

LINKING ROCHEREAU LANGUAGE CENTER'S PEDAGOGICAL PRAXEOLOGY 1

APPLYING UNIMINUTO'S PEDAGOGICAL PRAXEOLOGY IN ENGLISH
TEACHING AT ROCHEREAU LANGUAGE CENTER

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MASTER'S SCHOOL OF SCIENCE AND EDUCATION

WITH EMPHASIS IN ENGLISH DIDACTICS

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Title: Applying Uniminuto's Pedagogical Praxeology In English Teaching At Rochereau Language Center

Author: Jasbleyde Sánchez Mendoza

Key words: lesson plans, Praxeology, Pedagogical Praxeology, didactic material, curriculum.

Sources: observation, questionnaires, lesson plans, workshops

Contents: Introduction: At *UNIMINUTO*, the Pedagogical Praxeology is an alternative approach that is established in the academic context, this alternative is implied to be applied in the classes, with the purpose of highlighting those stages that students and teachers can develop in class.

Theoretical Framework: In *UNIMINUTO* Pedagogical Praxeology is defined as the search of the building of a person that integrates knowledge (theory) to action (praxis), and who has the ability to coordinate and integrate society with his life project, in RLC curricular educational project. Pedagogical Praxeology is taken inside *UNIMINUTO*, with the main objective being the transformation of the participants in the educational process which is mediated by the Pedagogical Praxeology approach and its stages. (PEC, 2002)

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Proposal: It is a didactic proposal where it is relevant to enquire how this proposal could help to generate cohesion and coherence between the Pedagogical Praxeology approach and the daily English classes, which has as main objective to improve the students' linguistic skills and to serve as a source for teachers to effectively apply such approach in their daily classes.

This didactic proposal it is presented with the use of two didactic materials which are: lesson plans and workshops, pedagogical praxeology is presented inside these in an instrumental way.

Origins of the proposal: Interaction, theory and praxis, are not appropriately taken into account in these English teaching learning processes. This is why it is relevant to enquire how a didactic proposal could help to generate cohesion and coherence between the Pedagogical Praxeology approach and the daily English classes, which has as main objective to improve the students' linguistic skills and to serve as a source for teachers to effectively apply such approach in their daily classes.

Participant: There are 20 students of Rochereau Language Center from English 3 level students, among 17 and 23 years old. The students belong to industrial engineering, physical education and Bachelor in pedagogy.

Stages to implement the oral proposal: questionnaire, where the statement of the problem was established. Observation: in order to see how teacher apply pedagogical praxeology inside the classroom. Application of the proposal, three lesson plans with their corresponding workshops: Avatar movie workshop and lesson plan; where is the love song workshop and lesson plan; Steve jobs reading activity workshop and lesson plan

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Analyzing the proposal: To analyze these the pedagogical proposal a questionnaire was made to students in order to identify if they saw any English class academic improvement.

Objective The general objective formulated at the beginning of the study was reached because Through the didactic proposal English teaching process enrich the Pedagogical Praxeology Approach in Uniminuto English classes.

Recommendations: This research study recommends to consider to include some didactic material where pedagogical praxeology component can be immerse in class

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Methodology: Action Research (Nunan)

Conclusions:

- a. Pedagogical Praxeology gives a path to follow and allows participants to explore their necessities and thoughts towards the teaching process in a motivating and appealing way.
- b. Teachers have the opportunity to propose different methodological approaches (creating knowledge) taking into account their own experience
- c. Action research method facilitates the observation and analysis of the gathered information, showing the results for a flexible Pedagogical Praxeology approach.
- d. Opens the possibility to link pedagogical praxeology in a clearly way with Uniminuto curricular foundations and therefore in English classes.

Bogotá, October 30th, 2015

ABSTRACT

This work intends to narrow down what *Universidad Minuto de Dios (UNIMINUTO)* expects from its curricular foundations and objectives regarding the effectiveness of its classes, taking into account one of its objectives, which is to integrate all the community with the philosophy presented in its curricular foundations.

The objective of this research project is to state the possibilities as to how the academic English processes students and teachers can enrich and work out the Pedagogical Praxeology in English classes. This process requires appropriate strategies that might be acquired gradually, assuming the Praxeology approach as part of the academic and learning teaching processes as a valid strategy.

This research registers the theoretical framework, the main concepts of the Pedagogical Praxeology approach, some important elements that are part of this approach such as *the see, act, the judge and the creative return*; as well some concepts that are part of the curricular design and didactic materials. All these elements are present since they are needed in order to understand how to enrich and integrate this approach in the English classes.

This work is based on action research, and its contents include the results of the research design, the implementation of didactic proposals based on the approach and class

workshops based on the creation of the lesson plans, all of them related to such approach and supported by the curricular foundations stated by *UNIMINUTO*.

The research done offers to the Corporación Universtaria Minuto de Dios, to their teachers' staff and to students the opportunity to materialize the concept Pedagogical Praxeology, and at the same time opens the option to continue doing pedagogical praxeology studies in order to improve English learning skills.

Key words: lesson plans, Praxeology, Pedagogical Praxeology, didactic material, curriculum.

CHAPTER I

1.1 INTRODUCTION

In today's world there are many Universities in Colombia which are in the accreditation process, a decisive requirement to obtain the approval from the Education Ministry in terms of quality, a process in which The "*Corporación Universitaria Minuto de Dios*" (*UNIMINUTO*) is involved.

In *UNIMINUTO* there are a lot programs that are aiming to get this recognition, including the Rochereau Language Center (RLC). As a part of the faculty of education, the RLC is responsible for the implementation of the English classes to all the students of the University, and students from different programs besides the RLC are responsible for teaching the English classes to the rest of the academic community, which is composed by external students, administrative staff.

In order to obtain such approval, *UNIMINUTO*'s RLC is adapting its curricula to the requirements that The Accreditation National Council ("*Consejo Nacional de Acreditación*" CAN, in its original language) is demanding in terms of curricular guidelines for universities¹. By abiding to these guidelines, RLC has to work on the coherence of its

¹ Characteristic No. 16: Comprehensiveness of the curriculum.(pg. 27)

"El currículo contribuye a la formación en valores, actitudes, aptitudes, conocimientos, métodos, principios de acción básicos, capacidades y habilidades generales y específicas, de acuerdo con el estado del arte de la disciplina, profesión, ocupación u oficio, y busca la formación integral del estudiante, en coherencia con la misión institucional y los objetivos del programa."

(Lineamientos para la acreditación de programas de Pregrado, January 2012).

curriculum with the mission and the objectives of its English program, namely, the curriculum has to be flexible in order to be relevant and current, and to be in accordance with the students and teachers' curricular needs.

The RLC aims to achieve such coherence by means of reinforcing three theoretical and methodological perspectives: One is a critical and social pedagogy, which aims to educate good citizens. Another one is a communicative approach that allows students to grasp a broader view of the foreign language, by considering not only a linguistic structure, but the social and cultural function it contains. The third one is an academic Praxeology, which strives for the building of a person who integrates knowledge (theory) with action (praxis), and who has the ability to coordinate and integrate society with his life project, a perspective which is attached to the curriculum model, hence its name, Pedagogical Praxeology.

The topic to be worked on in this study, is Pedagogical Praxeology, an approach which is included in both *UNIMINUTO* and RLC's curricular foundations. This study presents a proposal composed by 3 lesson plans, in which the teacher, in the learning and teaching process is going to be able to select or even to create new strategies in the academic process in order to make an improvement in the learning process, under the premise to look for coherence with *Uniminuto's* curricular foundations. The expectation for this proposal is that with the use of certain didactic materials, there can be an improvement in the academic results of the students involved, under a curricular coherence, as well as to

serve as a guideline to standardize some specific processes, methodologies and topics in the curriculum.²

Pedagogical Praxeology argues that nowadays the process and learning process cannot be identify as one, only and unchangeable, due to human beings possessing different ways of learning and teaching, and as an individual or as human groups the ways of learning and teaching should be respected and can be enhanced in different ways in the daily life.

At *UNIMINUTO*, the Pedagogical Praxeology is an alternative approach that is established in the academic context, this alternative is implied to be applied in the classes, with the purpose of highlighting those stages that students and teachers can develop in class and that they seemed to not be aware of.

Other strategies and resources applied in RLC used as standardized processes are the exams and the pace schedules for the teachers, which state the general instructions for the academic period, given at the beginning of the semester. The general instructions show the level to be reached, generalities of the course, general policies, type of tutoring to be worked on, percentages of the evaluation process, general competences and the topic to be worked on during the term.

² Based on the rules from the RLC regulations, which state: "... los procesos de enseñanza y aprendizaje de un idioma son concebidos como situaciones interactivas y comunicativas en las que los sujetos implicados construyen, afinan y enriquecen sus conocimientos..." (Por eso se afirma que) existen diversos tipos de materiales, el enfoque comunicativo se centra en tres clases, todas ellas con el fin de permitir el desarrollo de la competencia comunicativa en el estudiante.: materiales basados en textos, materiales basados en tareas, y material autentico.

(*Proyecto educativo y curricular del centro de idiomas Rochereau* (PEC-CIR pg.12))

1.1.1 Statement of the problem:

In every part and branch of *UNIMINUTO*, the concept of praxeology, subjected by the Center's general foundations and principles, is an integral part of all the academic processes. This is why the first step in this project is to identify in which ways praxeology is attached and shown in the policies of the classroom, and thus, we need to identify what kind of curriculum procedures and teaching and learning strategies are included and enriched by the teachers in the RLC and how those strategies pertain specifically to the Pedagogical Praxeology approach. In order to diagnose the problem, a questionnaire was done to 5 teachers and 20 students of the Center, during the second semester of 2014.³

With the questionnaire applied, it was possible to see the current purpose of the teacher in the class, which is to create and design some learning strategies (not lesson plans, not Pedagogical Praxeology processes) in order to improve students' English linguistic skills, avoid monotonous classes and to fulfill the standardized contents given. The results of the questionnaire show that those strategies do not match with the Pedagogical Praxeology's theoretical and methodological perspective. It is through the results of this questionnaire that this project takes the Pedagogical Praxeology perspective and its necessary effective inclusion in the academic processes in the Center as the object of study, and later on it gives a didactic proposal to go over the necessary steps for such inclusion. (Appendix A).

One of the theoretical and methodological Foundations in RLC is Praxeology, defined as a reflexive and critical discourse over the action and over the social and

³This survey was only done in order to lay out the problem, the participants in the survey are not participants in the design of the subsequent proposal.

pedagogical practice in an educational environment, which looks for coherence, relevance and an efficient improvement in the learning process. This can be further explained as the Pedagogical Praxeology approach links the education theory with the education practice.

Due to the apparent lack of inclusion of methodological practice of the Pedagogical Praxeology approach in the classes observed and confirmed with the questionnaire, it is also possible to note down that teachers show a theoretical, methodological and practical rupture and opposition to the Center's foundations. For example this can be reflected on teachers' class management, which can be confirmed by, for instance, seeing how the teachers do not take into account or they do not know the Pedagogical Praxeology phases, (*see, judge, act, creative return*), or in some cases, they are not even aware of what Pedagogical Praxeology is. They are not aware in which phase of the approach they are in the moment of using, managing or working in an English class, as they manage their classes with a plan that does not include Pedagogical Praxeology, and their English classes have a certain lack of consistency with the theoretical, and methodological perspectives that RLC expects. As a result, Pedagogical Praxeology is not noticeable in the practice that teachers implement in those classes.

(Appendix B)

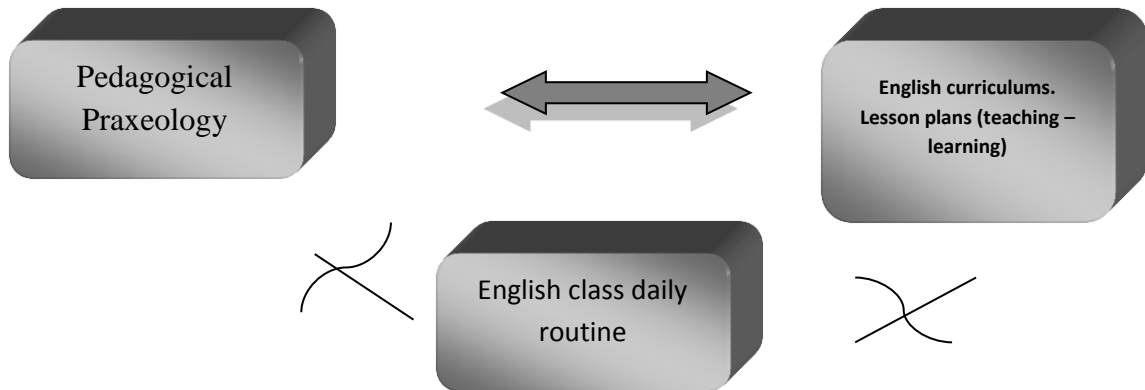


Figure 1 State of the Problem. Actual current class procedures in the Centre

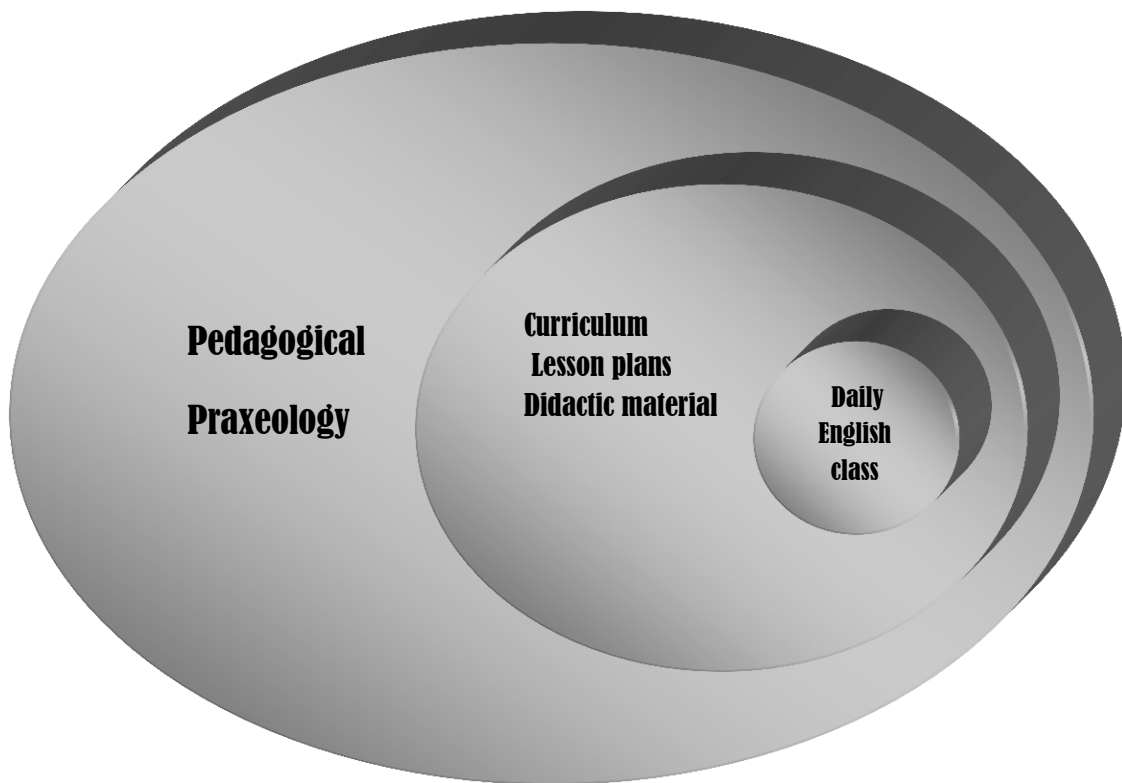


Figure 2 Ideal State Of The Problem. (Figures1,2 designed by Jasbleyde Sánchez)

Procedure to be carried out in the English classes, based on the proposed Approach.

Based on the questionnaire results, it seems that teachers are using strategies that they consider suitable to accomplish their objectives in their English classes, but they are still failing to meet what RLC requires in its curricular foundations, because there is no evidence of the implementation of the Pedagogical Praxeology approach in their English classes. This is to say, interaction, theory and praxis, are not appropriately taken into account in these English teaching learning processes. This is why it is relevant to enquire how a didactic proposal could help to generate cohesion and coherence between the Pedagogical Praxeology approach and the daily English classes, which has as main objective to improve the students' linguistic skills and to serve as a source for teachers to effectively apply such approach in their daily classes.

1.1.2. Research Question

For this reason, the question that is expected to be answered in this research is: **How enrich the English teaching process by the implementation of The Pedagogical Praxeology in Uniminuto?**

1.1.3. Object, Field, and Objective of the Project

✓ Consequently the Object of study of this project is the Pedagogical Praxeology approach in the English Class. The Field of study is Pedagogical Praxeology approach with the third level English teachers. The Objective of this study is to enrich the English teaching process by the implementation of The Pedagogical Praxeology Approach, through a didactic proposal in Uniminuto.

1.1.4. Specific objectives

- To describe teaching strategies (or better Schemes) in RLC current English classes.

- To state academic guidelines for standardizing teachers' lesson plans based on RCL's Pedagogical Praxeology approach.
- To serve as an initial procedure for standardizing teachers' design and implementation of didactic materials based on RCL's Pedagogical Praxeology approach.

This work intends to answer the following question: **How to enrich the English teaching process by the implementation of The Pedagogical Praxeology in Uniminuto?**. To answer this, it is necessary to study the theoretical framework: Praxeology, and Pedagogical Praxeology, didactic material and curriculum.

1.1.5. Justification

The Pedagogical Praxeology proposal attempts to provide solutions to a practical, theoretical and methodological problem, and three interventions are systematically implemented in order to explain how the solutions are given.

The general concept of Pedagogical Praxeology considered in this project is one defined as the process that looks for developing and maintaining a professional attitude of inquiry, enriched with theories and research methods, and allows a disciplined reflection of educational practice and the development of knowledge and didactic (Juliao, 2011)

The importance of this research project stems from the fact that the Pedagogical Praxeology Approach is part of the principles and curricular foundations of the University, which, in turn, is a necessity to reach and accomplish what the Center intends, in terms of academic results, as well as to formalize the intended procedures in the learning process.

This research project is also important for the RLC regarding the initial establishment of an academic basis in the study of Pedagogical Praxeology implemented in the University, which have to be linked with methodology of the learning and teaching process, in order to implement strategies that could improve the socio - academic level of the students from the University.

The Pedagogical Praxeology Approach gives students parameters to put into practice the points of view of the University; in addition, students are witnesses and beneficiaries of the implementation of this approach proposal due to this specifically defined 4 stages (*see, judge, act, and creative return*), and it helps students to follow these stages to accomplish their academic, social, and personal objectives.

This proposal gives a guide to teachers to implement Pedagogical Praxeology inside their English classes.

Besides the previous, for teachers and students, this proposal highlights the necessity to set new goals to be reached, in order to improve academic, social and personal levels of understanding and knowledge. Through the understanding and effective implementation of the Pedagogical Praxeology approach the participants can create new proposals to further expand on it.

During this research project it was seen that there were not documents that deal with the implementation of the Pedagogical Praxeology approach in the classroom, which is why this research is part of a contribution to UNIMINUTO, for the understanding of the approach and its application in the RLC English classes. This project takes into account some theory about this approach that has already been written but noticing that nobody has

created a proposal based on the Pedagogical Praxeology in which its stages can be clearly identified in practice.

This project intends to show the importance of the implementation of Pedagogical Praxeology in the University and its actual inclusion in the daily academic routine, taking into account what the curricular foundations say in the documents in the institution; as well as to establish a criteria of the responsibility that each of the people that are participating in the educational process have.

In order to demonstrate such goals, some class observations were done to identify the objectives of Pedagogical Praxeology, which do not correspond to what *Uniminuto's* PEC and documents on the Pedagogical Praxeology establish. these observations show that the majority of teachers do not apply the four stages of the Approach in their classes, a fact that shows the rupture between the intended Pedagogical Praxeology approach and RLC English classes.

The Proposal is developed on in order to improve English didactic methodologies which have to be adhering to the Pedagogical Praxeology approach.

Based on all these facts, it is possible to see that in UNIMINUTO is relevant to create a didactic proposal where teachers can understand the academic process in RLC's Pedagogical Praxeology approach, where the participants can find a way to integrate it consistently within the English teaching and learning process.

CHAPTER II

2.1 THEORETICAL FRAMEWORK

Based on the statement of the problem, it is necessary to focus on the main constructor : Pedagogical Praxeology with its stages, namely *the see, the judge, the act, and the creative return*, didactic material and curriculum.

2.1.1. Praxeology

The first constructor is, Pedagogical Praxeology point of view, there are at least two institutions in Bogotá that are working on the implementation of Pedagogical Praxeology approach. The first place is the; “Facultad de Ciencias de la Educación Universidad la Gran Colombia”, Bogotá Colombia. Where they say that Pedagogical Praxeology is the way to build a pedagogical knowledge, it is composed by a theory and a praxis process which enables the participants of this pedagogical approach to have an opportunity to build, to reflect upon their own pedagogical praxis and helps to build an experience with an ethical sense, allowing to create a new prospective life.

In the second place is “UNICATÓLICA y el Centro Educativo Industrial Luis Madina” where the Pedagogical Praxeology approach allows to build social innovators that address the knowledge under a process of observation, analysis, reflection and systematic interpretation of the socio-educational context, which leads to an institutional action, participation and intervention obtaining a transformation of their environment.

The Polish philosopher (logic Praxeologist) Tadeusz, Kortabinski, and the Austrian Ludwig von Mises, (cited in Juliao 2011), suggest that the basis of a particular science that has as an object human actions and different contexts is praxeology. However, they say that praxeology is the human action without taking into account the context, that the human being acts according to the necessities through human will and consciousness.

Juliao (2011) affirms that in 1980 the concept of praxeology was defined again in France, Belgium and Canada due to a study of a specific field of the human being, which was called the social and educational intervention. There were some reasons for the revival of the concept, as follows: first, some professionals began to demand the construction of theoretical and practical knowledge necessary for their work. Then, inside the social and educational fields there were sensitive aspects where the future of humanism is increasing in a participatory democracy and citizenship aspects. And finally in the socio-educational level, the intervention field became necessary to define the type of research which involves the use of multiple learning, created and formalized through action of human sciences.

Also he says that the sociocultural context gave origin to the term praxeology: where it is affirmed that there is a social actor model encouraged, in essence, for their particular motivations and the necessity of finding personal satisfaction.

(Juliao, 2011) states there are many more thoughts that defined praxeology, such as:

It is the process that looks for developing and maintaining a professional attitude of inquiry enriched in theories and research methods that allow a disciplined reflection of educational practice and the development of knowledge and didactic.

It is what the Greeks called *paideia*, the sum of relationships, influences, teaching, learning, etc., living citizens in the sphere of the polis (cities): there was a time for education and one for life, all life was education, the city was the educator excellence. They do not differentiate between a formal school and other social institutions.

In UNIMINUTO Pedagogical Praxeology is defined as the search of the building of a person that integrates knowledge (theory) to action (praxis), and who has the ability to coordinate and integrate society with his life project, in RLC curricular educational project. Pedagogical Praxeology is taken inside UNIMINUTO, with the main objective being the transformation of the participants in the educational process which is mediated by the Pedagogical Praxeology approach and its stages. (PEC, 2002)

The concept of praxeology expects that students and teachers get closer to concrete reality, defining specific problems to solve in the communities and find innovative solutions. Praxeology (praxis, action, and logos, talk, speech) explained by Louis Boudreaux (1824-1900 "The Science Of Human Action") The Praxeology is an approach that expects that student sees, acts, judges, and goes for a creative return as a transformation of this surrounding. It looks for the building of a person who integrates knowledge (theory) to action (praxis) and with abilities to coordinate and integrate his life project with the entire society.

Also Praxeology points out that the dialogue between knowledge and action in a reflexive process provides practical tools to determine if the action is effective and which other improvements need to be done. According to (Juliao, 2011) Praxeology is an attitude

enriched with theories and searching models, which allows for a disciplined reflection about educational practice and the progress of the pedagogical and didactic knowledge.

Finally, Praxeology is an approach that expects the student and the teacher to apply the stages of: see, act, judge, and go for a creative return as a transformation. It expects the development of a person who integrates knowledge (theory) to action (praxis) and with abilities to coordinate and integrate his life project with the entire society. Seen in a more detailed way, the Pedagogical Praxeology stages are:

2.1.1.1 The See

The first step in praxeology is see (observation), in which a student develops some skills to recognize his actions from their own practice, see the strategies, the organization, and the circumstances and finding a way to enrich his community.

This is a phase of exploration and analysis / synthesis where the participants present diagnosis, problematize and characterize their necessities, and obtain answers for their questions. It is mainly a cognitive stage. Also the participant collects, analyzes and synthesizes information about their educational practice, showing the aspects that have to be improved, trying to understand their problems and sensitized them. It requires a second view: the understanding. In here the participant has to frame the key aspects of the practice, analyze the contents and the context, and identify the weaknesses and the strengths going further from the first view. The participants are also expected to understand the changes that have to be done inside the learning and teaching process. The observers have to be attentive towards the knowledge presented, and they have to pay attention to the unexpected or the changes in the process and be critical about it. (Juliao, 2002)

2.1.1.2 The Judge

The second step is to judge, where the participants have an intellectual capacity or skills that allows them to interpret, give a diagnosis of their context, to analyze, to explain, to understand what they see, the participants can distinguish and give a diagnosis of their context. This phase is the reaction in which the participant examines other ways to approach the problem, here they can give the opinion about the situations presented, considering different hypothesis, theories, in order to understand the praxis, creating a perspective and develop a sense of commitment to it; here the participants can integrate coherence with the intervention / analysis.

Here the participants have to understand what they have seen taking distance from the information given in order to establish common points. In this way they can propose, interpret and reorganize their practice.

2.1.1.3 The Act

Acting: where the participants organize and propose their local performance. This third phase of the process is the programmatic phase stage in which the participants take part and build a space to practice the completion of procedures and tactics previously validated by experience. Here the participants have to be consistent about what they observe, implementing innovative elements to participate in the improvement of the process.

Here the participants can implement a practice based on the responsibility in the process of all.

2.1.1.4 The Creative return

The last step is the creative return. It is the fourth phase of reflection in action in which the participants have to transform the reality and have to go deeper. Reflections about theory and practice have to be constant. It is a prospective phase which is a representation that tries to guide the project and practice, a representation of the future, which shows an ideal, a dream accomplished.

The creative return is also called prospective, which means the representations that orientate the practice, and where the participant set out an ideal future. It allows for a life change, an evaluation of a future life.

2.1.2 Pedagogical Praxeology

Pedagogical Praxeology is defined as the science of action. It is an interactive process, it is built over and done with reflection and action, and it is an ideal to get, through the construction of an integrated framework of the human being. Like Educability, it is the ability of a person to appropriate new behavior, throughout their social structure. It is an element of reality.

In UNIMINUTO, this concept has been worked on by Carlos Germán Juliao Vargas. He claims his theory "Logos Over Praxis". Logos is not just a theory that is over praxis. It helps to create in the participant, student or teacher. The analysis of the acts that make students create their own educational process, here all the participants learn through dialogue, which contributes to their personal experiences and cultural perspective. This dialogue allows the participants to propose a new perspective to solve problems and, at the same time, create a new point of view of their own reality.

UNIMINUTO is convinced that what really counts in education is not the product but the process lived inside all the processes where all the participants achieve a certain level of knowledge, this being the construction which makes learning a Praxeology rebuilding process.

Pedagogical Praxeology allows teachers to help the students discover their own abilities, their strengths and their weaknesses, in a way that students can build new strategies, in order to improve their learning process. This process helps teachers to adapt and create new teaching strategies, which can fortify the whole process. In this way Pedagogical Praxeology is the science of action.

Here the participation of the teacher plays a significant role so, as stated in (Juliao, 2013), the teacher's roles are: first to allow a conscious process to obtain significant content, second, to help learners to generalize from their own experiences and practices and third, to show students to whom and what they have to face in their path.

It is here where the participant's experiences play an important role because in this process teachers and students are applying the Pedagogical Praxeology approach. As an example of this process, the teacher can apply workshops where the characteristics of this approach can be recognized as processes in which the students have to participate in an active reflective way of their own academic process, transforming their conceptions about theory and praxis, creating a better understanding of their learning/ teaching practice

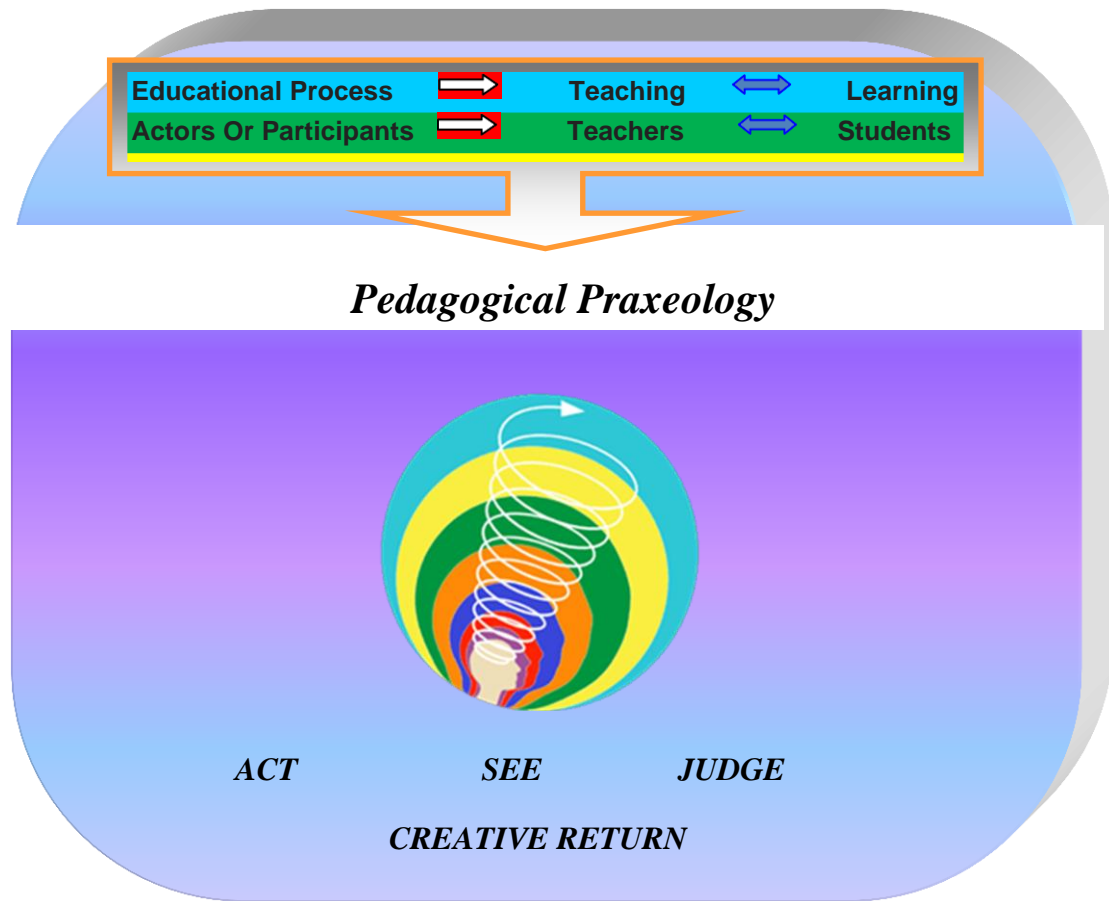


Figure 3 Pedagogical Praxeology (Figure designed by Jasbleyde Sánchez)

On the other hand, didactics in the Pedagogical Praxeology has an interpretative approach, all the information that is taken from its stages (see, act, judge, and creative return) is used in order to generate solutions in the Pedagogical Praxeology context, didactic helps teachers to plan new strategies to solve educational difficulties from the interpretative approach, producing knowledge, because praxis works together with theory, producing new productive knowledge applicable to reality.

According to (Juliao, 2013), an educational context is the key to an ideal teaching learning environment in Pedagogical Praxeology, because in that environment human being

interactions take place, the participants do collaborative actions, reflect and question their own roles in that Pedagogical Praxeology process. He also mentions that the role of the teacher in a Pedagogical Praxeology process can be consistent and the content can be significant, because teachers help students to define experiences that are part of their learning process.

The Pedagogical Praxeology is based on transforming critical educative process, first, with the ethical and political bases: Pedagogical Praxeology explains its aims and requirements to be submitted to a critical process. Second the conscious and reflective action: to transform knowledge, understanding and interpreting the reality.

The dialogue as a pedagogical encounter: it is the dialogue between teacher and students sharing knowledge and experience as creators of knowledge. The participation, democracy and empowerment: these are pedagogical principles; those are part of community changes.

Socio educational context as part of Pedagogical Praxeology place: through human relationships which obtain social transformations, life experience and desire, and it also takes into account the cultural background and the participants' experiences.

2.1.3 Didactic Material

The second theoretical construct is English didactic material. Didactic materials have a big importance in the learning and teaching English processes inside the classroom. Didactic materials allow students and teachers to find a way to improve, to motivate and to develop better classes. Didactic materials also help to accomplish curriculum, and micro curriculum objectives (from the political perspective). They help to build critical positions

and to generate some academic changes from the sociological, political and economic problems that students and teacher have to face every day.

Nowadays, the national government has made decisions that have brought many changes to policies and regulations, which have helped to improve education. As a result, through the different political decisions made, the government expects to improve student's academic level, that is why, it is important to comprehend policies and adjustments that are assumed and that will increase autonomy, responsibility and commitment in the participants of the learning/teaching processes.

RLC is following a process in which it is needed to update didactic material that has been used inside the Center, that is why inside RLC some questions have been brought up about what didactic material is, what the strategies are that make teacher know whether some material is a good or not, which is a good tool to help him / her in the development of a class process.

Teachers are conscious about the necessities in the learning process. Besides there is a group of teachers that are part of the curriculum group; this group is supported by RLC's coordinator and director. That is why the policies have been analyzed in order to look for material that has coherence with those policies and teachers' experiences and necessities.

An author who talks about didactic material is (Marques, 2011), who classifies, and specifies each type and use of educational materials. He claims that not all materials used in education have been created with an educational intent.

He differentiates the concepts of didactic means and educational resource. He states that a didactic mean is any material prepared with the intentions of facilitating the teaching

and learning process, and an educational resource is any material that, in a particular educational context, is used with a didactic purpose to facilitate the development of training activities.

Another perspective is didactic material, one international inquiry made in Galicia, Spain, in (Rodriguez, et.al, 2007), says that the didactic material has been used as an alternative to implement a proposal to intensify cultural and sociological aspects, by means of doing an experimental, complete, authentic language learning experience. Those aspects help teachers and students, to be aware of their identity and their values; besides that, it helps students to develop critical attitudes in terms of political, moral and social foundations, which improve their interest in their own learning process. He also describes how teachers teach nowadays, focusing on the use of behavioristic activities, that are based on grammar structures, mechanic and repetitive exercises. They conclude that this kind of performance or class management satisfies the education system requirements, but does not relate to students' reality.

On the other hand, (Lopez and Tello, 2008) conducted a study which proposes that teachers should become critical researchers inside the classroom, and they should question the objectives, competences and material that is given by the institutions (if the institutions provide this). That is why they should support their chosen material, not for just filling the curriculum mandatory components, but for improving the academic and pedagogical level of any subject.

Considering this theory, the question of this project is about developing a didactic proposal which allows a curricular link between Pedagogical Praxeology approach and English teaching and learning. According to (Smooth, 2010) teachers teach in the same way

they learned, in spite of their pedagogic training; from this statement and taking into account the research background, we can infer that teaching practices, even material use, are not sufficient for new generation of students and are object of attention. For that reason, the present study is a form of re-cognition and re-creation form for teaching and learning practices, as well as a place to design a new approximation to the teaching and learning field linked with the Pedagogical Praxeology approach. In this, it is important to describe, to link and to establish a didactic proposal to guide teachers in the usage of lesson plans as a didactic material, at RCL, according to Pedagogical Praxeology approach.

To better understand this topic it is important to define what didactic material is, to do so, several perspectives are going to be taken into account. The first perspective is given in (Moreno, 2004) states that didactic materials are those instruments designed in order to help teachers and students in the teaching and learning processes.

Additionally, Zabala, (As in Herrero Moreno, 2004), defined didactic material as: "Instruments and teaching means that provide guidelines and criteria for decision making, both in the planning and direct intervention in the learning process". Also he affirms that: "Didactic material is understood as the resources (elements, objects, instruments) that are used in order to facilitate the learning and teaching processes inside the classroom." According to (Moreira, 1999), didactic materials are designed in order to accomplish a learning and teaching objective inside a process, which is stipulated or part of any curricular project. Another definition about didactic materials is given in (Mattos, 1963). He says that didactic materials are those materials which are available in order to achieve the student's learning processes.

After reviewing all these definitions, it is possible to state that the objective of the use of didactic material is to improve the students learning processes. The didactic material is also a way to materialize knowledge, in which students and teachers can manipulate it and in this way they can acquire, assimilate, modify and finally generate new knowledge.

There are materials that are used to give information about any kind of topic. These kinds of materials are called instructional materials. An example of these can be when a teacher may use instructional materials to support the learning process in a class. These instructional materials could include: Power Point presentations (visual aids), books and articles and materials for project development. (Rojas, 1996)

On the other hand, text books are part of pedagogical, cognitive, psychological and cultural processes, which is why selecting text books is a necessity in which it is important to take into account some characteristics that they need to have, in order to select the most appropriate textbook that fulfil the policies and objectives of the institution. (Rojas 1996)

Also, (Rojas, 1996) claims that the textbook contributes to teachers updating, and also proposes a route for the construction of knowledge, in which texts books should contain conceptual coherence, methodological, and systematic and efficient structures; these instruments offer economy of time and economy in physical resources, they promote contact with writing and reading processes. It opens the possibility to interact with the text, but this not only gives information, it proposes how to negotiate meaning, they provide tools to learn how to learn, they enrich socialization and allows classroom interaction and communicative activities.

It is intended that through the creation, the use, and the development of a different type of didactic material in the teaching process, the Pedagogical Praxeology approach can be part of the classroom. Such materials have to become a link between the Pedagogical Praxeology approach and the learning process, as a way to generate changes that allow to improve values, and to generate a connection among the Pedagogical Praxeology approach and didactic material

2.1.3.1 Material development

The didactic proposal was design under the concepts of Pedagogical Praxeology and task based approach, (Tomlinson, 2011) affirms that “task based language teaching (TBLT) constitutes a strong form of communicate language teaching. It aims to develop learners knowledge of a second language (L2) and their ability to use this knowledge in communication by engaging them in a serious of communicate task learners predetermined linguistic items (i.e. vocabulary and grammar) TBLT is based on a view of language learning that claims that an L2 is best learned through learners` effort to communicate with it” pg.212 as well the lesson plans were worked taking into account what Pedagogical Praxeology is and the steps that compose it : (see/observe, judge /analysis, act /production, creative return/ application. These didactic proposal was design in order to contextualize what Uniminuto so, RLC expects to be developed in the English classes, also it was expected to fulfill what students expect from a workshop, aspects like: interesting, updated or with modern information, dynamic, and topics that call their attention.

individual needs

2.1.4 The Curriculum

In terms of the Colombian legislation, this projects takes into account what is stated in the General Law of Education, Law 115, Article 76 about the concept of curriculum⁴.

(Posner, 2.003) considers the curriculum as a construction plan and training, which shows the direction to follow in terms of relevant processes that allow individuals to acquire skills that enable their autonomous formation by self-discovery and reflection. Moreover, he states that curriculum is a vision of institutional activities, which includes not only its mission, goals, philosophy and ideology, in addition to these objectives, it provides its institutional educational model with basic features such as curricular educational concepts, methodology, teaching and learning process and contextual links.

That is why, from any point of view, curriculum should not be considered a distributive content outline, but as a course of action that involves each of the educational institutions.

The curriculum is defined as the group of basic competences, objectives, contents, and methodological criteria and evaluation that students should achieve. (Zarur, 2010)

One of the definitions of curriculum, according to (Stenhouse, 1975) is a way to communicate the basic principles of an educational proposal in order to be opened to critical scrutiny and which can be put into practice. He also mentions that curriculum is a

⁴ “Currículo es el conjunto de criterios, planes de estudio, programas, metodologías, y procesos que contribuyen a la formación integral y a la construcción de la identidad cultural nacional, regional y local, incluyendo también los recursos humanos, académicos y físicos para poner en práctica las políticas y llevar a cabo el proyecto educativo institucional” “Ley General de Educacion” Ley 115 1994 Art 76

set of basic competences, objectives, contents, methodological criteria and a methodological evaluation. (Stenhouse, 1998)

Curriculum can be taken as a way to link the principles and the criteria in an educative proposal that can be translated into practice. In the same way, (De Zubiría, 1987) states that a pedagogical theory needs to be in a curriculum program in order to be worked on in the praxis field. He also states that the pedagogical theory must be built inside the general theory and practice, and this point is called the curriculum.

To sum up, according to the authors, it can be said that the curriculum must be considered and built upon by taking into account a dialectic relationship between theory and praxis, and as the link that has to be placed up between academic institutions and society.

The curriculum has three principal levels: the macro curriculum, the meso curriculum and the micro curriculum.

The first level is the macro curriculum in which the study plans are. They are established as the pedagogical model from any educational institution. The second level is the meso-curriculum that contains the programs of the subject; the third level is the micro-curriculum, which is composed by the modules, parts of the program units and the learning subunits. (Stenhouse, 1998)

The micro curriculum is a concrete level of the curricular designs; it is also the last link of the curricular structure. In addition, the micro curriculum reflects back the philosophy established by the institution to its curricular foundations. In this way it can be affirmed that the micro-curriculum has to be developed by teachers as part of their

academic responsibility, and should be connected to all the parameters of the meso-curriculum and the macro curriculum responding to the criterion and the curricular foundations established by the institution. The micro-curriculum can be established by units, projects, modules, problems, thematic core or programmatic units. This micro-curriculum can be constructed following a topic which is going to help to create an integrated, associated, interrelated, and a contextualized micro-curriculum. (Zubiría, 1987)

There are some elements that have to be part of the micro curricular planning, which are:

Theme: the program contents have to be interesting and real, for both the teacher and the student. **Objective:** what is expected to be reached in class, these objectives are proposed by the teacher and they have to be in consistency with the context and the curricular strengthening. **Contents:** what it is going to be taught. They have to follow a sequence according to the level of the course, taking into account performance criteria. **Activities:** how the class is going to be worked out, they have to be participative, motivating and non-monotonous. **Methodology:** strategies used in order to reach the objectives; they have a relationship with evaluative processes and the curricular components. **Didactic resources:** refers to what kind of elements are going to be used, they have to be clear and draw the attention of the participants in the learning and teaching process. **Evaluation:** to see if the goals were reached and if the process were suitable to the learning and teaching process. (Zubiría, 1987)

A model of a lesson plan that is in accordance with what the Pedagogical praxeology approach requires, is included in this project. (Appendix C).

CHAPTER III

3.1 RESEARCH METHODOLOGY

3.1.1 Epistemological Perspective

Since the question that this study intended to answer is How to apply Uniminuto's Pedagogical Praxeology in Rochereau Language Center English classes?

The epistemological perspective is the socio critical. The socio critical paradigm introduces the critical self-reflection on the processes of knowledge. Its purpose is to transform social relations and give solutions to problems generated by them based on the action reflection of the community members. Besides that, the socio-critical paradigm believes that knowledge is constructed by interests of the participants and knowledge is developed through a process of construction and reconstruction of theory and practice.

(Habermas, 1986), states that knowledge is not a product of individuals or groups, he said that it is always based on interests that have been developing from the natural needs of the human being and knowledge has been framed by historical and social conditions.

The socio critical paradigm according to (Arnal,1992) adopts the idea that critical theory is a social science. The socio critical paradigm promotes social changes providing answers to specific problems present within communities, but based on the participant observation.

(Popkewitz, 1988), states that some of the principles of the paradigm are: (a) know and understand reality as praxis; (b) joining theory and practice, integrating knowledge,

action and values; (c) to guide knowledge towards the emancipation and liberation of human beings; and (d) propose integration of all participants, including the researcher.

Among the most important socio-critical characteristics are: a general comprehension and a dialectical view of educational reality; then a democratic vision of knowledge and processes involved. Finally, the basis of a particular view based in the theory of knowledge and relationships with reality and practice.

3.1.2 Type of Study: Action Research

In this kind of project, Action Research is used because it is associated with the study of classroom actions and it includes social problems related to language teaching. Action Research identifies collaboration as an important feature with the aim to improve the current state of affairs within the educational context in which the research is being carried out. (Nunan, 2002)

Action Research gives teachers the chance to reflect on their teaching performance, helping them to find solutions to any kind of problems that they could face. Cummins and (Davidson, 2007) state; that action research for language teachers is “*an approach to collection and interpreting data which involves a clear, repeated cycle of procedures*”. This method help teachers to look for the opportunity to see their own performance in class and reflect on their teaching experiences allowing them to find possible solutions for their problems. It is usually associated with the study of classroom actions rather than focusing on social problems associated with language teaching. Action Research is conducted by teachers because they are valuable sources of knowledge due to their own role inside

classroom situations and as a result teachers can implement changes, since teachers will find results more credible and valid for their own needs.

(Nunan, 1992) says that a research that is becoming increasingly significant in language education is action research, as an opportunity for continued reflection.

Other authors like Cohen and Manion (cited in Nunan1992) argue that action research is concerned with the identification and solution of problems in a specific context. Also they said that "Action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context". They also identify collaboration as an important feature of this type of research, and state that the aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out.

Kemmis and Mc Taggart (cited in Nunan, 1992) affirm that to speak of action research is like a spiral in which the teacher reflects on, returns to, and extends the initial inquiry. According to (Wallace cited in Nunan, 1992) action research is basically a way of reflecting on the teaching or teacher – training or what is done inside the classroom. It is worked systematically collecting data on the everyday practice and analyzing it in order to make some decisions about what the future practice should be. Also the author affirms that it is a rational and intrinsic part of the good professionals' life. Teachers tend to use a wide variety of strategies for development: formal and informal. (i.e. discussions with colleagues on classroom experiences or problems relating to specific student). This kind of activity has useful functions: (a) Accessing useful background information. (b) Articulating

possible solutions to problems to improving self-teem. Teachers tend to be self-critical and they discover their strengths and weaknesses generally by means of making questions.

The author proposes the reflective cycle (Wallace 1991):

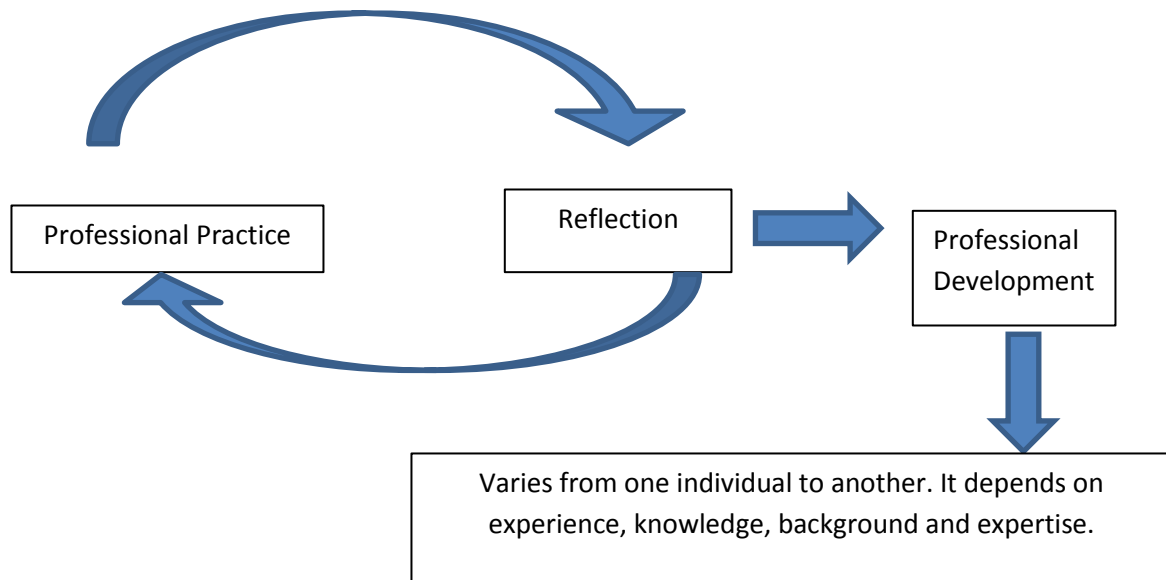


Figure 4. Diagram. Research inquiry and professional development reflective cycle (Wallace 1991)

(Wallace, 1998) states that action research involves the collection and analysis of data related to some aspect of our professional practice. This is a loop process, in the sense that the process can be repeated, until we have found a solution that satisfies us. In this sense this research intends to apply some strategies in order to integrate the concepts worked in this Pedagogical Praxeology, curriculum, learning and teaching strategies.

He also says that teachers can reflect on what they have discovered and apply it to their professional action.

According to (Nunan, 1992) the principal characteristics of action research are:

1. Analyze human actions and social situations experienced by the teacher.

2. The purpose of action research is to go to a deeper of teacher's understanding, creating a diagnosis of the problem.
3. Action research adopts a theoretical position where action changes the situation which is temporarily suspended until a deeper understanding of the practical problem is involved.
4. Explaining what happens, action research builds a script about the situation.
5. Action research interprets what happens from the point of view of those who act and interact in the situation.
6. Action research will describe and explain what happens; based on the situation from the point of view of the participants.
7. As action research considers the problems from the point of view of those who are involved in those problems, this can only be valid through free dialogue.
8. A communication flow must exist between research and participants; this will be the basis for the construction of the final report

It is heuristic, so, it allows the understanding of the problem giving greater importance to the phenomenon that occurs. Through this method it is possible to construct knowledge, allowing to establish concepts to improve the learning and teaching process, in this case in the inside RLC from *UNIMINUTO* context.

In order to develop the objectives of this study, a participant observation, and a set of questionnaires were used as techniques and data collection instruments.

3.1.3 Participant Observation

First, participant observation allows the researcher to be part of the observed phenomenon, a fact that originates understandings that would be impossible if it was made in fake environments or external observations. In this stage, the use of active participation in the process of observation is intended, since the educational event is multiple and dynamic, not only to set out methodological challenges in technique and in their instruments, but also required to enter the action field.

Jhon Elliot. (1985) Argues that educational research ought to become a reconstructed form of action research; a science paradigm, to which teacher researchers, would be the main contributors, rather than those in academic disciplines. (Marshall and Rossman, 1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study". Another author that defined participant observation is (Le Compte, 1999), who defines participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting"⁵

The participant observation is where the observer can participate and observe at the same time. He or she is part of the activities of the group which is being observed. There are some aspects that have to be taken into account in the moment of managing the plan. The observer has to take into account some simple questions such as: What to research?, How to observe?, Where to observe?, What to observe?, When to observe?, How to register?, How to analyze?

⁵ Taken from <http://www.qualitative-research.net/index.php/fqs/article/view/466/996#g5> p.91

Also (Schensul, And Le Compte, 1999) list the following reasons for using participant observation in research: To identify and guide relationships with informants. To help the researcher get the feel for how things are organized and prioritized, how people interrelate, and what the cultural parameters are. To show the researcher what the cultural members deem to be important in manners, leadership, politics, social interaction, and taboos. To help the researcher become known to the cultural members thereby, easing facilitation of the research process; and to provide the researcher with a source of questions to be addressed with participants.

In this research the role of the researcher is to be part of the process in the classroom as a teacher, and the students are going to be part of the phenomena to be observed. The observation was registered through field notes where the observation were made. Fieldwork involves "active looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience" (Dewalt and Dewlat, 2002)⁶.

In participant observation it is advisable to remember everything that was observed, to change the perspective in order to obtain a wider view and take notes immediately after the observation was made, where the observer registers, interprets and records what is observed. The data is influenced by the process of being observed and be part of the observation. The observer can accomplish an active or a passive role.

⁶ Taken from <http://www.qualitative-research.net/index.php/fqs/article/view/466/996#g5> p.vii.

3.1.3.1 How observation was made in this project

This project work, is based on Action Research, it gives the need to understand the educational practices of foreign language in depth, and its links with the theoretical and methodological approach proposed in the RLC.

In order to develop the objectives of this study, observation and questionnaires are used as techniques and data collection instruments.

This project uses sampling as a technique, which corresponds to the historical-hermeneutic epistemological perspective, this type of sampling is going to be used in the socio critical paradigm.

This project uses sampling as a technique, which corresponds to the historical-hermeneutic epistemological perspective, this type of sampling is going to be used in the socio critical paradigm.

The population for the project was 8 teachers from Uniminuto Rochereau language Language and full time teachers, and 20 students of RLC from English 3 level students among 16 and 26 years old. They belong to industrial engineering, physical education and bachelor pedagogy. All of the participants have availability of time and are willing to share their experiences during the course. The students are going to participate in the English classes where the didactic proposals are going to be applied as well at the end of the classes proposed the participants are going to answer a survey where the students perception becomes part of this study analysis. Teachers that participate help with the understanding of the theoretical development and methodological perspective inside the RLC.

An observational data technique was applied before and after the use of the lesson plans as the didactic proposal. During the collection of these data, the observations were

registered consistently. In order to do this, a format was used with the intention of reliability in the results. Each of the observations took 90 minutes, which is the time length of one class, a time in which it as possible to observe the corresponding meaningful behavior. A total of 8 (eight) observations of classes, were carried out, from different teachers; this number of observations allowed to compare the results obtained. The observations objective is to identify the Pedagogical Praxeology processes which are lay out in the curricular foundation of the *Uniminuto* University.

CHAPTER IV

4.1 DATA ANALYSIS

4.1.1 Initial observation

The planning of the observations process was made first with the statement of the problem, defining what was needed to be observed, so the first element was the English classes of some teachers that were ready and available to be observed, however due to the academic load, a participant observation was carried out, in which the researcher was part of the study, using direct observation as the selected methodology.

The observations were made in the English class level 3 from, six different teachers, classes given in morning time, all the classes lasting 90 minutes each one, and the data was taken in English as well as in Spanish, and registered in a written way, following a simple format designed by the researcher. These observations were made in order to see to what extent Pedagogical praxeology is applied in the English classes at the University. The group of students belongs to a middle class, they are aged from 16 to 25 years old, they belonged to different programs, and the teachers had been working in the University around for about 2 to 5 years, at the moment of the application of the observation. The observations made were basically descriptive, and selective. The recordings were taken in an open way and some basic categories were established for them from the beginning of the study.

The analysis of the observation were made taking into account the socio critical approach, these were categorized by its 4 stages, analyzing each of the situations presented in class. For each stage a color was assigned in order to identify to what extent Pedagogical

Praxeology is applied and how teachers and students work in each of its stages.

Additionally, some motivational aspects such as: the use of some didactic material were taken into account, to develop the Pedagogical Praxeology approach. For each of those points some colors were assigned, as follows:

XXX	See (observation)	XXX	Creative return Application)
XXX	Judge (analysis)	XXX	Act (production)
XXX	Motivational aspects	XXX	Notebooks and material

During the observations of each of the teachers, a chart was designed to register the number of times the participants were working in each stage of the approach. Besides, based on what was inferred from those observations, some key words from the Pedagogical Praxeology process were selected in order to discriminate and better understand the information collected during the observational process.

Teacher 1

Pedagogical Praxeology Stages	Key words
X see	Synthetize information
X act	Part of construction// looking for support
X judge	Analysis comprehension
X creative return	Transform reality //producing sentences, knowledge
X motivational aspects	Better level on English
X notebooks and materials	Photocopies

Teacher 2

Pedagogical Praxeology Stages	Key words
X see	Not seen
X act	Part of class // implementing process
X judge	not seen
X creative return	Producing a text
X motivational aspects	Not seen
X notebooks and materials	Color on board // use cellphone (-)

Teacher 3

Pedagogical Praxeology Stages	Key words
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X see	Organize information// explanation form context
X act	Analyze corrections
X judge	Not seen
X creative return	Not seen
X motivational aspects	Not seen
X notebooks and materials	Not seen

Teacher 4

Pedagogical Praxeology Stages	Key words
X see	Giving diagnosis
X act	Class participation
X judge	not seen
X creative return	Developing writing stages
X motivational aspects	Not seen
X notebooks and materials	Video beam

Teacher 5

Pedagogical Praxeology Stages	Key words
X see	Doing observation//observing topics // analyzing
X act	Not seen
X judge	Creating perspectives
X creative return	Not seen
X motivational aspects	Not seen
X notebooks and of materials	Using photocopies

Teacher 6

Pedagogical Praxeology Stages	Key words
X see	Not seen
X act	Class participation
X Judge	Selecting information
X Creative return	Creating a mental map// result contribution
X Motivational aspects	Not seen
X Notebooks and materials	Not seen

Here it is possible to see the number of interventions made by the teachers in each of the Pedagogical Praxeology stages

Pedag. Prax.	Teach.1	Teach.2	Teach.3	Teach.4	Teach.5	Teach.6	Total
X See	Xx		Xx	X	Xxx		8
X Act	Xx	Xxxx	Xxx	X		X	11
X Judge	X			Xx	X	X	5
X Creat. return	Xx	Xx		X		Xx	7

X Motivation	X	X					X
X Note mat.	X	Xxx		X	x		5
Total per teach.	9	10	5	6	5	4	

Through the reading and the analysis it is evident that there are some Praxeological processes involved, however, for teachers and students it is not evident in which stage of the processes they are. At the same time, the stages identified in the observations are not developed in a conscious way.

It is possible to see with the first teacher that all the stages were worked, at least 9 times according to the analysis. The intentions to work were: to synthesize information, to be part of construction of knowledge and looking for support of what students have understood, also they work on reading analysis comprehension in order to improve their English level.

In the case of the second teacher, the stages are not clear in the class. The class is worked out with two stages. Students are part of the class process creating a text as a result.

The teacher in the third class seems to be punctual and objective oriented, since the class was focused on accomplishing an activity and not completing a process.

The next teachers did not work on the stage of *judge*, students cannot participate in a clear form, and their analysis is off.

4.1.2 Observation Planning

For the classes to be observed, some activities were specifically developed, taking into account Freire's premise: "a teacher role is to propose problems around social issues in order to help students reach a wider and critical vision of their reality" (Freire, 2005 pg67.) As such, workshops based on the 2009 movie "Avatar", another based on the 2003 song "Where is the Love?" by The Black Eyed Peas, and another one based on a short

Steve Jobs biography were worked on in the classes, in order to allow students to develop a discussion of social issues. Those activities contain aspects that allow the teacher and students to apply the Pedagogical Praxeology approach.

4.1.3 Lesson Plan Format

Some aspects in the Lesson Plans were included. First was the inclusion of the stages of the Pedagogical Praxeology, as well as a connection with the English learning process, focusing on the main skills that have to be reinforced according to the Approach. For the specific explanation of each of the items of the lesson plan, see APPENDIX 3.

4.1.4 Piloting Stage

The group taken as a model of A group was one of a third level of English, with students from different programs. 10 samples were taken for the analysis and the results of the activities in the class. Some changes were made to the design of the activities, while the study was taking place. The samples to be analyzed were chosen from students who fulfilled these characteristics: Those who attended all the classes, students who finished all the activities proposed students who do not have any special needs. Their English level of knowledge was not taken into account. Their program was not taken into account.

The lesson plans presented in this work were designed considering the level of proficiency of the students, according to each of the parameters given by the RLC.

4.1.4.1 The Activities

The objective of the activities is to identify the Pedagogical Praxeology process seen through the lesson plan established for the class. (See Appendix 3 for more details)

The activities and lesson plans were designed taking into account the parameters established by the Common European Framework of Reference for Languages, where the principal skills in an English learning/teaching process are: reading, listening, speaking and writing.

In order to analyze the learning / teaching process, four significant aspects were taken into account during the lesson plan process. These are:

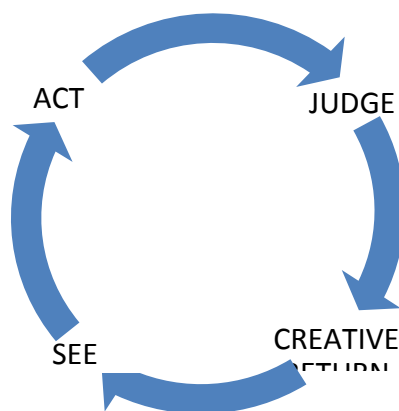


Figure 4: Pedagogical Praxeology stages

Following the Pedagogical Praxeology approach stages, most of the concepts were applied this way:

- See: (observation) where the students explore and look for the “Why” and defines the context of the practice. Here the students can work on biographies, life, history, analysis, images, documentaries and interviews.
- Judge: (analysis) where the student understand the practice. It includes forums, mental maps, debates, panel discussions, film forums, maps, conceptual maps, index cards and reviews.

- Act: (production) where the students design and implement pedagogic strategies that are going to be applied in their practice: workshops, action research.
- Creative return: (application) where the students reinforce the theory and build new actions over the practice. They build essays, videos, classroom projects, presentations. Activities that are going to help them improve their English learning process.

The activities were chosen in light of topics that contain social issues, or socio critical aspects which are considered important to be worked; it is expected that those topics motivate or touch students' reality and also make students better comprehended how important their participation and thoughts on those activities are. Additionally, some issues were included so that the students can engage in a debate, and as a result, some level of critical analysis could be generated. The workshops and activities were presented in their original English audio, with English subtitles, with the objective of helping students improve their English level, specifically with the input skills (listening - reading) and the output skills (writing – speaking), in a subjective way. For the activities, the stages developed were the ones stated in the Pedagogical Praxeology approach, specifically as follows:

- ✓ See: observation; where the students analyze the topic of the activity.
- ✓ Judge: analysis; students started to create a critical thought about the topic presented in each activity.
- ✓ Act: production; students start the process to complete the workshops, and do the activity proposed where included some questions and goals are included to be answered and completed by the students.

- ✓ Creative return: application; socializing, students share in what way the activity touch them and how they can be better with their lives and make the life of others easier.

In *UNIMINUTO* the Pedagogical Praxeology approach expects that students and teachers get closer to their concrete reality, defining specific problems to solve in the communities and find innovative solutions, (Juliao, 2002) which is why the didactic proposal and structure of the activities is:

1. Step: create a lesson plan (micro curriculum) where aspects of Pedagogical Praxeology and English skills were taken into account.
2. Step: Establishing Pedagogical Praxeology stages (see, act, judge, creative return) parameters.
3. Step: Applying **Pedagogical Praxeology**, through these activities students will:
Coordinate and integrate society with their life project. Develop criteria about their necessities, through self-awareness. See themselves in a social and educational intervention as active participants. Increase their ideas about participation in democracy and in citizenship aspects. Involve themselves in multiple learning strategies. Improve their English level, by applying Pedagogical Praxeology in their English classes.
4. Step: Designing the guide taking into account the Pedagogical Praxeology approach.
5. Step: developing the class with Pedagogical Praxeology approach.

4.1.4.2 Workshops Description and Analysis

4.1.4.2.1 First workshop: Avatar Movie

The first activity is a workshop about the 2009 movie *Avatar*, this movie was chosen because it is on fashion and thus can get the students' attention, and also, since it has been shown in many channels on TV, students already know the theme of the movie, and this was an opportunity to take advantage of it, making students see the movie from different perspectives, which can make it easier for them. The workshop is structured as follows:

First part: a contextualization of the movie and a summary of its plot.

Second part: key words. They are clues to facilitate the understanding of the movie, besides these words are going to be used in many moments of the movie.

Third part: questions of multiple that are sequential with the movie events. They do not cover all the movie just its first half.

Fourth part: answer sheet part: where students write their answers.

Fifth part: where students develop a writing activity and where they can express and use the vocabulary and engage in a basic topic discussion.

This guide was designed in order to be completed during and after the movie in order to do a monitoring of the understanding of the movie and in order to encourage students to use new English vocabulary.

Some pictures were shown in the workshop, as a warm up, to encourage students to use the vocabulary presented and to give their opinion about the different topics established by them. The following are the pictures presented to encourage students' use of English and opinions about the different topics taken before, during and after watching the movie.



Students give opinions about the difference between the concepts of *conquest*, *discovery* and *invasion*; (part not developed by the teacher)



The importance of respecting nature



The meaning of culture, religion and beliefs.

The application of the workshop were developed by parts.



First, the students started to watch the movie, they felt anxious and relaxed because most of them had already seen the movie.

Then students started to ask about the vocabulary presented in the guide and at the same time got involved in the movie.



In the right bottom of this picture there is a student that started to give answers about the movie based on the guide. At the same time, they use the guide in order to follow the plot of the movie.

General Pedagogical Praxeology observations analysis: First workshop: Avatar

<p>See: (observation)</p>	<p>Most of the students were very motivated because they already saw the movie. However, they observed the guide very disappointed, they did not want to see the movie from an academic perspective, later on they read the worksheet after being prompted to do so, they were very confused because of the reading plot and the vocabulary used on it.</p>
<p>Judge: (analysis)</p>	<p>When the students realized that the new perspective was going to take into account just their opinion (no learning grammar, vocabulary or any structure) students started to participate, they use just few words in English with any kind of connection or structures, and from then students watched the movie with a different attitude and perspective. The students' participation increased, they were taking into account the plot, the new vocabulary and the pictures shown by the teacher and they were giving their own opinions about the topics presented, such as nature, freedom, progress, conquers, love, loyalty, among others.</p>
<p>Act. (production)</p>	<p>While the students watched the movie and after, they filled out the workshop, showing interest, they were looking for new vocabulary in their dictionaries and at the same time, they asked about many words structures and vocabulary in order to build their opinion in a correct way, they compared theirs with other people in the classroom, criticized each other, and they wanted to continue the discussion, they also analyzed the</p>

	new vocabulary and looked for more details that caught their attention.
Creative return: (application)	During the discussions, students talked about how to help the earth, taking into account what happened in the movie, they talked about recycling and how to appreciate the natural resources, and they used basic expressions in English. Some people of the group gave tips about how to recycle water, and how they select their garbage.
Pedagogical Praxeology	
<p>The Pedagogical Praxeology process was evidenced throughout all the activity because both, the students and the teacher were taking the activity from specific established perspectives, they were interested in developing it, learning from it, and they were looking for ways to improve in order to reach a communicative competence in English. However, the emphasis intended was that the students wanted to give opinions about different social issues, since the basic premise of Praxeology is, as Aristotle puts it, “the result of an amount of good actions which involves the awareness of the individual, getting a result as a moral knowledge where it produce a way of wellbeing” which were the students’ attitudes in this activity.</p> <p>Additionally, through the activity there was a critical process of human situations, or as Juliao (2011) says, “a processes in which the students have to participate in an active reflection of their academic process, transforming their conceptions about theory and praxis, creating a better understanding of the learning/ teaching practice.”</p>	

4.1.4.2.2 Second workshop: “Where is the Love? Song and video.

The second activity is the 2003 song “Where is the Love?” by the “Black Eyed Peas”, a famous American hip hop group. This song was chosen because it is famous; it develops a question that gives the opportunity to the students to think and to analyze their own idea about love as an experience. The guide is structured this way:

First part: there are 4 questions where the students have to answer by themselves.

(Orally):

1. Where is the love? (This topic has to be discussed with the teacher)
2. What is love? (In groups)
3. Where do you find love? (In groups)

4. How many kinds of love are there? If they exist. (In groups)

Second part: key words used as clues to understand the song. Each of the words are defined in English, so students are encouraged to understand, to take the meaning from the context and to look for synonyms that can facilitate the understanding of the meaning.

Third part: part of the song to be arranged or reorganized.

Fourth part: two questions to be answered by students with their own answers.

Fifth part: song souvenir where students receive the song in a piece of paper in order to make them remember the song and the idea behind looking for love as an experience.

Here are some pictures where the students were participating in the activity:



After making a short discussion about the four questions, students started to listen to the song, most of the students knew the chorus of the song and they did not wait to listen at first but they then joined, as the teacher suggested.

Here students wanted the teacher to repeat the song over and over, all the members of the group were involved in the activity, however, the meaning of the words presented in the worksheet was the last thing the students wanted to do.





The teacher presented the video of the song, the students paid attention to it and got the general idea of the topic of the song, and the video helped them to better understand the meaning presented in the worksheet. A couple of students realized that the message “we are not a minority” appeared repeatedly in the video, the students wanted to talk about it and reached the conclusion that the majority of people are looking for the meaning of love in many different ways.

General Pedagogical Praxeology observations analysis: Second workshop: where is the love? Song and video

<p>See: (observation)</p>	<p>It is common to see the students very active due to this kind of activities that make them feel that they are changing their English routine and that is why they are motivated to do this.</p> <p>At the beginning of the song they remember the rhythm of the song but when it started to sound they were worried because it is a very difficult song to understand compared to the listening activity that they are used to do. However, a few students said to the group that the song was interesting and teacher told them that the important is that they are going to be able to understand the song, its general meaning and they are requested to just understand and sing the chorus of the song.</p>
<p>Judge: (analysis)</p>	<p>When the teacher showed the video, a discussion was started about the question “where is the love?” initially and later on they started to talk about the second one and talked about the meaning of a sentence that appeared in the video. This sentence was “we are not a minority”.</p> <p>Some other students just wanted to listen to and match all the song lyrics, the last thing they cared about was the meaning of the words given; however, they took most of the meaning from the context of the video and the short definition given in the worksheet, so the emphasis of the song was to look for the answer of the first question from the lyrics of the song and to complete the activity.</p> <p>There were some students that did not want to take part in the discussion, because they argued they did not have the vocabulary to say anything but to just fill out the worksheet and participate by organizing the lyrics.</p>
<p>Act: (production)</p>	<p>Most of the students did not notice that they were using the new vocabulary (in very simple sentences) to express their ideas, also they</p>

	worked very hard in the organizing of the lyrics, this made teacher replay the song over and over, and they were forced to sing along over and over as well; at the end of the activity they sang the chorus of the song very enthusiastically.
Creative return: (application)	This stage was seen through the interaction among the students, they listened to opinions and ideas from each other very attentively, even they counter argued some of those ideas, but they listened to each other, they forced themselves to express simple ideas in English, so they learnt something from the others.
Pedagogical Praxeology	
<p>The Pedagogical Praxeology process was evidenced throughout the activity because both, the students and the teachers were trying to give a complete answer about the first question (“where is the love?”) and the second question (“What is love?”) which students considered that should be developed in class. Finally, some students asked about the website where the article was taken and they saw that this link is very interesting in order to practice their reading and listening skills.</p> <p>In this stage both the students and the teacher were following one of the aspects that Juliao (2013) states “there is Pedagogical Praxeology where all the participants learn through a dialogue and all of them contribute to it from their personal experiences and cultural perspective, and in this dialogue the participants propose new perspective to solve problems and, at the same time, create a new point of view of their own reality.</p>	

4.1.4.2.3 Third workshop: Steve Jobs article Voa news

The third activity is the article from VOA news. (Voice Of America) <http://learningenglish.voanews.com/> about Apple Inc. cofounder Steve Job's short biography. This article was chosen due to the importance of the celebrity, one of the most important inventors of the century, and since it was presented and watched in different mass media. The worksheet is structured as follows:

First part: there are 3 questions which the students have to answer by themselves.

- (written):
1. Do you remember him? (Steve Jobs)
 2. Why is he important? (In couples)

3. How would you like to be remembered? (In couples)

Second part: key words as clues to understand the article. Students have to match the word with the meaning, they can take out the meaning of each word from the context of the article.

Third part: the article has 10 blanks in order to be completed by the students as they are working on the listening activity. This listening was played many times in order for the students to recognize all the words they have to fill out.

Fourth part: 4 multiple choice questions about the article.

Here are some pictures where the students were participating in the activity, by reading, listening and filling out the worksheet.

First the students were asking about the meaning of some words that they needed to use in order to fill out the worksheet, they were looking for synonyms that could help them to better understand the meaning of it. Also it was interesting to note that a student used one of the words in a sentence.



Then the students were listening to the activity and trying to solve it. There were some students that felt very concerned because they did not understand and could not follow the reading - with the listening, in spite of the listening being very clear and the pace of the speech was slow.

Students were discussing about the questions given in the worksheet, they did not have the vocabulary to express what they felt, however a little part of the class was allowed to work in Spanish, in that way teacher gave them the vocabulary they needed to build the simple sentences that helped them to say what they wanted.



General Pedagogical Praxeology observations analysis: Steve Jobs article. Voa .

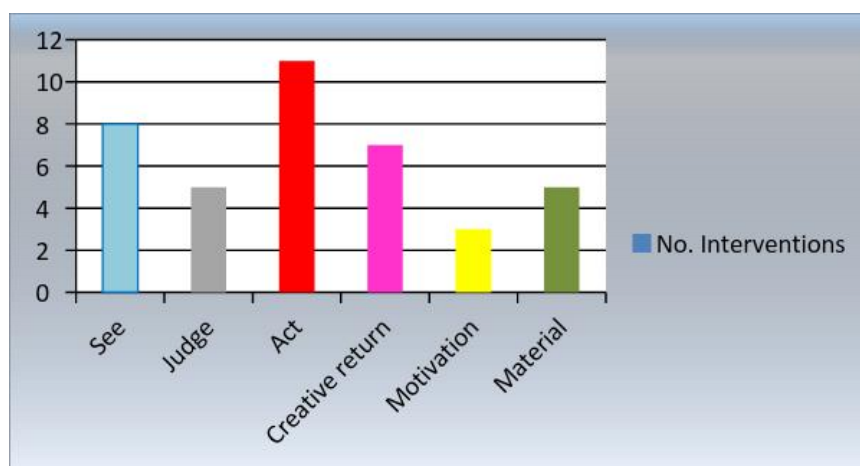
<p>See: (observation)</p>	<p>Many students did not know who Steve Jobs was, but those students who knew, gave some basic but interesting information; however, they found the activity long and difficult, and the information that was there, was studied in class. This activity was developed in couples to facilitate students the discussion of the answers of the activity. Students expressed that they felt insecure about the activity because they said that they did not understand the reading-listening activity.</p>
<p>Judge: (analysis)</p>	<p>While the students were doing the listening and the reading, they filled out the words with some difficulty, also they realized how important Steve Jobs was, and how he helped to create new technologies that facilitate students own lives. They reflected about how one person could change the life of others, how discipline can reach the objectives of a person. One of the questions that was developed in class was: How would you like to be remembered? Students just gave single words, they did not know how to express themselves and what to say in order to answer that question.</p>
<p>Act: (production)</p>	<p>Students took into account the stages developed before in order to use the vocabulary and the expressions to complete the activity proposed, also the listening activity helped students to better understand what the reading was about in general. In order to accomplish this, it was necessary to repeat the audio article several times.</p>
<p>Creative return: (application)</p>	<p>This video helped students to understand the activity, it was necessary to use it in class in order to get students attention and participation, since they were very uninterested about this activity, the analysis that they did was poor and they showed a lack of interest to the activity. https://www.youtube.com/watch?v=rULYYIx_-Po</p>

Pedagogical Praxeology
<p>The Pedagogical Praxeology process was used throughout the activity, however the result obtained was not what was expected, students did not like the activity, they were expecting something fun, not an academic article. However, there were some knowledge acquired because they already knew who Steve Jobs was, his work, and his inventions, and through this knowledge they understood that there are some difficult lives that overcome all the problems. They took Steve Jobs as an example to apply in their lives.</p> <p>In this the Pedagogical Praxeology approach was identified, as it helps teachers to discover the students' own abilities, their strengths and their weakness, so that students can build new strategies, in order to improve their learning process. This process can also help the teacher to create to adapt and new teaching strategies, which can fortify the whole learning and teaching process.</p>

With this description of the activities it is possible to notice that they are in concordance with Louis Bourdieu (1824-1900) theory, as he states that "the science of human action, the Praxeology is an approach that expects student sees, acts, judges, and goes for a creative return as a transformation. It looks for building of a person who integrates knowledge (theory) to action (praxis) and with abilities to coordinate and integrate his life project with the entire society." The Pedagogical Praxeology process can therefore be observed in every human action, in a conscious or unconscious way, and in the case of the students and teacher relationship, they can go through the stages of see, judge, act, and try to return something to build the society by means of applying knowledge to others, in several aspects of life, be economic, social, or academic.

CHAPTER V**5.1. RESULTS****5.1.1 Results of the Observations**

The number of teachers' uses of the pedagogical praxeology stages in their English classes is presented in the following chart:



We can see that to apply the four stages of pedagogical praxeology it is not mandatory to reach good processes; however it is important to understand that working with at least three of them will help teachers and students to understand a connection between the participants and the university principles.

One of the stages that it is clearly seen that it is not applied in class is the Judge (reflection). Teachers have a clear idea about their academic objectives, which are to accomplish the program given by RLC, as well as about their communicative objectives for the class, but they are not interested in trying to reach coherence with what UNIMINUTO expects in its curricular foundation, specifically with the Pedagogical Praxeology approach and all its stages.

The teacher has a very active role in the learning and teaching process. They have to be dynamic and active and assume a reflective position in which the learning and teaching process in the classroom allows for changes to be made, which can be accomplished with the inclusion of the students the teacher and the knowledge managed and produced in class by these participants, so that the knowledge is not produced by just one side. All the aspects mentioned before build and complete a pedagogical intervention that makes up a Pedagogical Praxeology approach.

5.1.2 Results of Questionnaire

The first instrument chosen was questionnaires. Questionnaires are part of the socio-critical paradigm; with this the researcher can write questions that require the choosing of an answer, which helps to collect efficient data. They provide flexible data, either through the simple counting of boxes or through the content analysis of written responses.

The questionnaires were worked in the research in order to collect information and analyzed the data collected. (Nunan, 1992) raised the issue that the creation of valid and reliable questionnaires is an important matter. It is not just a simple task to create questionnaires and take information from them.

The questionnaires in this research were worked in order to discover the perception that teachers and students have about the different phases worked during the development of this. Many questions were posed again in order to be clear and accurate for the participants. Finally, the questionnaires were analyzed taking into account the number of questions, most of the answer were closed, so for each of them were obtained a percentage of answer gained.

During the application of the workshops, the researcher intended to analyze what the most appropriate questions to be answered by the students were, to see if, in fact, there were any kind of changes in the way of learning and any teaching improvements during the process of the application of the lesson plans and workshops. The researcher also intended to appoint in which level the pedagogical proposal made a change with the Pedagogical Praxeology process.

By the use of questionnaires it was intended to demonstrate that by means of self-awareness in the Pedagogical Praxeology approach, the participants can obtain a certain improvement in their academic process, both students and teachers.

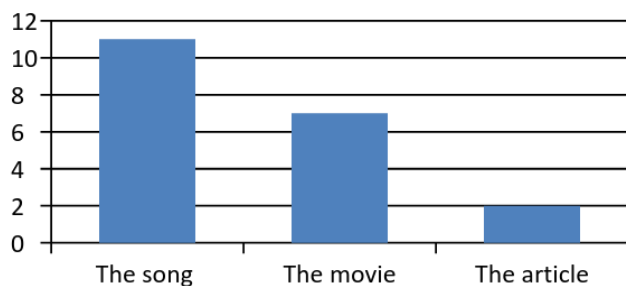
Questionnaires are a popular means of collecting data. It helps the researcher to collect data, and its quantification is easier than discursive data, due to its nature of being free from field notes, participant observer's journals, or the transcripts of oral language.

According to the results obtained from the questionnaire applied to 20 students that participated in the English classes, the researcher can infer that students think that the Pedagogical Praxeology approach applied to the workshops, make them easier and more noticeable if they follow the steps of this approach. They express that each step of the Pedagogical Praxeology had been included in the activities, they just did not realize that some teachers were applying this concept in their English classes. The steps were clearer and that helped to understand that approach. Students talked about identity with the *UNIMINUTO*, which demonstrated what Feldman. (2005) states that learning is a permanent changing process in the conduct of a person generating in that way experience. It means that there were behavioral changes which allow learning.

Also students' opinion about the last activity was that developing that kind of activities requires a lot of preparation that make them difficult without any training, (like the reading - listening activity), however, they asked about the link in order to start that training process by themselves. Another important fact in the results is that students think that English is definitely easy, and much easier if they follow the steps of the Pedagogical Praxeology process. So it is evident that learning it is necessary to take it into account, and in general to make this process more humane, and in order to make the learning English process more attractive, it is necessary to encourage students and the teacher to follow such steps of the Approach during the class. Finally, students' experience about the workshops was excellent for them. This result is a great fact because it shows that a planned Pedagogical Praxeology class with a design of a lesson plan and workshops as didactic material can be worked out as a collaborative activity and this creates a better classroom atmosphere for making feedback during the process where students can be active in their own learning process.

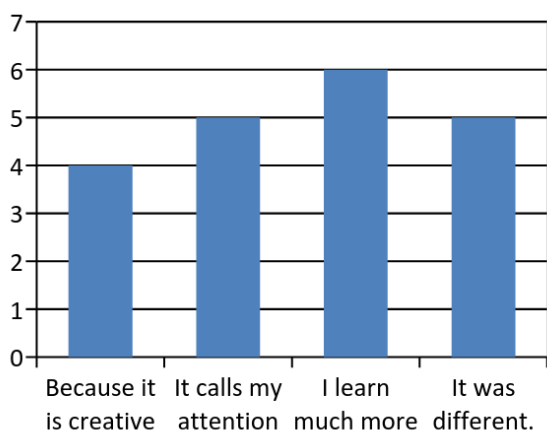
The following is a specific analysis of the questionnaire applied, question by question:

Which activity did you like the most?



Options	%	Number of answers
The Song	55%	11
The Movie	35%	7
The Article	10%	2
Total	100%	20

Here it is noticeable that students like activities that are related to fashion, here, as Marques (2011) point that didactic mean is any material prepared with the intentions of facilitating the teaching and learning process and educational resource is any material that, in a particular educational context, is used with a didactic purpose to facilitate the development of training activities. This activity shows that music is a tool that helps to a great extend to facilitate all the learning / teaching process.



Options	%	Number of answers
Because it is creative	20%	4
It calls my attention	25%	5
I learn much more	30%	6
It was different.	25%	5
Total	100%	20

1. About to the activity that you like the most, why did you like it?

Here we can see that through all the activities and the teacher's role inside each of the activities students could reach a Pedagogical Praxeology process, since they applied:

- See: (observation): students explored and found a "Why" and defined that the context to learn a language is attached to their own interests and needs, they understood the context of the practice.

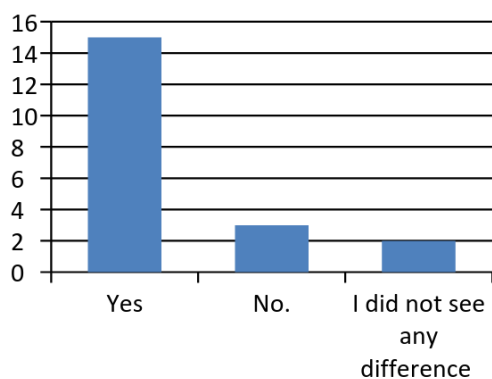
- Judge: (analysis) Students understood the practice. They saw and lived each of the activities done in class, they talked about the activities fulfilled assuming

their own point of view. Besides that, they looked for arguments and vocabulary in order to support their ideas.

- Act: (production) although the English production was short, the process followed by teacher and students was significant; they designed pedagogic strategies that were applied in their practice.

- Creative return: (application) Student reinforced the theory and appreciated what they have learnt in their English academic process; also students looked up the vocabulary they did not know.

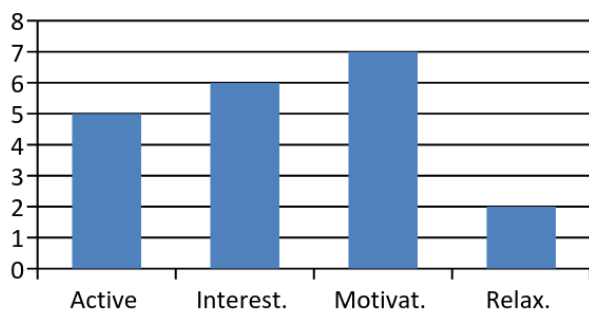
2. Did you notice any methodological (way of teaching / learning) differences toward other English classes in these activities?



Options	%	Number of answers
Yes	75%	15
No.	15%	3
I did not see diff.	10%	2
Total	100%	20

According to Juliao. (2013). An educative context is the key to an ideal teaching learning environment in Pedagogical Praxeology because in that environment human been interactions occur, where the participants do collaborative actions, reflect and question their role in that Pedagogical Praxeology process. In this regards, the students put together all the experiences from the classes, which allowed them to give a point of view about the methodology applied.

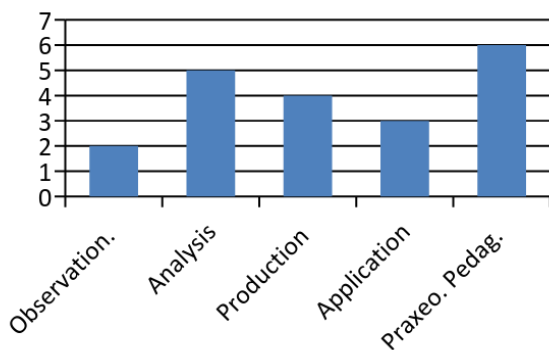
3. If you answered yes which ones? The English classes were...



Options	%	Number of answers
Active	25%	5
Interesting	30%	6
Motivating	35%	7
Relaxing	10%	2
Total	100%	20

In these questions it can be affirmed that during the activities developed, students were aware of the Pedagogical Praxeology approach involved, as it was said before, there is a social actor / model that is encouraged with particular motivations and by the necessity of finding personal satisfaction.

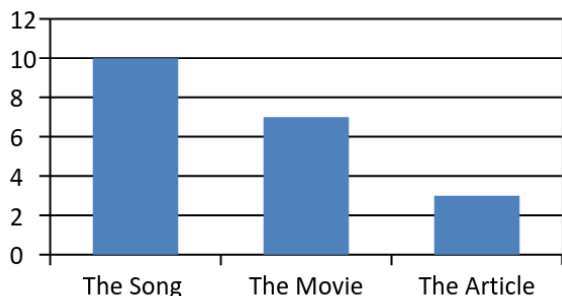
4. Which of the following sentences better describe the process followed in your English class?



Options	%	Number of answers
Observation.	10%	2
Analysis	25%	5
Production	20%	4
Application	15%	3
Praxeo. Pedag.	30%	6
Total	100%	20

Although for students the concept of Pedagogical Praxeology is not completely clear, they understood the stages that were followed. Answering by them: what is happening? (See). What can I do? (Judge) this what I have to do? (Act) What have I learnt from what I have done? (Creative return) By answering these questions students could identify the concept.

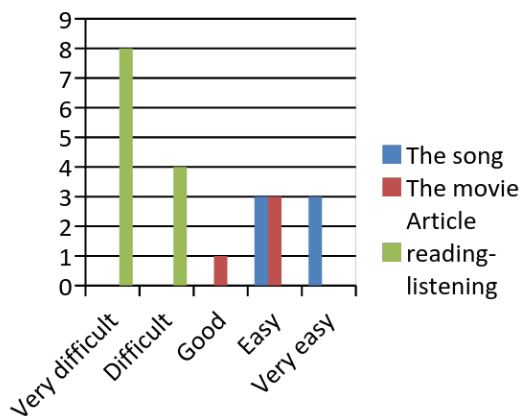
5. Which of these activities helped you learn more and better?



Options	%	Number of answers
The Song	50%	10
The Movie	35%	7
The Article	15%	3
Total	100%	20

There is an average about the students' opinion, they have seen a change in almost all of the activities done, thanks to the emphasis done to put into practice all the established Pedagogical Praxeology approach into a defined process. As (Área Moreira, 1999) states, didactic materials are designed in order to accomplish a learning and teaching objective in a process, which is either stipulated or part of any curricular project, an aspect that was taken into account at the moment of stating the goal of the lesson plans.

6. What do you think about each activity? Choose one for each item.

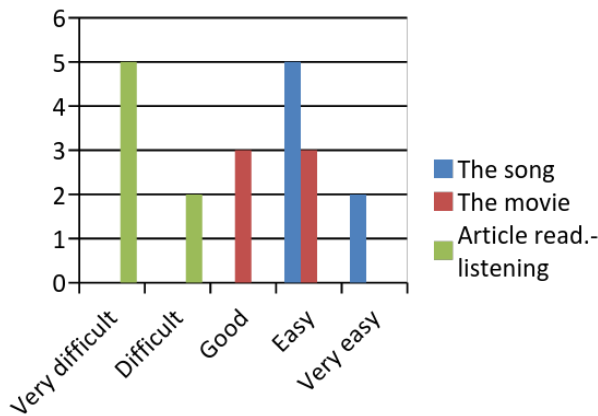


Grading	song	movie	Article
Very difficult			8
Difficult			4
Good		1	
Easy	3	3	
Very easy	3		

Here it is possible to see that there are some activities that students prefer or are easier for them to work with, in this case the article was the most difficult, the movie was regular and the song was the easiest. We have to consider that students are young and

according to their way of living they prefer music, even more than movies, so they work out with their way of living life.

7. Do you think that English is _____ when I follow the steps of the Pedagogical Praxeology (see, judge. act. Creative return). Choose one for each item.



Grading	Song	Movie	Article
Very difficult			3
Difficult			2
Good		2	
Easy	6	3	
Very easy	1		

It is necessary to continue improving strategies so that students can better enjoy reading, since they do not like this skill, but can be a tool for a cultural result. By using activities that make emphasis on both reading and listening, students can improve other skills at the same time, as well.

Conclusions

Applying of the stages of the Pedagogical Praxeology approach is very difficult due to it being a long process to follow, however, it is very important to pay attention to those ones that are part of our teaching and learning process.

Pedagogical Praxeology can become a really useful tool for students and teachers since it gives a path to follow and at the same time it allows students and teachers to explore their necessities and thoughts towards the learning and teaching process in a motivating and appealing way.

As it could be observed during this project, the organization of the class through the lesson plans allows teachers and students to better understand the activities to be developed, since the participants knew how to do them and what to obtain from them.

An interesting fact was the preferences students expressed throughout the proposal, in which the reading and listening activity did not appear as a favorite at the beginning of the research but at the end of the proposal this activity gained lots of fans among students. It demonstrated that a reading and listening activity is a useful tool that can be appealing to students, and the application of the approach makes a difference in this regard.

The use of action research as the research method facilitates the observation and analysis of the gathered information, in this case for showing the results for a flexible Pedagogical Praxeology approach.

Teachers and students can reach the objectives proposed since the traditional procedures and the new pedagogical procedures in the micro curriculum are synthesized. In this sense, in the classroom, teachers and students have to propose different methodological approaches (creating knowledge) that facilitate them to improve their academic performance in the process.

The proposals have to be diverse and come from the general principles of the learning and teaching theories, which is going to help to try out different learning and teaching styles.

It is also possible to conclude that, in despite all the theoretical background worked about pedagogical praxeology, there is still not enough application of this topic that can demonstrate more of its results in a teaching and learning process.

This paper opens the possibility to the university, to students and teachers to materialize the concept of pedagogical praxeology.

Through this study exist the possibility to link pedagogical praxeology in a clearly way with Uniminuto curricular foundations .

Recommendations

During the piloting stage of the lesson plans, some interesting aspects emerged.

First, although the students considered the class to be much more clear for the development of teacher and students work with this approach, the number of students in the class can complicate the development of the stages, as many of the students had questions that teacher could not give answers to during the workshops. It is advisable that, if the university wants to improve its English level average, to reconsider the amount of students in each class, since a high number of students makes the emphasis of the Pedagogical Praxeology to lose its essence, which is to reinforce the development of a significant learning and teaching process.

Another aspect to be taken into account is that the concept of Pedagogical Praxeology should be managed in a practical way to be taught by the teacher and in general by the community, this concept in UNIMINUTO is too philosophical and teachers and students need some more practical knowledge in order to apply it in class, with more practical knowledge the concept could be strengthen in the different moments in the UNIMINUTO environment. For this, it is advisable that the RLC creates an academic space in order to inform teachers and students about how Pedagogical Praxeology can be included in the English classes.

It is important to remember that not all the stages of the approach should be included and enriched in one process, for example, to reach the creative return is a little difficult this

stage shows the feedback that the participant gives to society, and for a teacher is very difficult to determine in which way this return is made.

This project can be taken into account for future further expansion on the topic, since it can provide future researchers with valuable input and data regarding the current state of the art at the university.

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APPENDIXES

APPENDIX A. First Questionnaire

Read the question and choose the items that describe your English didactic material usage.

A. Which is the didactic material that you use in your English classes?

	The book	Photo copies	Virtual room	Technology	Flash cards	Others (lesson plans)
1.						
2.						
3.						
4.						
5.						
6.						
7.						Blogs 1
8.						Songs
9.						Blogs /songs/ quotes
10.						Images, realia, real life

Read the question and choose the items that describe your objective to the English didactic material usage.

A. What is your purpose of using these English didactic materials?

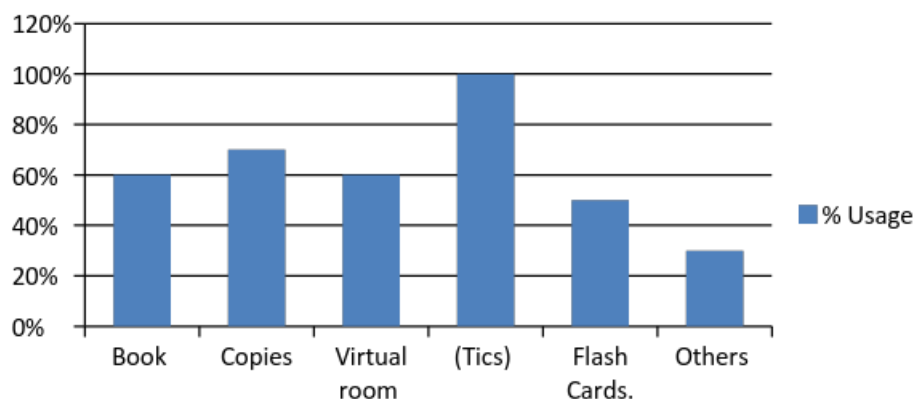
	Fulfill the contents	Make students intern. Structures	Avoid monotonous Classes.	To improve linguistic Skills	what RLC Requires.	Others Lesson plans
1						
2						Reflection.
3.						
4.						
5.						Timing
6						
7.						Real language
8.						
10.						real

						approach
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APPENDIX B. Questionnaire Results

1. Question: Which is the didactic material that you use in your English classes?		
Material used	% teachers that used them	Clarifications by the questionnaire taker
Book	60%	Recommended by the University
Copies	70%	Brought by teachers
Virtual room	60%	University' s virtual room
(Tics)	100%	Blogs, other virtual rooms, web pages.
Flash Cards.	50%	Draws, posters. Pictures in photocopies.
Others	30%	Realia, Lesson plans

Which is the didactic material that you use in your English classes?

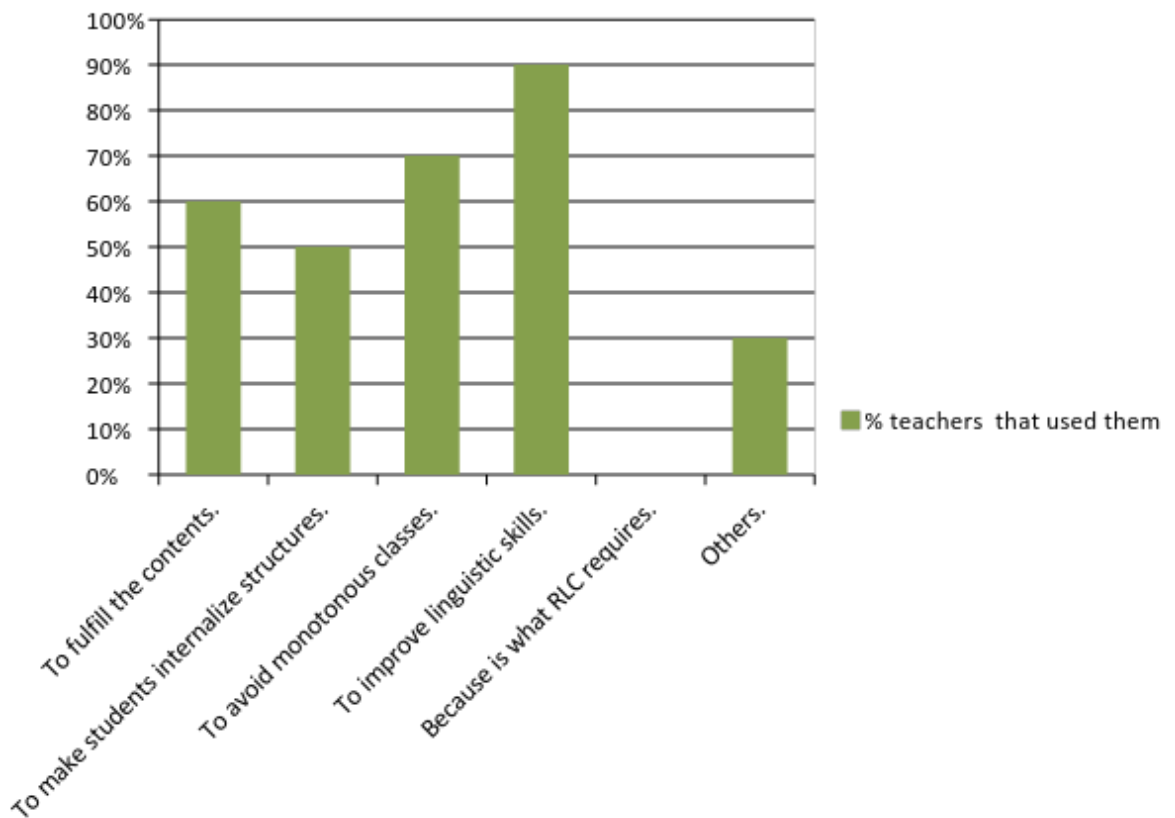


2. Question: What is your purpose of using this English didactic material?		
Material used	% teachers that used them	Clarifications by the questionnaire taker
To fulfill the contents.	60%	Topics by term.
To make students internalize structures.	50%	Grammar vocabulary.
To avoid monotonous classes.	70%	






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To improve linguistic skills.	90%	Reading, writing
Because is what RLC requires.	0%	RLC Pedagogical Praxeology approach s.
Others: lesson plans	30%	Promote reflection. Context language. Class organization Timing

What is your purpose for using this English didactic material?



APPENDIX C Lesson plan format

Subject:		Hours per week:	Credits:			
THEME		DATE:	GROUP:			
OBJECTIVE :		Pedagogical Praxeology Objective:	Language Content Use:			
Didactic Resources:						
PR OC ESS SKI LLS WO RK ED	DEVELOPED SKILLS (activities)		Pedagogical Praxeology	Teaching Procedure (Methodology)	Class Experience Evaluation	
						Warm up:
	STUDENTS PROCEDURE Pedagogical Praxeology					
CL ASS PR OC ESS	PRE	WHILE	POST			
Pedagogical Praxeology learning /teaching results						

The parts of this Lesson Plan format are intended, as follows:

Subject: the level of English in which the activity was applied.

Hours per week: this is the number of class hours per week.

Credits: the number of credits established in the university to this subject. In this case English 3 course, is worth 3 credits.

Theme: the topic that is going to be presented in the lesson.

Date: it is the day in which the activity was developed.

Group: the level of students in the English class.

Objective: here it is stated what teacher and students expect from the class.

Didactic Resources: the different didactic materials that are going to be used in the English class process.

Pedagogical Praxeology Objective: here teacher states the objective of the session. The teacher is supposed to specify how the Pedagogical Praxeology is going to be part of the class plan.

Language Content Use: The teacher states the English contents skills and grammar focus, following the RLC's meso-curriculum.

Process Skills Worked: How the teaching processes are developed, from the Pedagogical Praxeology point of view.

Developed skills: What of the four language skills, (from the common European framework) is involved and practiced in the activity. These are the icons used in the lesson plans, when making the emphasis on the language skills and Pedagogical Praxeology:



writing



speaking



reading



listening



Pedagogical

Praxeology.

Class process: Students procedure: Pre: how the students feel, it is a warm up of the class, While: developing of the class. Post: results and attitudes from the activity.

Teaching procedure (methodology): Warm up: how the teacher opened and started the activity. Class process: each step of the class procedure.

Class experience: The teacher registers the process that was followed inside the classroom and the experiences observed in the class. (Participant observer). The class process evaluation can be qualitative and quantitative.

Pedagogical Praxeology learning /teaching results: Here the teacher does an analysis of the class process, from the Pedagogical Praxeology approach point of view.

Evaluation: the teacher registers the evaluation process.

APPENDIX D. Pedagogical praxeology workshops questionnaire

Pedagogical Praxeology questionnaire (reflexive and critical work)

Read the question and choose the items that describe your experience

After applying the activities, answer the following questions:

1. Which activity did you like the most?
 - a. The song
 - b. The movie
 - c. Article reading

2. Which activity would you like to work with again?
 - a. The song
 - b. The movie
 - c. Article reading

3. According to the activity that you liked the most, why did you like it?
 - a. Because it is creative
 - b. It gets my attention
 - c. I learn much more
 - d. I like music
 - e. I like to watch movies
 - f. I like to follow a grammar, practice and sequential methodology
 - g. It helped me to better understand how to use language.

4. Did you notice any methodological (way of teaching/ learning) differences toward other English classes in these activities?
 - a. Yes
 - b. no

5. If you answered yes, which ones?
 - a. Didactic
 - b. interesting
 - c. motivating
 - d. relaxing

6. Which of the following words describes these activities in your English learning process?


- a. They are more boring
 - b. They are more interesting
 - c. They are more creative
7. If you have the possibility to design an English activity, which one would you prefer to work in your class?
- a. The song
 - b. The movie
 - c. The workshops
 - d. Reading article
 - e. Extra activity. Which one: _____
8. Which of these activities helped you better learn?
- a. The song
 - b. The movie
 - c. The workshops.
 - d. Reading article
9. What would you do in order to improve your learning strategies?
- _____
10. What do you think about each activity? _____

Grading	Song	Movie	workshops	reading article
Very difficult				
Difficult				
Good				
Easy				
Very easy				

11. Do think that English is _____ when you follow the steps of the Pedagogical Praxeology (see, judge. Act. Creative return).

Grading	Song	Movie	Workshops	reading article
Very difficult				
Difficult				
Good				
Easy				
Very easy				

APPENDIX E Avatar movie workshop

 <p>UNIMINUTO Corporación Universitaria Minuto de Dios</p>	<p>CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS FACULTY OF EDUCATION – LANGUAGES CENTER ROCHEREAU EDUCATIONAL PROGRAMS FOR WORK IN THE AREA OF LANGUAGES – ENGLISH</p>
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Plot Summary Avatar

First part



When his brother is killed in a robbery, paraplegic Marine Jake Sully decides to take his place in a mission on the distant world of Pandora. There he learns of greedy corporate figurehead Parker Selfridge's intentions of driving off the native humanoid "Na'vi" in order to mine for the precious material scattered throughout their rich woodland. In exchange for the spinal surgery that will fix his legs, Jake gathers intel for the cooperating military unit spearheaded by gung-ho Colonel Quaritch, while simultaneously attempting to infiltrate the Na'vi people with the use of an "avatar" identity.

While Jake begins to bond with the native tribe and quickly falls in love with the beautiful alien Neytiri, the restless Colonel moves forward with his ruthless extermination tactics, forcing the soldier to take a stand - and fight back in an epic battle for the fate of Pandora.

Taken from: (<http://www.imdb.com/title/tt0499549/plotsummary>)

Keywords

Paraplegic	psychotic	female pilot	military
officer	hunter	businessman	bad
wound	honor	leader	battle
native	friendship	Creature	heritage
battlefield	tree of life	alien life form	mineral
video diary	jungle	prayer	scientist
colonialism	language barrier	clan	

After watching the movie, choose the best answer for the questions:

<p>1. What was Jake Sully's profession?</p> <p>a) Scientist b) Just a man in a wheel chair c) A marine veteran soldier. d) All of the above.</p>	<p>2. What kind of divine intervention can we see in the movie:</p> <p>a) All the community prays. b) The natural sprits c) Their Goddess d) All of the above.</p>
<p>3. The people that live in a very far planetary systems are called</p> <p>a) The Na'vis b) The indigenous c) Humanoids d) None of the above.</p>	<p>4. In the movie, what is Pandora? :</p> <p>a) A magic box b) The name of the planet c) The girl's avatar name d) All of the above.</p>
<p>5. Why do animals, humanoids and nature fibbers "plug in" with each other, as a natural connection?</p> <p>a) Because they feel safe b) Because they can feel emotions c) Because the can think the same way d) All of the above</p>	<p>6. Which is the main girl's (omaticaya) name?</p> <p>a) Eywa b) Neytiri c) Omaticaya. d) None of the above.</p>
<p>7. How is Jack called by the Na'vis?</p> <p>a) Dreamwalker. b) Demon c) Alien d) All of the above</p>	<p>8. What kind of ideas about life do the Na'vis have?</p> <p>a) A deep connection with the forest b) A network energy. c) Their energy is borrowed. All of the above.</p>
<p>9. What is Eywa?</p> <p>a) One of the women in the Omaticaya clan. b) It is the biggest tree name. c) It is the guiding force and deity of Pandora and the Na'vi d) None of the above</p>	<p>10. Why do the Na'vis fight for their world?</p> <p>a) Because there is an electrochemical connection all around the forest. Their world. b) Because they need to protect their families from being slaves. c) Because they know that the soldier want to conquer their lands. d) They did not know exactly why.</p>

Answer Part

Name: _____

NRC: _____

1.	a.	b.	c.	d.		6	a.	b.	c.	d.
2.	a.	b.	c.	d.		7.	a.	b.	c.	d.
3.	a.	b.	c.	d.		8.	a.	b.	c.	d.
4.	a.	b.	c.	d.		9.	a.	b.	c.	d.
5.	a.	b.	c.	d.		10.	a.	b.	c.	d.

Give your opinion about the following quotations from the film:

11. "...I see you ..."

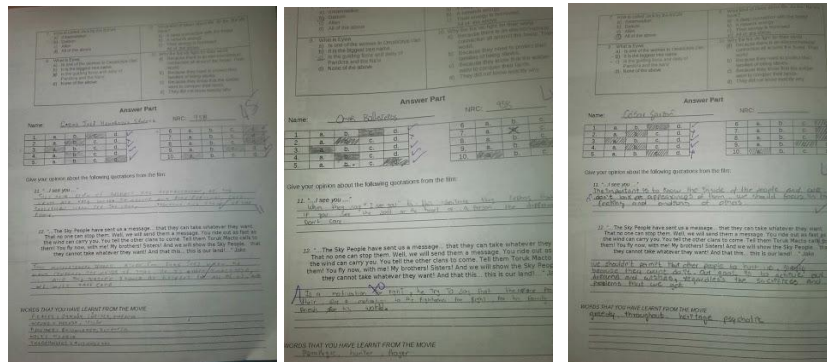
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12. "...We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection..."

WORDS THAT YOU HAVE LEARNT FROM THE MOVIE

These are some samples from this activity developed by the students. They show the students using the vocabulary presented at the beginning of the activity and stating their own opinion about it.



APPENDIX F. "Where is the love?" song workshop**WHERE IS THE LOVE? by (Black Eyed Peas)**

Before we start to listen to the song, orally answer the following questions:

Where is the love? What is love? Where do you find love?
 How many kind of love are there? (If any)

KEY WORDS

- | | |
|---|--|
| <ul style="list-style-type: none"> ✓ Ain't: Negative form expression. Aren't ✓ Whole: total all ✓ Overseas: beyond the sea; abroad ✓ Bloods and the crisps: gang, group of people. ✓ Kkk : Ku Klux Klan ✓ Bound: limits ✓ Get irate: become furious ✓ Madness: craziness ✓ Anger: bad mood, irritated ✓ Mind: what you think, your thoughts ✓ Preach: talk to God ✓ Cheek: part of your face ✓ Soul: the non-touchable part of you | <ul style="list-style-type: none"> ✓ Insane: be crazy ✓ Unchanged: cannot change ✓ Weight: weight ✓ Selfishness: self interest ✓ Fairness: free from discrimination ✓ Spread: to extend to move apart. ✓ Faith: confidence or trust in a person or thing. ✓ Belong: property of ✓ Lungs: spongy respiratory organ within the thorax. ✓ Dividends: profits, something extra ✓ Truth: fact, actual, principle. ✓ Swept: to clean or clear. |
|---|--|

At the end of the song

What is the message that the song leaves you?

What is your favourite part of the song? (Message)

What's wrong with the world, mama
 People livin' like they ain't got no mamas
 I think the whole world addicted to the drama
 Only attracted to things that'll bring you trauma

Overseas, yeah, we try to stop terrorism
 But we still got terrorists here livin'
 In the USA, the big CIA
 The Bloods and The Crips and the KKK

But if you only have love for your own race
 Then you only leave space to discriminate
 And to discriminate only generates hate
 And when you hate then you're bound to get irate,
 yeah

Madness is what you demonstrate
 And that's exactly how anger works and operates
 Man, you gotta have love just to set it straight

 Take control of your mind and meditate
 Let your soul gravitate to the love, y'all, y'all

People killin', people dyin'
 Children hurt and you hear them cryin'
 Can you practice what you preach
 And would you turn the other cheek

Father, Father, Father help us
 Send us some guidance from above

 'Cause people got me, got me questionin'
 Where is the love (Love)

Where is the love? (The love) x 5

It just ain't the same, always unchanged
 New days are strange, is the world insane
 If love and peace is so strong
 Why are there pieces of love that don't belong

Nations droppin' bombs
 Chemical gasses fillin' lungs of little ones
 With ongoin' sufferin' as the youth die young
 So ask yourself is the lovin' really gone
 So I could ask myself really what is goin' wrong
 In this world that we livin' in people keep on givin' in

Makin' wrong decisions, only visions of them
 dividends
 Not respectin' each other, deny thy brother
 A war is goin' on but the reason's undercover

The truth is kept secret, it's swept under the rug
 If you never know truth then you never know love
 Where's the love, y'all, come on (I don't know)x 3
 Where's the love, y'all

People killin', people dyin'
 Children hurt and you hear them cryin'
 Can you practice what you preach
 And would you turn the other cheek

Father, Father, Father help us
 Send us some guidance from above
 'Cause people got me, got me questionin'
 Where is the love (Love)

Negative images is the main criteria
 Infecting the young minds faster than bacteria
 Kids wanna act like what they see in the cinema

I feel the weight of the world on my shoulder
 As I'm gettin' older, y'all, people gets colder
 Most of us only care about money makin'
 Selfishness got us followin' our wrong direction
 Wrong information always shown by the media

That's the reason why sometimes I'm feelin' under
 That's the reason why sometimes I'm feelin' down
 There's no wonder why sometimes I'm feelin' under
 Gotta keep my faith alive till love is found


Yo', whatever happened to the values of humanity
 Whatever happened to the fairness in equality
 Instead in spreading love we spreading animosity
 Lack of understanding, leading lives away from unity

Father, Father, Father help us
 Send us some guidance from above
 'Cause people got me, got me questionin'
 Where is the love? (Love)

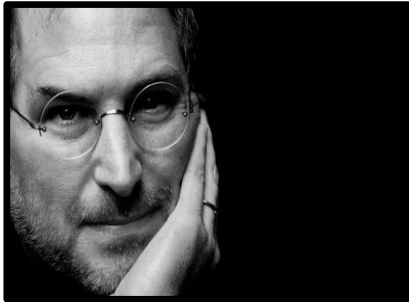
People killin', people dyin'
 Children hurt and you hear them cryin'
 Can you practice what you preach
 And would you turn the other cheek

Where is the love? (The love) x 5

APPENDIX G. Steve Job biography workshop

 <p>UNIMINUTO Corporación Universitaria Minuto de Dios</p>	<p align="center">CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS FACULTY OF EDUCATION – LANGUAGES CENTER ROCHEREAU EDUCATIONAL PROGRAMS FOR WORK IN THE AREA OF LANGUAGES – ENGLISH Work shop</p>
<p>Name:</p>	<p>NRC:</p>

Before you read:



This is Steve Jobs:

Do you remember him? Yes ___ No _____

Why is he important?

How would you like you to be remembered?

During the reading. Vocabulary key:

Match the meaning of the word with the corresponding meaning

Technology	1.()	A student who does not finish college
Company	2.()	The use of science to invent useful things
Valuable	3.()	A very smart or talented person
Return	4.()	Refers to a big change (new technology)
Remake	5.()	Something that worth a lot of money
College dropout.	6.()	To rebuild something
Remembered	7.()	have in memory
Information revolution	8.()	Went back
Stepped down	9.()	Leave a job
Genius.	10()	A business that takes things for money

Steve Jobs Remembered

Taking into account the vocabulary presented before, complete the text with the corresponding meaning.



Steve Jobs made 11. _____ fun. The co-founder of Apple died last Wednesday at the age of fifty-six. He had fought for years against cancer. Mourners gathered outside his house in Palo Alto, California, and Apple stores around the world.

Tim Bajarin is president of Creative Strategies, a high-tech research and consulting 12. _____

TIM BAJARIN: "If you actually look at a tech leader, they're really happy if they have one hit in their life. Steve Jobs has the Apple II, the Mac, the iPod, the iPhone, the iPad and Pixar."

Steve Jobs was a 13. _____. He was adopted by a machinist and his wife, an accountant. They supported his early interest in electronics.

He and his friend Steve Wozniak started Apple Computer -- now just called Apple -- in nineteen seventy-six. They stayed at the company until nineteen eighty-five. That year, Steve Wozniak 14. _____ to college and Steve Jobs left in a dispute with the chief executive.

Mr. Jobs then formed his own company, called NeXT Computer. He rejoined Apple in nineteen ninety-seven after it bought NeXT. He helped 15. _____ Apple from a business that was in bad shape then to one of the most 16. _____ companies in the world today.

Steve Wozniak, speaking on CNN, 17. _____ his longtime friend as a "great leader" and a "marketing 18. _____"

President Obama said in a statement: "By building one of the planet's most successful companies from his garage, he exemplified the spirit of American ingenuity. By making computers personal and putting the Internet in our pockets, he made the 19. _____ revolution not only accessible, but intuitive and fun."

David Carroll is a professor at Parsons School of Design in New York City. He says Steve Jobs not only revolutionized technology, he also revolutionized American business.

DAVID CARROLL: "The fact that he was able to redesign American commerce top to bottom and across is really stunning. He probably will be considered an industrial giant on the scale of Thomas Edison and Henry Ford, so one of the great of all time."

Steve Jobs 20. _____ as Apple's chief executive in August because of his health.

Apple's new chief, Tim Cook, will also have to deal with the new Kindle Fire tablet computer from Amazon.com. It costs less than half as much as an iPad but also does less.






http://learningenglish.voanews.com/content/steve-jobs-remembered-131419558/116582.html?utm_medium=email

Now chose the correct answer

<p>In what ways did Steve Jobs change the world? His inventions have made life easier for people He dropped out of college He made a lot of advanced technology</p>	<p>Why do you think Steve Jobs was considered a "marketing genius"? He was not very smart He knew how to sell good products He liked to buy products.</p>
<p>Why do you think Steve Jobs was so successful? People love new technology People are worried about technology People are scared of new technology</p>	<p>Why do you think people love new technology? It helps to connect the world It makes them tired. Because it is on fashion.</p>






LINKING ROCHEREAU LANGUAGE CENTER'S PEDAGOGICAL PRAXEOLGY 1

APPENDIX. H "Avatar" movie activity lesson plan

Subject: English III		Hours per week: 4. Each 45 minutes		Credits: 2			
THEME: Answer the question. What is the principal topic of the movie		DATE: October 12 /15 7:00a.m. to 9:00a.m.		GROUP: English III			
OBJECTIVE : To think about a social issue.		Pedagogical Praxeology OBJECTIVE: To reflect on the social issue presented in the movie "Avatar"		LANGUAGE CONTENT USE: present simple, past simple, present perfect. Modal verbs.			
Didactic Resources: movie "avatar" dvd/ tv/ speakers/ avatar guide.							
PROCESS SKILLS WORKED	DEVELOPED SKILLS (activities)			Pedagogical Praxeology	TEACHING PROCEDURE (Methodology)	CLASS EXPERIENCE Evaluation	
						<p>Warm up: Teacher is going to talk about the general vocabulary of the movie, presented in the guide design by the teacher, and students are going to remember some of it and where and when they heard about that vocabulary: (recycling)</p> <p>Class process: Teacher is going to present the movie, in two moments or stages, while students are watching the movie they have to complete the guide. Trying to following the plot. This activity had to be done in two sessions.</p> <p>At the end of the movie students have to complete or finish the guide where they find some questions to be analyze and discuss among all the participants of the class, this activity is going to be mediated by the teacher.</p>	<p>At the beginning students did not want to participate in the warm up , because they did not remember the vocabulary but word by word teacher gave them clues to remember, using different strategies to made them understand, soon students were involved in the review, giving little examples where they could find those words.</p> <p>In the middle of the movie students felt touched by the movie, because at the beginning of the second session teachers show them some pictures from different e scenes without any comment about them, and after it teacher make them to think about what happened in this.</p>
	X Answer and complete the guide	X give an opinion	X Analyze the movie and the text given	X listen to the movie	X Put together all the skills and give a point of view		
	STUDENTS PROCEDURE Pedagogical Praxeology						
PRE		WHILE	POST				
Students remember the vocabulary that they already know. SEE/ JUDGE		Students watch the movie very attentive and interested because they enjoy it. ACT	Students have seen the movie since another perspective, due to the analysis developed in the guide. CREATIVE RETURN, trying to use the new language learnt.				
CLASS PROCESS							
Pedagogical Praxeology learni		<p>Pedagogical Praxeology . 1. See(observation) where the students analyze the topic of the movie. Judge analysis) students started to create a critical thought about the topic of the movie. Act.(production) students start the process to complete the workshop, where there are included some questions to be answered by the students. Creative return (application) socialized students share in what way the movie touch them and how they can be</p>					

LINKING ROCHEREAU LANGUAGE CENTER'S PEDAGOGICAL PRAXEOLGY 2

APPENDIX I. "Where is the love?" song lesson plan.






Subject: English III					No hours per week: 4 each 45 minutes	Credits: 3	
TOPIC: Answer the question. Where is the love?					DATE: November 7 th 7:00a.m. to 9:00a.m.	GROUP: English III	
OBJECTIVE : To think about a social issue.					Pedagogical Praxeology OBJECTIVE: To reflect on the critical issue presented in the song "Where is the love?".	LANGUAGE USE: present simple, past simple, present progressive. Vocabulary practice.	
RESOURCES: dvd player /computer/ tv/ speakers/ where is the love? activity video.							
P R O C E S S I N G S K I L L S W O R K E D	DEVELOPED SKILLS				Pedagogical Praxeology	TEACHING PROCEDURE	CLASS EXPERIENCE
						<p>Warm up: Teacher is going to ask students "where do you think the love is?" teacher is going to give them some clues, make the to remember some English vocabulary: writing on the board : money, religion, family, profession, couple, in a relationship, in our heart. They have to discuss in group the rest of the questions.</p> <p>Class process: Teacher is going to show the video the song and students have to see it. After that teacher is going to play the song and students have to listen and grasp the simple words that they could listen.</p> <p>Then teacher is going to handle some pieces of papers where the son is, and students have to organize it while there are listening the song. When the students organize the song teacher is going to ask them if they have questions about vocabulary, and teacher is going to explain the meaning of those words</p> <p>As the class progress, students are going to understand the meaning of the song and they will to start to think about our own situation and compare those situations with our own.</p>	<p>At the beginning students did not want to participate in the warm up , because they did not remember the vocabulary but word by word teacher gave them clues to remember, soon students were involved in the review, giving little examples where they could find those words.</p> <p>In the middle of the movie students felt touched by the movie, and after it teacher make them to think about what happened in this. Students got</p>
	X Write a sentences of the song that called students attention.	X give an opinion	X Analyze the song given	X listen to the song	X Put together all the skills and give a point of view		
STUDENTS PROCEDURE Pedagogical Praxeology							
C L A S S P R O C	PRE	WHILE	POST				
	Students are going to see the video unknown that it is going to be a listening then teacher is going to	Students listen and then watch the song very attentive and they are	Students have listen watch and sing the song they internalize the meaning of the song and they are going to analyze it since another				

LINKING ROCHEREAU LANGUAGE CENTER'S PEDAGOGICAL PRAXEOLGY 3

ES S	remember the vocabulary that they already know. SEE/ JUDGE	interested because they are enjoying it.	perspective, due to the discussion developed in class.	At the end of the class students are going to see the video again about the song. And will try to sing at least the chorus.	
Pedagogical Praxeology learning /teaching results		<p>Pedagogical Praxeology . 1. See: where the students analyze the topic of the song. Judge: students started to create a critical thought about the topic of the song. Act.: students start the process of organizing the song. Creative return: socialized students share in what way the song touch them and how they can be better with other lives.</p>			

LINKING ROCHEREAU LANGUAGE CENTER'S PEDAGOGICAL PRAXEOLGY 4

APPENDIX J. Steve Jobs lesson plan

Subject: English: III				No hours per week: 4 each 45 minutes	Credits: 2	
TOPIC: Reading activity. Voa news.				DATE: October 12 7:00a.m. to 9:00a.m.	GROUP: English III	
OBJECTIVE : To learn about Steve Jobs' work.				Pedagogical Praxeology OBJECTIVE: To think about about Steve Jobs' success (example of success)	LANGUAGE USE: present simple, past simple, past progressive.	
RESOURCES: http://learningenglish.voanews.com/content/steve-jobs-remembered-131419558/116582.html Steve Jobs / guide.						
PROCESS SKILLS WORKED	DEVELOPED SKILLS			Pedagogical Praxeology	TEACHING PROCEDURE	CLASS EXPERIENCE
		 	 	X Put together all the skills and give a point of view and how are your English and learning is going to improve	<p>Warm up: First teacher is going to handle the guide to the students and she is going to ask who Steve Jobs was, and what apple is, then, she is going to play the listening –reading activity, asking students to underline the words that they do not understand, an follow the reading at the same time with the listening.</p> <p>Class process: Teacher is going to explain those meanings using synonyms and the context of the reading. Students are going to listen the activity three times the first in order to understand the general idea(scanning) The second time in order to understand details of the reading , (skimming) and a third time in order to complete the guide. Finally students have to write a sentences</p>	<p>This was an activity that students did not find interesting due to the topic of it It was difficult to call their attention, Also there were a lot of vocabulary that they did not understand and this distracts their attention. However students follow the reading with the listening and I the middle of the activity some students started to talked, they want to complete the guide.</p>
	X Answer and complete the guide	X give an opinion	X Read and analyze the article given	X listen the article Given		
STUDENTS PROCEDURE Pedagogical Praxeology						
CLASS	PRE	WHILE	POST			

LINKING ROCHEREAU LANGUAGE CENTER'S PEDAGOGICAL PRAXEOLGY 5

PROCESSES	Students will meet Steve Jobs and remember some of his achievements and aspects about his life. SEE/ JUDGE	Students read and listening the article from voanews. It is difficult to match the meaning with the words.	Students have listening , and compelte the guide reding, the discuccion is poor in participation. And there were a lot of mistakes when the teacher monitor the activity .	by themselves using the vocabulary seen.	
Pedagogical Praxeology learning /teaching results	Although students did not liked the activity they realized that to know about an important person, students can be reflected into those lives and in spite all their difficulties they can reach what they want, at the same time students develop a sense of compromise to the other, because they see that what they do can affect in a positive or a negative way their own lives a social consciousness was stimulated.				

APPENDIX K. Final Questionnaire

**UNIVERSIDAD LIBRE DE COLOMBIA
Facultad de ciencias de la educación
Master's in Education Foreign Language Didactics**

**APPLYING UNIMINUTO PEDAGOGICAL PRAXEOLOGY IN ENGLISH TEACHING AT ROCHEREAU
LANGUAGE CENTER**

Respetados estudiantes con el ánimo de realizar un balance de las clases de inglés su manejo y desarrollo da cuerdo al modelo pedagógico de la Universidad Minuto de Dios, por favor conteste con toda honestidad.

EL MODELO

1. Sabe usted cual es el modelo pedagógico de la Universidad?
 - a) No sabe a qué se refiere la pregunta
 - b) Sabes que es la Praxeología pedagógica, pero no la entiende
 - c) Sabe que es la Praxeología pedagógica

2. Teniendo en cuenta el modelo pedagógica de la Universidad Minuto de Dios, que en términos generales esta definido como un discurso reflexivo y crítico sobre la propia acción, buscando el mejoramiento de procesos de clase. Considera que:
 - a) Hubo reflexión
 - b) Se evaluaron los procesos
 - c) Hubo crítica y auto crítica por parte de los estudiantes y la docente
 - d) En general se aplicó el modelo

Como parte del proceso de la praxeología pedagógica tenemos: el ver, el actuar, el juzgar y la devolución creativa. Usted sintió que participo en este proceso así:

3. El ver (observar) donde el estudiante desarrolla las habilidades requeridas para conocer el contexto.
 - a) Si
 - b) no
 - c) no sabe/ no responde

4. El juzgar (análisis) donde el estudiante desarrolla una formación intelectual el cual le permite interpretar, en este caso un proceso comunicativo en inglés.
 - a) Si
 - b) no
 - c) no sabe/ no responde

5. El actuar (producción) el estudiante organiza, identifica y propone a partir de su conocimiento.
 - a) Si
 - b) no
 - c) no sabe/ no responde

6. La devolución creativa (crear, aplicar) aquí el estudiante desarrolla habilidades para lograr una comunicación en este caso

LINKING ROCHEREAU LANGUAGE CENTER'S PEDAGOGICAL PRAXEOLOGY 2

- a) Si b) no c) no sabe/ no responde

LA CLASE

7. La docente aplica y permite el modelo de la pedagógica praxeología en sus clases:
a) Siempre b) casi siempre c) a veces d. Casi nunca e) nunca
8. Considera que la clase de inglés se desarrolló con un cambio metodológico en su aprendizaje del idioma extranjero
a) Favorable b) Poco favorable c) Nada favorable d) no hubo cambios
9. Cree que el objetivo principal de la clase fue:
Enseñar y aprender inglés de un manera más humana
a) Hacer del inglés un proceso de aprendizaje enseñanza agradable
b) Entender que un proceso de aprendizaje necesita constante reflexión y acción
c) Todos los anteriores
10. Cree que el uso de herramientas tales como: video beam , flash cards, tvs, sonido y actividades como canciones videos, presentaciones en power point, guías etc. Ayudaron a mejorar el método de la Praxeología Pedagógica en la clase de inglés.
a) Siempre b) casi siempre c) a veces d. Casi nunca e) nunca

Defina el proceso de la clase y la docente de inglés en 10palabras

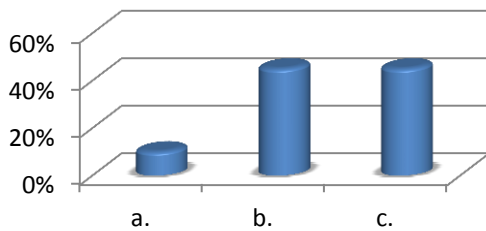
Su opinión de la clase es:

APPENDIX 12. Final questionnaire results

Annex 12. Final survey results

1. Sabe usted cual es el modelo pedagógico de la Universidad?

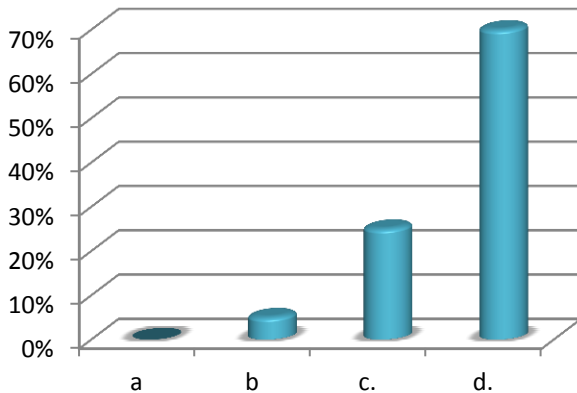
Question 1.



Options	%	Number of answers
a.	10%	2
b.	45%	9
c.	45%	9
Total	100%	20

2. Teniendo en cuenta el modelo pedagógico de la Universidad Minuto de Dios, que en términos generales está definido como un discurso reflexivo y crítico sobre la propia acción, buscando el mejoramiento de procesos de clase. Considera que:

Question 2.

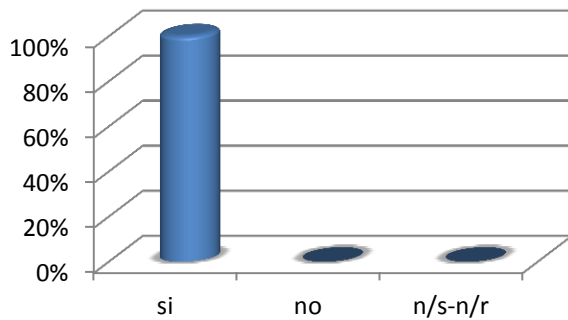


Options	%	Number of answers
a.	0%	0
b.	5%	1
c.	25%	5
d.	70%	14

Como parte del proceso de la Praxeología pedagógica tenemos: el ver, el actuar, el juzgar y la devolución creativa. Usted sintió que participo en este proceso así:

3. El ver (observar) donde el estudiante desarrolla las habilidades requeridas para conocer el contexto.

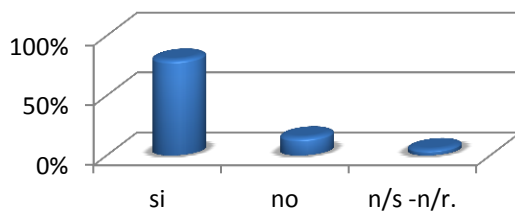
Question 3.



Options	%	Number of answers
si.	100%	20
no.	0%	0
n/s-n/r	0%	0
Total	100%	20

4. El juzgar (análisis) donde el estudiante desarrolla una formación intelectual el cual le permite interpretar, en este caso un proceso comunicativo en inglés.

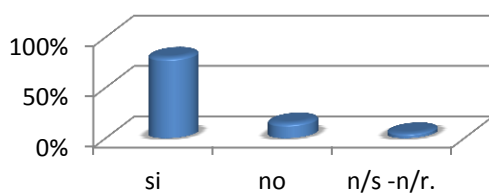
Question 4.



Options	%	Number of answers
Si.	85%	17
No.	10%	2
n/s-n/r	5%	1
Total	100%	20

5. El actuar (producción) el estudiante organiza, identifica y propone a partir de su conocimiento.

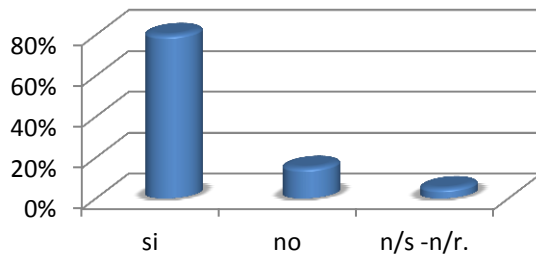
Question 5



Options	%	Number of answers
si.	95%	19
no.	0%	0
n/s-n/r	5%	1
Total	100%	20

6. La devolución creativa (crear, aplicar) aquí el estudiante desarrolla habilidades para lograr una comunicación en este caso.

Question 6.

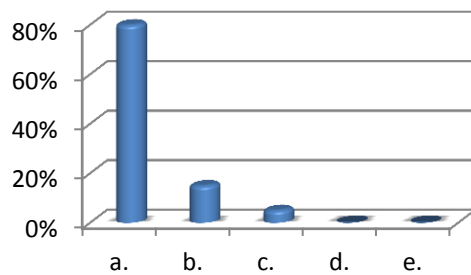


Options	%	Number of answers
si.	80%	16
no.	15%	3
n/s-n/r	5%	1
Total	100%	20

LA CLASE

7. La docente aplica y permite el modelo de la Praxeología Pedagógica en sus clases:

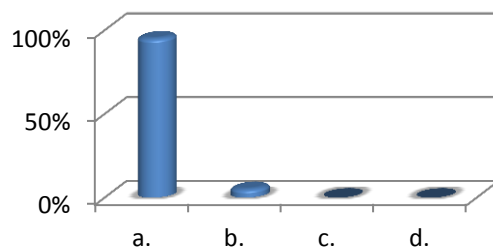
Question 7.



Options	%	Number of answers
a.	80%	16
b.	15%	3
c.	5%	1
d.	0%	0
e.	0%	0
Total	100%	20

8. Considera que la clase de inglés se desarrolló con un cambio metodológico en su aprendizaje del idioma extranjero.

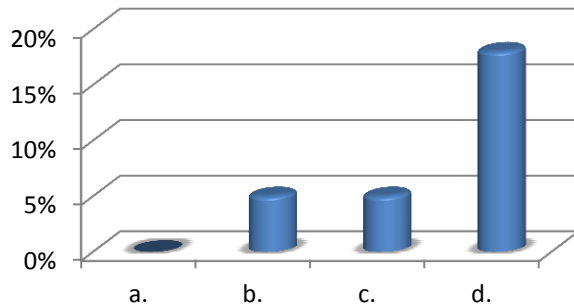
Question 8.



Options	%	Number of answers
a.	95%	19
b.	5%	1
c.	0%	0
d.	0%	0
Total	100%	20

9. Cree que el objetivo principal de la clase fue:

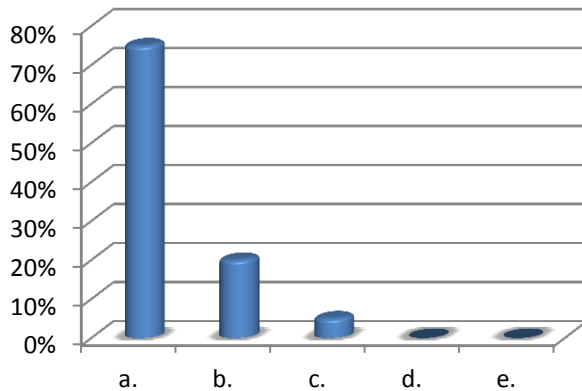
Questions 9.



Options	%	Number of answers
a.	0%	0
b.	5%	1
c.	5%	1
d.	90%	18
e.	0%	0
Total	100%	20

10. Cree que el uso de herramientas tales como: video beam , flash cards, tvs, sonido y actividades como canciones videos, presentaciones en power point, guías etc. Ayudaron a mejorar el método de la Praxeología Pedagógica en la clase de inglés.

Question 10.



Options	%	Number of answers
a.	75%	15
b.	20%	4
c.	5%	1
d.	0%	0
e.	0%	0
Total	100%	20