1996). *The Effectiveness of Peer Tutoring in Further and Higher Education: A Typology and Review of the Literature*. Springer. Vol. 32, No. 3 (Oct., 1996), pp. 321-345. Recovered from: [https://www.fau.edu/CLASS/CRLA/Level\\_Three/The\\_effectiveness\\_of\\_peer\\_tutoring\\_in\\_further\\_and\\_higher\\_education-a\\_typology\\_and\\_review\\_of\\_the\\_literature.pdf](https://www.fau.edu/CLASS/CRLA/Level_Three/The_effectiveness_of_peer_tutoring_in_further_and_higher_education-a_typology_and_review_of_the_literature.pdf)

Lei, J and Hu, G (2014) Is English-medium instruction effective in improving Chinese undergraduate students' English Competence? *IRAL* 52/2: 99–126. <https://doi.org/10.1515/iral-2014-0005>

Kelly, A. P., & Columbus, R. (2020). *College in the Time of Coronavirus: CHALLENGES FACING AMERICAN HIGHER EDUCATION*. American Enterprise Institute. <http://www.jstor.org/stable/resrep25358>

Ruiz de Zarobe, Y and Jimenez Catalan, RM (2009) Content and Language Integrated Learning: evidence from research in Europe. Clevedon: Multilingual Matters. (<https://files.eric.ed.gov/fulltext/ED539731.pdf>)

Laurence A. (n'd) English for Specific Purposes: What does it mean? Why is it different? Dept. of Information and Computer Engineering, Faculty of Engineering. Okayama University of Science, 1-1 Ridai-cho, Okayama 700, Japan. anthony 'at' ice.ous.ac.jp (<https://www.laurenceanthony.net/abstracts/ESParticle.html>)

Dudley-Evans, Tony (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press. (<https://books.google.com/cu/books?id=FY5ChNRKtxwC&printsec=frontcover#v=onepage&q&f=false>)

Lin, C.-J., & Hwang, G.-J. (2018). A Learning Analytics Approach to Investigating Factors Affecting EFL Students' Oral Performance in a Flipped Classroom. *Journal of Educational Technology & Society*, 21(2), 205–219. <http://www.jstor.org/stable/26388398>

Dalton-Puffer, Christiane. (2011). Content-and-Language Integrated Learning: From Practice to Principles?. *Annual Review of Applied Linguistics*. 31. 10.1017/S0267190511000092.

Buil-Fabrega, M; Martinez, M; Ruiz, N; and Leal, W. (2019). Flipped Classroom as an Active Learning Methodology in Sustainable Development Curricula. MDPI. Recovered from: <https://www.mdpi.com/2071-1050/11/17/4577/pdf>

Nguyen, H. T., Hamid, M. O., & Moni, K. (2016). English-medium instruction and self-governance in higher education: the journey of a Vietnamese university through the institutional autonomy regime. *Higher Education*, 72(5), 669–683. <http://www.jstor.org/stable/26447570>

Lasagabaster, D. (2021). EMI in Spain: Striving to maintain a multilingual balance. In R. Wilkinson & R. Gabriëls (Eds.), *The Englishization of Higher Education in Europe* (pp. 77–96). Amsterdam University Press. <https://doi.org/10.2307/j.ctv21ptzkn.7>

## Annexes

Here it would be possible to evidence the Classes of CLAP some testimonial videos by students from Early Childhood Education and one practitioner of CLAP.

### 1. Testimonial videos:

Video No 1. Daniela's Class (Presentation).

[https://drive.google.com/file/d/1QdJ6j\\_7RXnjJqdJsSFCpD9OBkaJDJTR/view?usp=sharing](https://drive.google.com/file/d/1QdJ6j_7RXnjJqdJsSFCpD9OBkaJDJTR/view?usp=sharing)

Video No 2. Daniela's Class (Describe people and things).

<https://drive.google.com/file/d/1utD0fpcRSwVHc-2A85NQ34uA5K79SMZu/view?usp=sharing>

Video No 3. Luisa's' Class (Students experience)

[https://drive.google.com/file/d/1v\\_yYDBbCzS7AVqnpdmdli\\_b9KqlwXKd9/view](https://drive.google.com/file/d/1v_yYDBbCzS7AVqnpdmdli_b9KqlwXKd9/view)

Video No 4. Miguel's Class (Books and readings)

[https://drive.google.com/file/d/1ol8XJ80zdQlh4HavAPR7z49GIISU\\_HjU/view?usp=sharing](https://drive.google.com/file/d/1ol8XJ80zdQlh4HavAPR7z49GIISU_HjU/view?usp=sharing)

Video No 5. Ana's testimony (Her experience with CLAP as practitioner)

<https://drive.google.com/file/d/1KKRaTqeNmCxaJm5wejfkECI1VnII1nMH/view?usp=sharing>

Video No 6. Giselle's testimony (Her experience as future teacher in Early Childhood Education).

<https://drive.google.com/file/d/1XXyopWflw103WfEieaPhps9aA6GrsPHB/view?usp=sharing>

Video No 7. Luisa's Class (Draw up your dream travel)

[https://drive.google.com/file/d/157rI4OOp0JhUJPKXVj0olyuiXfcc6\\_ZN/view?usp=drivesdk](https://drive.google.com/file/d/157rI4OOp0JhUJPKXVj0olyuiXfcc6_ZN/view?usp=drivesdk)

Video No 8. Evidence of students participation (Creative devolution)

<https://drive.google.com/file/d/1GVTbAhLP1abvbfwsl7qCUr7gvixpx1R/view?usp=sharing>

Video No 9. Evidence of absence participation during the lesson (Students interaction and analysis by Daniela Garcia)

<https://drive.google.com/file/d/1GHkPt41zqxUWOk6nrUdTVsirqBW0WWgz/view?usp=sharing>

## **2. Folder with students experiences and projects:**

Folder No 1. Compilation of Students works. (Students creations during the CLAP classes).

<https://drive.google.com/folderview?id=1vMgz9yAVvnM920umq3yclQWclW64j2qf>

Folder No 2. Students' authorization for data collection (CLAP Documents).

[https://drive.google.com/drive/folders/1p8ceNd5Oovf-FDEhot\\_ZEismP4HodvnB?usp=sharing](https://drive.google.com/drive/folders/1p8ceNd5Oovf-FDEhot_ZEismP4HodvnB?usp=sharing)

Folder No 3. "Recopilación de experiencias CLAP 2021" Students data (Experiences during CLAP).

[https://docs.google.com/spreadsheets/d/1ST7nRsS9Y64NP00C0VGT0x\\_0q83NVRUG8M PpWVs3MjM/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1ST7nRsS9Y64NP00C0VGT0x_0q83NVRUG8M PpWVs3MjM/edit?usp=sharing)

Folder No 4. Syllabus Folders period (2021-1 & 2021-2) "CLAP contenidos Syllabus"

<https://drive.google.com/drive/folders/1q7Y1DdNm6OVz6TJFXKscwsAwM1bwuY3F?usp=sharing>

**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO**  
**FACULTAD DE EDUCACIÓN**  
**PROGRAMAS DE PREGRADO**

**ACTA DE SUSTENTACIÓN**

## Los examinados:

Luisa Fernanda Bonilla Ocampo

Daniela Fernanda Garcia Monroy

Miguel Angel Gonzalez Mahecha

**Del programa:** Licenciatura en Idioma Extranjero Inglés

**Presentó sustentación del proyecto de grado titulado:**

CLAP - COLLABORATIVE LEARNING AMONG PEERS

**Ante los jurados:**

Mable Julia Díaz Franco

Sebastián Concha Vargas

**Obtuvieron el concepto:**

**APROBADO**

**REPROBADO**

**Para constancia se firma en Bogotá, D.C., el día 06 del mes de diciembre de 2021**

**FIRMA DE LOS JURADOS:**

*Mable Díaz F.*

---

**Mable Julia Díaz Franco**

*Sebastián Concha Vargas*

---

**Sebastián Concha Vargas**

*Blanca Lucía Cely Betancourt*

**VoBo.** \_\_\_\_\_

---

**Blanca Lucía Cely Betancourt**