

PARALLEL BETWEEN THE BEHAVIORIST PEDAGOGICAL MODEL AND
CONSTRUCTIVIST PEDAGOGICAL MODEL

Degree project

ANDRÉS LEONARDO CONTRERAS BUITRAGO

UNIVERSIDAD LA GRAN COLOMBIA
SCHOOL OF EDUCATION
BACHELOR IN ENGLISH LANGUAGE
BOGOTÁ D.C, COLOMBIA
2015

CONTENTS

ABSTRACT	3
INTRODUCTION.....	4
1. PROBLEM DEFINITION.....	6
1.1 ANTECEDENTS	6
1.2 FORMULATION OF THE QUESTION	7
2. JUSTIFICATION	8
3. OBJECTIVES	10
3.1 GENERAL PURPOSE	10
3.2 SPECIFIC OBJECTIVES.....	10
4. THEORETICAL FRAMEWORK.....	11
4.1 PEDAGOGICAL MODELS.....	11
4.2 DIMENSIONS OF TEACHING MODELS	14
4.2.1 Behaviorism.....	14
4.2.2 Constructivism	17
5. PARALLEL CONCEPT	20
6. METHODOLOGICAL FRAMEWORK.....	22
6.1 TYPE OF RESEARCH	22
6.2 METHOD.....	22
7. CATEGORIAL MATRIX	24
7.1 COLLECTION AND ANALYSIS OF INFORMATION.....	26
7.2 RESULTS OF THE INTERVIEW	27
7.3 RESULTS OF FIELD DIARY.....	29
7.3.1 Class based on the Constructivist teaching model	29
7.3.2 Class based on the Behaviorist teaching model	30
8. DATA ANALYSIS.....	32
8.1 ANALYSIS OF A CONSTRUCTIVIST CLASS.....	32
8.2 ANALYSIS OF A BEHAVIORIST CLASS.....	34
CONCLUSIONS	37
BIBLIOGRAPHICAL REFERENCES	44

ABSTRACT

This research is aimed to analyze the dimensions of the behaviorist and the constructivist pedagogical models in order to highlight their characteristics, and to be a reference in future research focused on the analysis of educational models or the design of an emerging model based on aspects of these models.

In that sense, it arises a number of categories that describe different dimensions of each model, focused mainly on content, the teacher- student relation, in strategies and methods according to this model and evaluative path that each model has.

RESUMEN

Esta investigación tiene como objetivo analizar las dimensiones de los modelos pedagógicos conductista y constructivista con el fin de destacar sus características particulares, y ser una referencia en el futuro para otras investigaciones centradas en el análisis de los modelos educativos o el diseño de un modelo emergente basado en los aspectos de estos modelos.

En ese sentido, surgen una serie de categorías que describen las diferentes dimensiones de cada modelo, se centró principalmente en el contenido, en la relación profesor-estudiante, en las estrategias y metodos de acuerdo con este modelo y el proceso de evaluación que cada modelo tiene.

INTRODUCTION

"The main goal of education is to create men capable of doing new things, not simply repeating what other generations have done: Men that are creators, inventors and discoverers. The second goal of education is to form minds that may be critical, that are capable to check, and not to accept whatever is offered to them. "(Piaget, 1988).

Pedagogical models, considered a cornerstone in the backbone of the teaching - learning processes, are tools that seek to transform intellectually to the educator and the learner through processes understood as a constant restructuring of ideas, a tool available to the educator to build capacity for innovation, analysis, recreation of knowledge and interpretation of the environment surrounding the student.

Those models let to secure a direct relationship between the teaching and learning process in the student, didactic and proposed methods for development in the classroom. Each model has a different teaching theoretical foundation that compared to other models, allows observation and comparative analysis of "The aims of education" from different perspectives. Each model meets an ideological stance, a historical framework, this in relation to its origin.

In the classroom, the pedagogical models must to provide the teachers a series of tools that respond to the challenges of the current Colombian society, designed for adaptation to the needs of students, and that are continuously evaluated to be an educational goal following the educational purposes established by the state.

In Colombia it is perceived that teachers tend to use the behavioral and the

constructivist model more frequently than others, mainly in virtue of the results in the whole process of teaching. This question possibly highlights phenomena taking place within the Colombian academic context. It is therefore necessary to analyze the reason for their application, proper results in the area of training, identify strategies used in each, besides differentiating the roles of both the teacher and student in these models. This research is aimed to analyze the dimensions of the behaviorist and constructivist pedagogical models in order to highlight their characteristics.

In that sense, it arises a number of categories that describe different dimensions of each model, focused mainly on content, the teacher- student relation, in strategies and methods according to this model and evaluative path that each model has.

All these was planned and implemented in grade four hundred two (402) at Jose Maria Cordoba School located in Tunal zone, in Bogota city. Through this research process, a characterization of an emerging pedagogical model is sought from the aforementioned models or if instead conclude that these models tend to dissociate. Evidence here is extracted through field diary explaining how the class was developed and likewise describe the experience through the pedagogical experience attachment. An interview to students prior to the application of behavioral and constructivist class was applied; seeking to analyze the needs of the population, the current level in the second language group and individual and collective interests facing English learning.

1. PROBLEM DEFINITION

1.1 ANTECEDENTS

In the early twentieth century, John Broadus Watson in his investigations postulated a model that responded to observable behaviors that used artificial environments as sets of stimuli that reproduced a series of responses in the subject of study. Following this, the features of the named behavioral theory were reassessed by B. F. Skinner who then raised his own vision of behavior theory, including the concept that he designed (three-term contingency) as a plus in the conditioning process "Stimulus - Answer- Consequence "(quoted by Domjan, 2010 pag. 143).

For nearly three decades this model was implemented in education without criticism or restriction, supported by foundations in the previous model (the traditional model). In the 60s this model was object of a process of evaluation and objective interpretation made by teachers and psychologists to conclude that this method was consistent in theoretical and verifiable results (Yela Hail, 1996), however, it was contrasted with new theories started in the field of psychology with cognitivists frames conceiving knowledge as the product of a mental processes in the individual.

This position highlighted the ongoing process that makes the individual to acquire knowledge, regarding it as an active subject in the learning process. As opposed to behaviorism; cognitivism breaks the educational scheme of the time.

This new theory that confronted the traditional teaching methods was called cognitive theory which was later established as structured educational theory, classified as a pedagogical model. This theory developed specifically on the field of education was

named as constructivism.

According to Araya (2007)

"learning is a meta cognitive process of the subject, that to reach it must be engaged in a dialectical and structured process to allow the construction of knowledge collectively by which ideas and knowledge can be argued, the development of a consciousness that allows the student to have a broader view of their own process of knowledge acquisition "(page 68).

This model also proposes one learning logic, a categorization tool to classify information and knowledge in an interrelated manner, and the existence of a network of knowledge in the logical of the subject." (Bruner, 2001, p 176).

The emerging model designed for our society then must provide tools for individual and collective construction of knowledge and also, provide tools to categorize knowledge and thus consistent and better structured knowledge is created.

1.2 FORMULATION OF THE QUESTION

What are the differences and similarities that can be highlighted in the behaviorist and the constructivist pedagogical models from a conceptual parallel, and which features of those models could be included in a new emerging model?

2. JUSTIFICATION

Currently, in Colombia, educational institutions usually apply pedagogical approaches within their curriculum based on constructivism or behaviorism. The variety of strategies and techniques that are used in favor of them, usually focus on compliance with national standards and specifically in the foreign language teaching seek to respond to the current requirements of economic and cultural areas.

Socio-economic factors that directly affect the educational area are things like the forced war displacement, high-risk populations, common crime, among others, and they directly affect the overall development of the educational plan, and limit the development of the pedagogical model.

One of the most insistent recurrent needs of the Colombian educational institutions system is the development of a consistent pedagogical model that could face new challenges in the area. Those models are distinguished by their results and common application in the Colombian reality. References such as Jean Piaget, Frederic Skinner and Vygotsky caused impact on the educational vision of the country, creating patterns in the coming models like the Montessori model, the traditional school or integrated models, each aiming at educational goals that reflect the Piagetian ideal or Skinner behaviorism reinforcer of behavior.

The interest of this research is based on the importance of analyzing some of the most common pedagogical models in Colombia, which are considered as a basic foundation of susceptible teaching tends to new situations or challenges.

Over time, the pedagogical models have embodied a number of advantages and favorable tools for teaching - learning process; and facing it, it is possible sometimes to extract or to regain many of the tenets of past models. From there, the established models supported with actual tools and strategies are redesigned. .

3. OBJECTIVES

3.1 GENERAL PURPOSE

- To analyze the behaviorist and the constructivist pedagogical models through criteria that enable the characterization of a basic primary-oriented emerging model.

3.2 SPECIFIC OBJECTIVES

- To examine the representatives, differences and similarities within the own didactic order of both models

- To contrast the behaviorist and the constructivist pedagogical models through criteria that expose the general characteristics of a pedagogical model.

- To collect correspondent educational experiences for each model.

4. THEORETICAL FRAMEWORK

The behaviorist and the constructivist pedagogical models will be analyzed here from the theoretical aspect; considering first, preliminary definition of inherent concepts in the educational field relevant to depth understanding of this matter. Later, models will be examined through categories called pedagogical dimensions which will be contained in a comparative table which outlines the ideological level of both models.

4.1 PEDAGOGICAL MODELS

Intending to enter fully in this investigation is necessary to define the concepts and areas where this phenomenon operates, and for this reason some terms of educational ambit will be taken as reference.

As defined by RAE (Royal Academy of the Spanish Language) *model* is a “type or reference point to imitate or reproduce”, also as “a theoretical scheme, usually in mathematical form, of a system or of a complex reality, as the economic development of a country, which is made to facilitate understanding and the study of their behavior.” A model is then a presentation or established guide of a specific area that often tends to complexity, in turn, it contains the theoretical elaboration and the reality. It can represent a phenomenon, an object, a process or a situation that happens in reality.

The model is considered as an invention, an interpretation mean or justification of something that has been planned or some other event. Specifically in the area of education; models formulate, guide and predict the phenomenon of education in the

classroom. Through a pedagogical model one may represent the dimensions of learning and teaching process, however it is necessary to pay attention to each element in this context because in some cases it exists the tendency to ignore or set aside some feature that will affect the focus of the model approach.

The interpretation of the educational phenomenon through an obtuse guide does not describe its nature in its own totality, and it tends to generate conclusions and expectations that ignore characteristics or conditions implied in education, which, if not are taken into account, will cause a number of equivocal or incomplete results.

For example, one can think a pedagogical model that takes as main actors of learning process to the student and the teacher, which can give a value to the content, methods and didactic order. However, if this model ignores the magnitude of the evaluation process, it is clear that the assessment of educational development will not have the same significance.

If the processes of teaching or the curriculum are not evaluated, then there will not be certainty neither of the advance nor of the series of changes happening in each one. Similarly, if the model did not contain any other characteristic, it would be prone to the same situation of an unfinished development.

So then, a pedagogical model defined as explicit guidance on the best way to promote learning and the acquisition of new knowledge and multidimensional development of the student is considered as a guiding tool to educate or to teach. Teaching is also to indicate, to signal something, to display or to expose something to be seen and appreciated (Royal Spanish Academy).

To build a pedagogical model (Coll, 1992), one should be focused to answer a series of questions that will characterize the model from its structure to its approach. Those questions relate to:

What, why, when and how to teach? And what, when and how to evaluate?

These questions not only constitute an integral part of the model, and the design of the curriculum, but also define the model, and account its scope and interests.

These indicators were then taken and included later in the Julian de Zubiría's Hexagon Curriculum (De Zubiría, 2006) that was planned to design a curriculum in general level at Alberto Merani high school, linked directly to the dialogical pedagogy.

In this research, Zubiría (2011) distinguishes the conjunction between a model of the new school and a traditional school model, one of hetero structuring scope and interest and other auto structuring. Those features compose the dialogical model proposed in the *dialectic synthesis*, main thesis of the author. The role of the dialogical model in this research is to reveal the probability of building an emerging model based on features extracted from previous models that count with different approaches, structures and assumptions.

This proposal has been designed and developed over the past decade and even now, with new contributions in the field of education, it is necessary to rethink a model that meets the needs of students seen as being active in the learning process and in turn contributes to innovation in the educational phenomenon.

4.2 DIMENSIONS OF TEACHING MODELS

As a preamble then, the specific areas of the pedagogical models in question will be addressed in detail. Here the dimensions of each model are evident, involving the relationship between teacher and student, the conception of the content, methods and curriculum, and evaluation as seen for each actor.

4.2.1 Behaviorism

Currently, in education behaviorism and constructivism are teaching models with different approaches and methods with favorable results in the teaching-learning process. The benefits of these models come from different transition paths.

Pedagogical models are classified and differentiated (Coll, 1992) according to concepts that contain their own frame towards the end and the means of education. Among them, the behaviorist pedagogical model, which is described as a didactic model, focused on teaching (process focused on the teacher) and hetero structuring method. This model sees education as a process of assimilation from outside the classroom based on repetition and copying, and it interprets in addition the school like a space to reproduce knowledge and to promote the routine work; it is a process focused on the activity of the teacher, the teacher monopolizes speech and decisions.

Behaviorism is a model designed to foster appropriate and disciplined behavior regarding the educational environment, seeking to encourage memoristic and repetitive learning; the conditioning process is developed using artificial stimuli that direct the behavior of the individual to the intended result (Herstein, 1980).

The active subject of the educational process according to this model is the teacher, who must design an appropriate instruction plan to transmit knowledge to the learner; while the student is a passive recipient in the learning process that interacts directly with the stimulus, it should be noted that the teacher's role is not specifically seen as one of those stimulating factors.

According to Regino, & Valle, (2004):

" Desde las actuales tendencias curriculares, la apreciación que tiene el conductismo del proceso educativo se percibe en un ambito logo céntrico donde enfoca su aplicación a las asignaturas, a un currículo correlacionado y expandido. Las asignaturas de este modo, son parte de un currículo medular que concibe el aprendizaje como la transmisión de conocimientos, métodos y recursos a través de los contenidos... "
(p. 39).

From an anthropological concept, the student is conceived by the behavioral model as a being located at the beginning of the learning process that despite belonging to the process, does not maintain direct contact with knowledge but yes with the information transmitted.

Neither the prior knowledge nor the possible interaction with the environment are taken as primary or integral, just conceived like mere reaction to the stimulus, and nearing the end of an educational process in which the student presents the result of memoristic product that does not show its development as an apprentice nor his interest in reproducing content.

A vertical relationship between teacher and student is maintained in behaviorism, content and knowledge are transmitted in a linear fashion and always looking for visible results in the student. Its evaluation method is commonly quantitative, since the data collected for this process are rated numerically on a scale that includes such criteria as the effective transmission of the contents and the required response in the student.

Didactics describes the act of teaching, based on a number of theories and insights, seeks to interpret and explain the phenomena occurring within the educational environment and lays down guidelines for action to teach (Camilloni, 2007). It is directly related to social and educational projects reflected in political significances as the model of man in society and the direction to be taken by the society.

In the case of pedagogical models, teaching is not only a source of knowledge that supports the educational task, but also provides specific strategies that can be adapted to specific contexts and certain times to the teaching-learning process. In the case of behaviorist teaching model, didactic order must sustain memory and reproductionist strategies through which it aims to promote the acquisition of knowledge more fluently and effectively.

For example, in the disciplinary area of English, a required specific didactic that tests the creativity, teaching strategies involve proposing specific purposes such as: travel, business, literary readings, conversations and role plays, among others. Didactics focused on behaviorism must pay attention to the behavioral parameters that this model pretends, by developing a vertical and logo central relationship in a methodical and functional fashion.

4.2.2 Constructivism

The constructivist pedagogical model is auto structurant and it is of cognitive type; a model that conceives education as a building process from inside class and managed by the student; prioritizing strategies for discovery and invention as well as the continued support of qualitative assessment considering the vast fields where students can investigate, reflect and create their own conclusions.

This is a model focused on the dynamics of self-interest and the student, from a paedo centric point of view where the teacher is seen as a guide or a companion in the process of internal construction of the subject.

According Regino, & Valle (2004):

"The curriculum design from a constructivist pedagogical model abandons the conventional content and proposes a development of thought which includes in its proposals for work, educational projects in cognitive skills, dynamic processes of learning and presentation of problematic situations that students must solve based on their preconceptions and also supported by significant learning". P. 143

Varas (2004) adds:

"Constructivism has an appreciation of socio central court because it conceives learning as a mean of socialization, considers the students and teachers as active agents in the communication process of learning. The curriculum from this approach focuses on the social functions that privilege personal development, and experience as a tool for interaction with content (Varas, 2003).

And Ochoa & Zafra, 2001 consider:

"constructivist pedagogy actively develops the confrontation of arguments from empirical knowledge seeking to relate contents and establish valid knowledge, is a model that responds actively in the teaching-learning process as a reciprocal relation, because it is not only involved in the transmission of content but also promotes student-reflective character and more awareness of his/her surroundings, those are skills that represent optimal tools to transform the social reality".(p. 57)

This model also aims to create not only knowledge but the student's acquisition of competences necessary to resolve problems in context. It is mandatory that when this model is applied, the result should be meaningful to the student, otherwise the process will not be concluded with the main goal of learning.

According to Araya V., (2007), from an anthropological stance, constructivism distinguishes humans beyond the reaction against the stimuli presented, an image of man that is not contained in measurable or interpretable answers but transcends to become "a self-organized living being that is offered unlike animals, interacts with the environment on a scale that goes beyond the conditioning of instinctive nature "

The learning environment is a factor that concerns teachers and students, where the motivational and interaction aspects are key players in a collective and intrapersonal process.

According to Resnick & Klopfer (1997):

"The social environment that generates the group is a proper space to model strategies of effective thinking, because top students can show ways to address, interpret and argue a problem that open mental horizons to other students, and because aspects of task are distributed to integrate later and to achieve a combined and complex production that each separately would not achieve, and also because mutual criticism for work sharing can help to improve the outcome." (P. 213)

Ochoa & Zafra (2001) adds:

"In constructivism the teaching task transcends to direct class only, must provide strategic tools that help students with self-regulation and awareness of their own learning process, this means that" students learn how to learn, to think and to evaluate themselves on the march". (P. 98)

Integration of students in society is an imminent need, it is necessary that this be formed as an integral subject to develop optimal cognitive process for the contribution and social personal and interpersonal development. Therefore, the interests of education at the present time are not limited to the formation of persons exercising their skills in the productive sector, but also developing the critical capabilities that ensure a community that is aware and sensitive to the different problems which are evident in social development.

The didactic dimension of dialectical constructivist pedagogical model contains socio centric strategies that in English disciplinary terms as foreign language, seeks to attract the student to the language through practical activities, environment of motivational development involving previous knowledge and deductive capacity in troubleshooting.

This model contains a wide range of activities from basic premises underlying this trend: the collective construction of knowledge denotes classroom developments through micro teaching and role play strategies. Dialectical cognition and cognitive development, invites to develop discussions and activities with mind maps and brainstorming. Troubleshooting from the testing of new and prior knowledge promotes teamwork and learning through competition.

5. PARALLEL CONCEPT

The following table shows the conceptual dimensions analyzed in the pedagogical models presented, a model is contrasted against the other by means of categories that break the object of study in concrete terms: content, teaching role, student role, teacher student relationship, methods, curriculum and learning environment. From this, it seeks to extend the picture regarding the participants in the process, the theoretical and didactic supports to carry out each model.

Some of the categories shown below were an inspired product from criteria to develop the comparative table of differences between the Montessori model and the traditional model of two educational models in preschool (Adla Jaik Dipp, 2008).

	Pedagogical model Behaviorist	Pedagogical model Constructivist
Concept	Pedagogical model based on knowledge transmission model, the conditioning of subjects from stimuli in the classroom.	Model based on collective work, the dialectic construction of knowledge, training in competences for troubleshooting and testing of arguments.
Teacher´s Rol	Subject Teaching instructor role in the learning process, protagonist in the classroom, responsible for delivering knowledge. Teaching is done through instructions.	There is a counselor that proposes to student knowledge´s interpretation and consolidation tools. There is an intermediary that promotes debate and the use of dialogue.

Student's Rol	There is a passive subject in Teaching-Learning, receiving information and contents.	The student has an active role in the learning process, is the protagonist of his own process and takes as reference the tools presented by the teacher.
Student-Teacher Relationship	Vertical relationship between the active subject of process (teacher) and the object relative (Student), the teacher has knowledge and skills to be transmitted in subjects viewed as containers of information	Active relationship between teachers and students, a dialogical environment that promotes discussion and interpretation of new ideas based on previous experience, a transformative process in the training of teachers and students constantly reevaluate knowledge and skills.
Contents	Content is the main factor in the development of the educational process, concepts and contents are included in the evaluative features of the model, the information is transmitted from stimuli.	The contents are built from new ideas or concepts based on previously acquired knowledge and experiences.
Methods	Transmission methods of information, including activities of repetition and memorization in the classroom. It aims compliance with academic program specifically referring to content.	Dialogical method that provides tools for individual construction of knowledge, mainly focused in debate, the contrast and previous experiences. Looking for a significant learning.
Curriculum	The curriculum is directed for people learning in the same way, does not identify distinguishing features in the learning process in each student, Logo centric pattern.	It contains research approaches, innovative trends regarding the relation of teacher and student, learning is based on the resolution of problematic situations. Socio centric Model.

Table 1. Differences between constructivist and behaviorist pedagogical model.

6. METHODOLOGICAL FRAMEWORK

Then the type of research carried out is described here, detailing the research process and data analysis, also the structure of the research is described, examining applied research instruments one by one. All the research content has been organized from the general to the more specific through the categorical matrix.

6.1 TYPE OF RESEARCH

This research contains a series of categories established as information resource compilation, based on categorization tools and triangulation of information established by Francisco Cisterna, which seeks to expose formally the investigative structure and to express it in concrete terms.

6.2 METHOD

The method inside this research is qualitative because there is a direct interaction with the research subjects, it seeks to obtain relevant information on the behavioral and constructivist pedagogical models and their applicability within the classroom and particular features to each one of these models, in short doing a comparison between both of them by collecting characteristics and traits that enable the creation of an emerging model in areas such as curriculum, method, evaluation, theoretical approach, teacher-student relationships and content.

This point of view is susceptible for development due to its historical dynamism, applicability of each model and favorable results in the classroom and these factors respond to holistic study, essential to develop a pedagogical model for today.

This research is methodologically exploratory in depth: in order to find a relationship between the exposed educational models and to generate new knowledge to understand the phenomenon of education in the classroom. Also it contains facts and data extracted from primary and secondary sources.

According to Gomez (2006)

"The primary sources are those that relate to the design of data collection instruments in the classroom and strategies for the development of class in teaching models. Secondary sources include theoretical framework and background that hint at the behaviorist and constructivist pedagogical models ". P. 213.

It is exploratory since it aims to examine the teaching-learning process inside each of both behaviorist and constructivist models, and to examine the dimensions in each model and from there, to produce new knowledge about educative phenomena, to propose the design of an emergent pedagogic model as innovative theory.

This research develops an analytical and proactive process that breaks the pedagogical models in question to examine in depth from specific essential criteria for the creation of a model, this looking to present a number of features that enable the development of an emerging pedagogical model.

7. CATEGORIAL MATRIX

The methodology to analyze information is directly related to the action is developed from an matrix of qualitative categorial organization, divided into six categories including the problematic approach describing the subject field, the object of study is described and its antecedents. The theoretical framework through which the theoretical discussion will be held will account for the specialized and relevant research literature.

The methodological framework that sets out the instruments that were applied in data collection and composes the epistemological validity of the research shows also the presentation of the results divided by each instrument applied; discussion of results, key process where the interpretation of the information and the construction of the research's results will be conducted. Finally it will show the research conclusions, where not only the work done is synthesized and the specific result but also it states and establish new questions and problems that arise from this.

Theme scope	Research problem	Research question	General purpose	Specific objectives	categories	subcategories	Theme description
Pedagogical models analysis	The educational models should be analyzed and designed facing new challenges and educational approaches, so does the concept we have of each of their actors.	What differences and similarities can be highlighted in the behaviorist and constructivist pedagogical models from a conceptual parallel and what features could be included in an emerging model?	Analyzing behavioral and constructivist pedagogical models through criteria that allow the characterization of a basic primary-oriented emerging model.	To examine representatives, differences and similitude inside both models	Pedagogical models	Conception	Education interpretation tool
						Intention	Subject's individualization // Emphasis on socialization
						Antecedents	Industrialization and Cognitive Psychology // Globalization, modernity
						Structure	Content, Methodology, assessment, technique, roles assignment
				To contrast the behaviorist and cognitivist pedagogical models with criteria that exposes the general features of a pedagogical model	Behaviorism	Teacher's rol	Learning guide // Instructor
						Student's rol	Content's receiver // learning engaging
						Content	Logocentrist //paidocentrist
				To recollect pedagogical experiences that belongs to each model	Constructivism	Techniques	Repetition Memorization // Association and interpretation
						Methodologies	Arguments contrast (debate) // Memoristic dynamics
				To recollect pedagogical experiences that belongs to each model	Pedagogical practices	Class planning	Formal structure to develop activities
Interview	Individual dimensions analysis						

Table 2. Herramientas de categorización y triangulación de la información. Cisterna 2004.

7.1 COLLECTION AND ANALYSIS OF INFORMATION

Three instruments to collect data were designed and used for this research. The initial instrument is a pedagogical diagnosis described in two procedures. The first one was a needs analysis applied to know the socio economic characterization of the school, this was a process performed in the first two class sessions. In the first session the researcher had the opportunity to study the manual school life extracting the PEI, the vision and the mission of the institution, at the end of the day there was a short approach to parents and neighbors to school. The second one was an interview directly applied in classroom to analyze the motivation and personal interest of students related to English language. Each documented class in this research had a field diary that contains a detailed description of the class development plan applying the behaviorist and the constructivist pedagogical model.

These instruments were designed according to Omar Becerra's model (2000), where he talks about the interview as tool to collect information based on the exchange of opinions, ideas or points of view through dialogue or conversation between interviewer and interviewee. The same text is extracted from field journals considered as tools to record events, facts or situations every day, on an ongoing investigation. Therefore, the design of this instrument seeks to register pedagogical experience of the researcher to capture both the theoretical basis of the behavioral and constructivist class, as the comments that arise from these experiences.

7.2 RESULTS OF THE INTERVIEW

The identification of needs was conducted through interviews that consisted of ten questions in their mother tongue, there were collected data about personal interest of the English student, expectations and possible projects to be undertaken with it (Annex 1).

The following table expresses the answers and questions asked in the interview, in group 402 from Jose Maria Cordoba high school.

Questions	Answers
Why is English important?	<ul style="list-style-type: none"> • Because one can go to other places, other countries. • Because if one goes to other places one has to be understable. • To be capable to talk when one goes to other country, and be tourist. • To Travel. • To be bilingual. • Because it is a language spoken everywhere.
What do you like the most about English language?	<ul style="list-style-type: none"> • Objects in English. • That we can to learn another language. • House places in E. • Self presentation.
What topics would like to work on during your English class?	<ul style="list-style-type: none"> • France, China, United States, I would like to talk in other languages like Mandarin. • To sing in English. • To talk in English. • Top lay in English.
What activities would you like to do to learn English? (teacher made a series of examples and students raised their hands to agree)	<ul style="list-style-type: none"> • Who does wanna to see animals in English?: 12 students raised their hands. • Who does wanna to see colors in English?: 15 students raised their hands.

	<ul style="list-style-type: none"> • Who does wanna to see Greetings in English? 13 students raised their hands. • Who does wanna to see, for example, movies in English?: 14 students raised their hands.
How would you like to learn English? (the teacher makes a series of examples and students raised their hands to agree)	<ul style="list-style-type: none"> • Through music? 13 students raised their hands. • Through movies? 24 students raised their hands. • Through guides and drawings? 19 students raised their hands. 18 students raised their hands. • Reading a story tale in class? 16 students raised their hands.
What you do not like from the English class?	<ul style="list-style-type: none"> • Some students that do not pay attention in class. • It is very difficult to learn it.
What is for you the most difficult thing in English language?	<ul style="list-style-type: none"> • It is difficult to write it in. • It is difficult to say it. • To say it.
Would you like to travel to a country where English is spoken? Which?	<ul style="list-style-type: none"> • United States • 21 students raised their hands. Canadá • France 24 students raised their hands. • Russia 6 students raised their hands.. • England 21 students raised their hands.
When adult would you like to have a job where you use English?	<ul style="list-style-type: none"> • 27 students raised their hands.
Does anyone in your family speak English? Who?	<ul style="list-style-type: none"> • My grandma • My mother and my father • Mi cousin and my sister <ul style="list-style-type: none"> • My uncle • My aunt • My cousins and my godfather • My sister • My brother • My uncle, my dad and my mom • My Cousin My mom and sister • My dad and my mom • My grandfather, grandmother and sister • My godfather

7.3 RESULTS OF FIELD DIARY.

Field diaries were designed to demonstrate the development of class including the following categories: "theoretical support", "introduction of the class," "practice" and "evaluation" in order to specify each class planning feature (Annex 2). The recording of information was performed before, during and after having the class, planning strategies, materials and methodologies that were in line to highlight the educational model on which we worked on.

7.3.1 Class based on the Constructivist teaching model

The description of the classroom methodology based on the constructivist pedagogical model supported on film evidence reflected in detail the steps that teachers and students followed when conducting the class.

<p>INTRODUCTION</p> <p>Explanation and / or exemplification</p>	<p>The teacher started the class doing pantomime movements referencing some wild animals and then pronounced the name of the animal concerned.</p> <ul style="list-style-type: none"> • Students repeated the name of the animal and the imitation of the movement performed.
<p>ACTIVITY DEVELOPMENT</p>	<ul style="list-style-type: none"> • The teacher makes a brainstorming activity as opening theme, registered on the board, asking qualities and unique aspects of wild animals in general • Students formed two groups with the intention of participating in a competitive event where the goal is to identify through mime performed by a student at random belonging to the animal or referring the movements made by the participant, all this was done before that the other team did. The teacher

	<p>randomly chose the participant to take place mimicking through play Hot Potatoes.</p> <ul style="list-style-type: none"> • You will be assigned an animal from a list of 20 selected student, the teacher gave the directions, they were carried out, including producing no sound, no cheating, saying the animal's name if not given the word. • Students are organized in a way dividing group A group B • The teacher gives the word to a student group, several students in each group kept her hand raised. • The teacher chose a student and if his answer was correct, was assigned a point in favor of the group, if it was not the word was given to a student from the opposite end.
ENDING OF THE ACTIVITY AND FEEDBACK	<p>In total 15 rounds were carried out with a different animal in each, a point count was done, the students formed a circle in the classroom and the teacher made a retro feeding each animal seen, emphasizing the pronunciation and the relationship with each particular quality such as: snakecrawls, monkeyclimbs, kangaroojumps.</p>

7.3.2 Class based on the Behaviorist teaching model

The applied class based on behaviorist pedagogical model was developed taking into account the memoristic capacity of the student, the class was applied in English and feedback spaces or clarification of new vocabulary was clarified in Spanish at the end of each step of the class.

INTRODUCTION	Students inductively received a series of predetermined to build a presentation (self presentation) sentences, used to design a presentation itself, between those sentences describing structures were evident: where you live (I live in ____ neighborhood), the age (I'm ____ years old), the name (my name is ____), tastes (I like ____) among others.	
ACTIVITY DEVELOPMENT	<ul style="list-style-type: none"> • The class begins with a partnership activity where the teacher gave his students an example of the theme of the class, introducing them in their own self presentation • The teacher made a presentation and gave emphasis to keywords and basic supplies connectors, after each prayer, the teacher asked his students if they understood that this section refers to the presentation, some of the students deduced the correct answer. • The teacher explains the importance of English, describing their qualities and highlighting the data that must be taken into account to make a personal presentation. • The teacher makes once more the example of a line-by-line presentation and explains how each prayer, highlighting the keywords in each as Live, Age, Like, Name. • Starts oral production activity, the teacher chooses a student to perform their personal presentation in English in front of the class, using the tools given. 	
ENDING OF THE ACTIVITY AND FEEDBACK	The first and second student participating in the activity responded according to structures made by the teacher, the film evidence shows the consistency and pronunciation of the two student fluency. Then, there are the structures used by the students to make their self presentation also seen in the video records annexes.	
	Student 1	<ul style="list-style-type: none"> • My name is Karol • I am eight years old y, • I live in San Carlos • I like sing
	Student 2	<ul style="list-style-type: none"> • My name is Steven • I am nine years old • I live in Carmen • I like play Call of duty Black ops

8. DATA ANALYSIS

The data analysis method chosen to study the results extracted through daily field was, analysis of topics established by Omar Becerra at the same time he proposed data collection instruments. There, he proposes that the results are described from categories that allow clear analysis of the significant aspects. This method was chosen for consistency with analysis made of the pedagogical models within the theoretical framework.

The topics chosen to analyze the results extracted through daily field are the same that were chosen to compare behaviorist and constructivist pedagogical models in the theoretical framework. The analysis of topics includes the content, method, teacher student relation, the educational environment, didactics, curriculum and assessment.

8.1 ANALYSIS OF A CONSTRUCTIVIST CLASS

The development of the class gave results based on the attention and acting ability of students as well as on generating the application of knowledge seen in class when referring to animals they know and relate them to the English names they learned in the session; classroom activity encouraged students to quickly identify the name of each animal exemplified by the board because the mental pantomime required agility to detail the personified animals and to relate it to the English name.

Collaborative work was visible in the first part of the class, when students debated between the two groups formed to define the right answer, this activity promoted by the competitive sense also encouraged the exercise of contrasting arguments; motivational dimension on the other hand, emphasized his presence in the same scenarios when students gave their opinions facing the exercise of collective construction for selection of responses.

The students are here led by their own and curious interest in learning the names of animals in English, and they are guided by intrinsic motivation denoting an impulse to participate and to know if their knowledge is a collaborative contribution to the group or an invitation to reinforce this knowledge.

The associative ability of students played an important role in the process of interpretation of the new content; students related the names of animals with typical specific respective animal movements. This was a process performed through the relationship between cognitive image (the prior knowledge of the animal) and the content presented (animal name in English); the ability to associate was constantly employed due to the amount of concepts presented in class.

The roundtable had the function of promoting divergent arguments regarding contradictory opinions on a specific topic, there the students involved in the dialectic technique, discussed and found new knowledge facing the confrontation of opposites to own reasoning; the product of this exercise was the presentation of knowledge built together.

The feedback was aimed at clarifying the new vocabulary seen in class, in this case the names of the animals examined from English pronunciation and identification of the concept in writing and orally, it was evident that more than half of the group understood the words and likewise its correct pronunciation. The content remained constant relevant due to invention and discovery strategies involved in the exercise of knowledge construction in the classroom.

This was one class centered on opinion and open question in which the teacher played a role of companion and students were responsible for contrast and discover, directing their interest to the dynamics of collaborative work.

The teacher regarding the student maintains a horizontal link in which learning and teaching like common environment promotes collective construction of ideas and arguments to build and restructure knowledge. Communicative action among participants represents a process focused on the subject, interest and personal skills.

8.2 ANALYSIS OF A BEHAVIORIST CLASS

Behavioral class was developed based on the induction of content and testing of concepts, constantly repeating the teacher's instructions in English and then in Spanish seeking to reaffirm the idea expressed. The Grammar translation method was the method of approach used and remained visible during each stage of the process, emphasizing the correct spelling of the guidelines structured to create a self presentation, these being defined as a series of regulations for the use of English.

The concepts and tools were conceived and designed by the teacher as a set of elements that promote memorization and repetition of new vocabulary. The first was the

default selfpresentation format denoting proper use of English vocabulary but restricts students to go beyond a basic presentation, it is a technique that facilitates the evaluation process of teaching and that through this each student's contribution must respond for an activity and specific requirement but it is tricky for the student to make a self presentation based only on the regulations developed in class.

Seen from a broader view, this event invites us to rethink the teaching English formula not only as a language to be learned only through grammatical structures, as a communication tool or practical knowledge that limits its scope to peer understanding but also as the representation and exhibition of a number of cultures that precede the Latin American historical context, where particular features of literature, art, politics and all phenomena involving the society are located.

The example of selfpresentation applied in class by teachers fulfilled the role of conduit for the autonomous development of written student work. There was evidence about the clarity of the explanation by example because the total student group performed the same explanatory process once the teacher requested. This verified the importance of explaining the directions of the activity once more but in the native language, students checked the that progress of the activity they had been based on the explanation in English, was consistent with the instructional component given by teacher activity.

From introduction to feedback, the teacher and the student maintained a vertical relationship in accordance with the knowledge because the class was directed entirely by teachers, establishing regulations to participate in class and tool preseted to participate in class. Phases, strategies and contents were teacher's decision and, in

depth view denote characteristics of a hetero structuring learning model based on information and rules.

CONCLUSIONS

When a research is going to create a link between the pedagogical model and method to develop a class, it is necessary know the types of own methods of discipline, in this case of English discipline, when a link between these two factors was made was evident that, The behaviorist pedagogical model is inconsistent in combination with most methods of English as suggestopedy, natural method, the TPR among others. however, it can be argued that this pedagogical model maintains its elementary features such as the memoristic work and the reproduction of content, through the application of methods such as audio lingual and grammar translation method, chosen the last to be part of the lesson plan designed to implement the kind of self presentation.

The learning environment is very restricted aspect for the total development of the behaviorist pedagogical model because the application of some techniques and dynamic activities distort completely the sense of model appearance. if activities seeking to develop the creative aspect or deductive processes student is able to obtain a derivative of behaviorism but away from behaviorism as pure pedagogical model applied.

This work was oriented to theoretical - practical analysis of behavioral and constructivist teaching models, as well as the possible design of a model that synthesizes the advantages of both models, directed toward the same end. Convergence points for docent work comprehension, and the impact of student autonomy and its impact on teaching learning phenomenon are searched. We could

consider that this research helps to think on teaching practice and create new ways for teaching and learning.

After reviewing the evidence of the practices with the two models and comparing the theoretical foundations of the two positions, one can argue that it is indeed possible to integrate some features of behavioral pedagogical model and the constructivist selectively, in an innovative model that stimulates argumentative and purposeful student's ability. These features can be integrated into a system to assess objectively individual and group learning progress based on hetero and self-assessments.

It can be concluded that both models contain a number of advantages and disadvantages that make reference to the context and the educational ideal of its time and place of origin, and that these characteristics can be positive contributions that these models will attach to the current Colombian education. In the case of behavioral pedagogical model, being thought of as a system of ideological reproduction at the time of post-war Europe, it is a subcategory that is born from the radical behaviorism of Watson and intended to improve teaching practices through strategies to facilitate the work with the students.

The constructivist model, being a revolutionary invention in psychological and educational area giving priority to cognitivism, was in turn theorized at the time as a model of knowledge construction that however, ignores the objective assessment of academic processes and the checking and validity of knowledge built in the classroom.

In the planning and implementation of educational models involved was evident the impact of each setting tools that enabled the scope of the proposed goal, which in this

case is referred to the construction of knowledge through solid cognitive processes that allow examining their validity in the practical field and the collective construction of reality considering the needs and compliance with social regulations.

The observed differences in the development of class between these models were highlighted in the methodological and conceptual level because the constructivist model offered more tools to present the theme of the class through a series of exciting and bold strategies for students as they were brainstorming, producing and hearing and performing physical interpretation of animals (supported in TPR), the contrasting arguments and group competitive activity.

Behaviorism meanwhile, offered a series of strategies that coupled to the adaptive and memory capacity of the student, constantly using the repetition of concepts as a strategy to assimilate content and highlights them in practical language.

These teaching, belonging to different historical moments and designed for being used in environments with different characteristics, some models have similar patterns or notions of educational field reflected from their theories. The similarities observed between the behaviorist and constructivist pedagogical model are:

- Both models conceive the student as an individual participant in the process of learning and teaching although they differ in their definition. As a participant both models consider the time when the student maintains a link with knowledge. Operant behaviorism describes it as from a stimulus and directed by self-interest, interacts passively in acquiring content. Constructivism describes it as a transformer subject over the reality and creator of their knowledge, interacting actively in the creation of content.

- Both models recognize the duty to teach or instruct the learner for life in community, instilling social values and encouraging citizen profile, including shared responsibility to instill ethical standards and religious beliefs, as its own.
- Applying of a feedback activity where knowledge seen in class is reaffirming is common strategy of both models, there the product of teaching and learning more effectively consolidates.

The integration of new methodologies to strengthen the pedagogical action is a proposal that should be taken into account when applying an emerging pedagogical model. This model requires at application time a number of elements to ensure compliance with the established objectives. From the results, it can be argued a possible improvement of such practices including tasks that strengthen the core activity in this case; it refers to the construction of knowledge and mental maps that allow understanding the names of animals in English and identifying their remarkable movements.

In the case of constructivist teaching model it should be noted that the development of the class may have been complemented by focusing on the pronunciation of the names of animals in English with ICT tools, taking into account that the ability to listen must be exercised in different scenarios for identification keywords. In the case of the kind carried out based on the behaviorist pedagogical model and looking towards improved implementation strategies, interaction activities proposed in real environments using the knowledge acquired in order to deepen the themes proposed in class also generate significant learning . Strategies such as discussion or tongue twister or rapid response games are components that can be contained in the development of a

behavioral class, giving flexibility without neglecting the duties of the model as memorization and assimilation of concepts.

In the preliminary design of this emerging pedagogical model, which is born on the set of characteristic elements of the behavioral and constructivist pedagogical models, a starting point for analyzing, it is describing their pedagogical identity considering the student profile that seeks to build on society, interpretation and the role that this model will give to their participants and the relevance that will have the contents, the evaluation and the methodologies used.

Faced with these challenges, the emerging pedagogical model should focus on teaching for life, an auto structuring education that transcends of considering the school as an isolated environment from reality where the contents are learned passively, to allow students to accept their reality and to develop a logic of understanding to improve their environment. Thus, it proposes a pedagogical model based on the paido centrism, considering the impact of discovery, construction, expression and recreation capabilities in the student as well as their expectations and motivations. In other words, the emerging model should provide tools for motivational, creative and argumentative stimulation.

Based on current educational theories, we can suggest the creation of an emerging model considering the theory of operant behaviorism together with constructivism as they face the new challenges of education, the phenomenon of teaching - learning is not limited to foster cognitive processes for appreciation of content but also to generate new strategies capable to include the desired of the student for learning, referring to an apprehension of knowledge for knowledge creation. That is why operant behaviorism

applied in the classroom is focus on the construction of favorable conditions to the process of learning behaviors, it can be considered compatible with some of the constructivist strategies that will attach importance and validity to subjective input from students as concept maps , debates, symposia, round tables and tests. Noting also the consistency these two models support when feed back class issues are done; seen from behaviorism as a reinforcement that comes from a stimulus and from constructivism as verification of a significant learning.

Faced with the current social challenges that require teachers to provide spaces that encourage creativity, interpersonal development and learning styles based on multiple intelligences; the teacher must be able to adapt the tools provided by the behaviorist and the constructivist model. Making a parallel between these objectives and the observed in the development of both models in class, it can be argued that the tools that contribute to the creation of these environments by the behaviorist model are:

- To promote the exercise of the memory capacity in students.
- To give significant importance to grammar in the process of teaching - learning.
- To conceive the repetition and writing activities as an advantage for teachers when making an objective assessment.
- To implement assessment instruments related to the model to examine the students processes objectively.

On the other hand, the constructivist pedagogical model has a number of tools that joint the same purpose as:

- To conceive the subjects involved in the learning process as individual and with diverse learning styles.

- Delegating the guide or companion role to the teacher in the process of learning and teaching, regarding it self as a learner in the same learning process.
- To establish the "knowledge" as the product of an individual and collective process of learning and teaching, this is reached after a process of apprehension and significance between the content and the environment.
- To delegate autonomy at student's in their own learning process enabling them to construct their own knowledge through perception, the contrast and analysis.

BIBLIOGRAPHICAL REFERENCES

- Adla Jaik Dipp, J. A. (2008). Estudio comparativo entre dos modelos pedagógicos a nivel preescolar.
- Araya, V. (2007). CONSTRUCTIVISMO: ORIGENES Y PERSPECTIVAS. Laurus , 2-4.
- Araya, V. (2007). CONSTRUCTIVISMO: ORIGENES Y PERSPECTIVAS. Laurus , 8.
- Becerra, O. E. (2012). Elaboración de Instrumentos de Investigación. En O. E. Becerra, Elaboración de Instrumentos de Investigación. (págs. 9-14). Venezuela.
- Bruner, J. S. (2001). El Proceso Mental en el Aprendizaje. Narcea Ediciones.
- Camilloni, A. (2007). El saber didáctico. Buenos aires: Paidós.
- CISTERNA, F. (2005). CATEGORIZACIÓN Y TRIANGULACIÓN COMO PROCESOS. Chile.
- Coll, C. (1992). Desarrollo psicológico y educación. teorías del aprendizaje. España: Alianza
- De Zubiría, J. S. (2006). LOS MODELOS PEDAGÓGICOS hacia una pedagogía dialogante. Bogotá, Colombia.
- Domjan, M. (2010). Principios de Aprendizaje y Conducta. CENGAGE Learning.
- española, R. a. (s.f.). Real Academia Española. 06 de junio de 2015, de www.rae.es
- Gómez, M. M. (2006). Introducción a la metodología de la investigación científica. En M. M. Gómez, Introducción a la metodología de la investigación científica (págs. 65,66). Argentina: brujas.
- Ochoa, R. F., & Zafra, L. S. (2001). Evaluación Pedagógica y Cognición. En R. F. Ochoa, & L. S. Zafra, Evaluación Pedagógica y Cognición (págs. 98-114). McGraw-Hill Interamericana.
- Piaget, J. (1988). (London, C. (1988). A Piagetian constructivist perspective on curriculum development. págs.82-95.)
- Regino, S. E., Regino, P. E., & Valle, H. A. (2004). Currículo y planeación educativa: fundamentos, modelos, diseño y administración del currículo. En S. E. Regino, P. E. Regino, & H. A. Valle, Currículo y planeación educativa: fundamentos, modelos, diseño y administración del currículo (págs. 46-47). Cooperativa Editorial Magisterio.

Resnick, L., & Klopfer, L. (1997). Currículum y Cognición. Buenos Aires: ED. Alqué.

Varas, I. (2003). TENDENCIAS PREDOMINANTES DE LA EDUCACIÓN CONTEMPORÁNEA. Investigación y Postgrado v.18.

Yela Granizo, M. (1996). La Evolución del Conductismo. Psicothema. Buenos aires edit Paidos basica.

ANNEXES

LESSON PLAN, CLASS BASED ON THE CONSTRUCTIVIST MODEL.

GRAN COLOMBIA UNIVERSITY SCIENCE OF EDUCATION FACULTY RESEARCH EVIDENCE LESSON PLAN 01			
Trainee Teacher's name: ANDRÉS LEONARDO CONTRERAS BUITRAGO		Grade: 4°	Date: 12/05/2015
Topic: Wild animals through verbs and movements.		ClassN°:01	
Aim lesson plan 01: to identify wild animals using body language and representative verbs.			
Method and Pedagogical Model: total physical response / Constructivism			
1.THEORETICAL SUPPORT			
Based on James J. Asher's theory, TPR as a method is focus on the mixture of physical and verbal student's abilities. Teacher is a guide who give them the tools to acquire knowledge through body language, the interaction between body and content. Is important to take in mind the teacher attitude, he must be active in every time in the activity because in a method that works entirely with body, is mandatory that players be energetic and dynamic.			
ACTIVITY DESCRIPTION	RESOURCES	TIME	BIBLIOGRAPHY
2.INTRODUCTION AND WARMING UP Teacher will develop the class 100% in English, using key words and easy commands to catch the student's attention. He will introduce the topic, talking about animals, "WILD ANIMALS" they will say some names of the animals, teacher will say the same name but in English to establish the relations of the concepts. After create a brainstorm, teacher will talk about three or four animals mentioned in annex 01, he will explain what the most common movement of that animal is, example: snake crawls, monkey climbs, kangaroo jumps in others. Students should follow the teacher doing the respective movement.	-Flash Cards -Board	25 minutes	The Audio-lingual Method and Total Physical Response Method in Middle-level Foreign Language Education Katy L. Benhardus – 2009
3.PRACTICE Students should focus on pronunciation, saying the name of each animal. Then teacher will choose randomly one by one, a student do the activity. It consist on choosing a student who is going to take a flash card randomly on a bag, including also the other flash cards, each one with an animal (same animals seen in Annex 09). Using the body language	-Board -Ball - Workshop	30 minutes	

(no talking), students should express what is the animal selected and then his/her classmates should guess what is the correct animal. The main idea in this part is that student use the common movement of the animal to accomplish the goal.			
---	--	--	--

4.EVALUATION

This class is going to be evaluated as a co evaluative and formative activity, because it is focus on a collaborative work developed with all classmates and teacher. It is also a class based on a short and a specific topic "Wild animals" that is a sub category of animals. The product of the class is going to be applied in the same class.

PEDAGOGICAL EXPERIENCE GRAN COLOMBIA UNIVERSITY
EXPERIENCE TITLE THE IMPACT OF WILD ANIMALS IN CLASSROOM
DESCRIPTION
<p>the development of class activity benefits the participation of all students in the classroom, all actively participated to guess what animal the partner mimicked in front of the board.</p> <p>some of them started the activity, quiet and little attracted by the subject, however, screams and noise from the other partners caught the attention of people even non-participating, after that, all contributed to their respective team to win.</p> <p>classroom management was difficult when there were so many students who wanted to participate that we could not hear the contribution of some students while others tried to talk at the same time. on the other hand, discussions between people of the same group because some students answering first that others carried them to the disqualification of their contribution. (not following rules)</p>
CONCLUSIONS
<p>The material used to refer to wild animals (flash cards) can be expanded, including new animals and increasing the amount of movement for variety of the animals, because students quickly dominated the our catalog of animals that were applied in class. This strategy can increase the difficulty and challenge the capabilities of students.</p> <p>For a better understanding of the student participant mime in front of the board can implement the performance of two or three students at the same time in front of the board, this will give new tools and options to the public to interpret the mime.</p>

LESSON PLAN, CLASS BASED ON THE BEHAVIORIST MODEL.

GRAN COLOMBIA UNIVERSITY SCIENCE OF EDUCATION FACULTY RESEARCH EVIDENCE LESSON PLAN 01			
Trainee Teacher's name: ANDRÉS LEONARDO CONTRERAS BUITRAGO		Grade: 4°	Date: 19/*/05/2015
Topic: How to Introduce Yourself In English		ClassN°:02	
Aim lesson plan 01: using phrases and default to design a self-presentation including personal data such as age, their place of residence, full name, among other sentences.			
Method and Pedagogical Model: Grammar Translation Method, Audio Lingual Method // Behaviorism			
1.THEORETICAL SUPPORT			
<p>The class will be developed based on the behaviorist pedagogical model, taking as the main method Grammar Translation Method because It is an efficient way of learning vocabulary and grammatical structures. Besides that, it is combined with Audio Lingual Method because it takes into account the linguistic and grammatical aspect in the learning process also, this method is developed through and by intensive pronunciation and drilling of Its basic sentence patterns. These are the main approaches to the pedagogical model because the goal is the reproduction of knowledge and in this case a strategy to assess learning through factual and written evidence.</p>			
ACTIVITY DESCRIPTION			
2.INTRODUCTION AND WARMING UP			
<p>Teacher will start the class talking about himself, talking about his hobbies, his favorite movies and personal data. After each sentence, teacher will translate the meaning of everything, dividing the self-presentation in easy phrases as: My name is ..., I'm Years old, I live in ..., I like, I don't like ... Teacher will repeat the same for a second time but in Spanish making emphasis on key words.</p>		-Flash Cards -Board	25 minutes www.teachenglish.org.uk/article/translation-activities-language-classroom
3.PRACTICE			
<p>Teacher will explain the function of each sentence used before by him, he will write all the phrases structure on the board, students must copy and translate unknown words through the dictionary. They will complete the same sentences with their personal data, hobbies, etc.</p>		-Board -Ball - Workshop	30 minutes

4.EVALUATION

This class is going to be evaluated as a partial and summative activity because all the strategies that teacher will use are focused on the recognition of content and immediate application of it. Also, the knowledge proposed to see in class is approached as something to memorize and it is not going to be a significative learning necessarily.

PEDAGOGICAL EXPERIENCE
GRAN COLOMBIA UNIVERSITY
EXPERIENCE TITLE
DEVELOPMENT OF SELF PRESENTATION CLASS
DESCRIPTION

At the beginning of the class the students were nervous and not active in the activity that the teacher proposed, after the teacher presented them the tools to perform the self presentation, students continue quiet for 5 or 10 minutes. management course was difficult at this time because none of them wanted to participate or risk to build their own presentation.

The teacher decides to choose a student randomly, the students pass in front of his partners, the teacher performs his own self presentation so the student would not feel alone in activity in order to be more comfortable the activity for the student who is involved. In the parts they should complete their individual information the teacher keeps silence and with signs teacher tried to inviting him to continue with sentences.

When all students started to participate and present their own evidences of self presentation, teacher show them the utility of this activity in real life. Then teacher started again with his own presentation but faster and he invite them to complete the sentences following the rules to do it.

CONCLUSIONS

In those materials as a test, teacher should use pictures to explain the dynamic of the Self presentation.

Time was an important aspect to analyze the following classes because general activity take less time than the spected so teacher should apply B plan to finish the session.

the product of the activity could have been written, something that could be evaluated and show another public, the only evidence that were taken in this class were some video recordings that homeroom teacher and the institution allowed.

PEDAGOGICAL DIAGNOSIS

TEACHING PRACTICE: PEDAGOGICAL DIAGNOSIS	
SCHOOL'S NAME	IED Integral José María Córdoba School Center
SCHOOL'S ADDRESS	Calle 48 C Sur N° 24-14.
SCHOOL'S TELEPHONE	7690295
LOCALITY	6a Tunjuelito
NEIGHBORHOOD	Tunal

Need Analysis

The first part of this document contains an interview that was applied and recorded through the previous results in "data analisis" In addition, registered videos are presented as multimedia Annex. There, the interests and motivational factors related to students learning English were analyzed.

Institutional Context

Historical Background

The IED Colegio Centro Integral José Maria Córdoba is a school affiliated to the Ministry of Education of Bogota Capital District. It was created according to the Decree N° 007 of January 4th 1972 and it started to work through the resolution N° 8465 of December 20th 1972 of the Ministry National of Education. It is located in the locality of Tunjuelito and this one is the number 6th in Bogota in the neighborhood Tunal. It has especially 1, 2 and 3 socio-economic strata.

The high school starts on January 4, 1972 with courses from 1° primary grade to 4° high school grade in afternoon journey. A year later, in 1973 begins 5th and 6th grade high school in morning journey. In 1977, the 5th grade class is created in the afternoon journey and coffee construction starts.

In 1994 Eduardo German Rincón was named director, who completes the construction of some units of the institution as: Grandstands, multiple classrooms among others. Since then, he governs and guides the educational community and the school defines and reinforces the line integration of visual limitations, expanding the care of these students in high school.

Physical description of the institution

The school has two buildings (physical structure), block A is divided into different sub-blocks, and there are the sub-blocks 7, 6, 5 and 4.

Sub block 7: it includes biology, physics, electronics, chemistry and languages laboratories; nursing, attitudinal coordination, 4th and 5th grade.

Sub block 5: there are the school cafeteria and the library.

Sub block 4: there are the staffroom, preschool classrooms, the Principal Secretary, the primary coordinate, the warehouse the cashier's office hall, rectory, administrative coordination, drawing room and computer rooms 5 and 6.

Block B is divided into different sub-blocks, sub blocks 3, 2, 1 its utility is unknown to the trainee teacher.

Students Group Characterization

According to the homeroom teacher's report, the students' familiar environment are develop in distance relation; most of the middle of the parents did not assisted last parents meeting. Sometimes, some specific parents assist to the classroom to check their child behavior but it is a select percent of parents.

Some children have older brothers in high school courses. In Classrooms 401, 402, and 403 can be evidenced friendly and low-conflict behaviors by children. Some population of the students have learning problems and for that reason teachers decided divided that population in the thee groups, according to the homeroom teachers there are in the process of improvement.

Ages of students in the three groups of Fourth grade vary between 8 and 11 years old, also including a student who is 12 years old on 403 group.

Educative Institutional project

The P.E.I. seeks to promote a new school organization; creating supportive learning environments significantly, transform relationships and build the educational community.

Conceptual Component

Vision

The Centro Integral José María Córdoba offers formal education to children, youth and adults through processes of development of thinking and communicative skills, in order to enhance their values and cognitive dimensions, so that they can build their personal project and improving their living conditions and their environment.

Mission

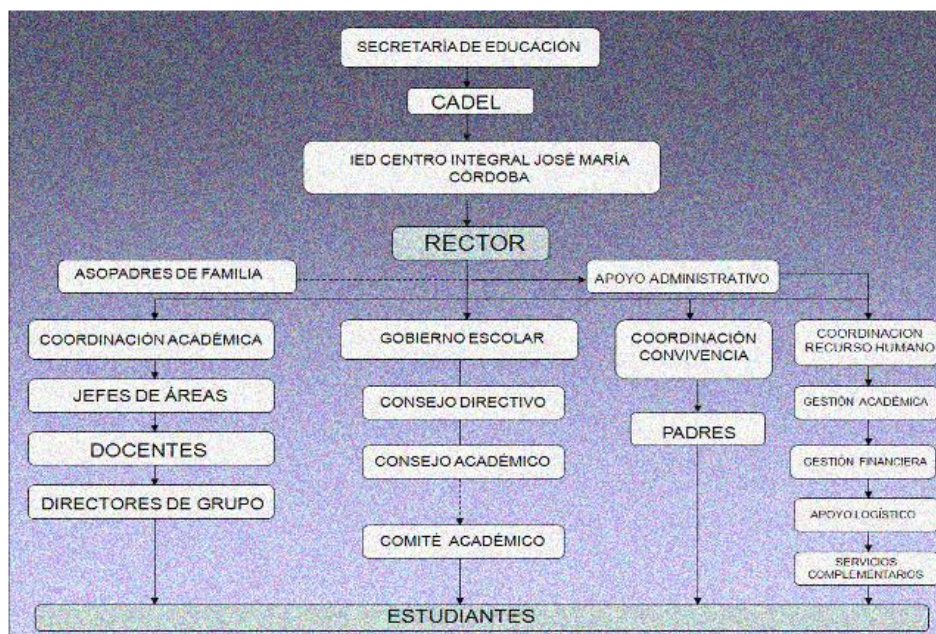
This school will be recognized by its dynamism and the capacity to adapt itself to the demands of the time, promoting respect for human beings, the environment, and the formation of competent people, with an optimum level of communication, with critical principles and extensive abilities for participating and decision-making.

Objectives

1. To strengthen the people's self-esteem based on their values of respect and responsibility, making them competent and able to continue with their own training.
2. To construct a culture that identifies the members of the school by its deep sense of belonging, the respect for each other and the nature.
3. To promote democratic practice and the active community participation in the educational process, generating spaces for reflection, commitment and integration.

4. To develop activities to stimulate research, creativity, recreation, and the use of free time and human interaction as basic elements in the integral formation.
5. To develop the communication skills, reasoning capacity and abilities to learn how to live together, learning by doing, learning to learn and learning to be.

Organizational Chart (Annex N° 1)



Pedagogical Component

The IED Colegio Centro Integral José María Córdoba is immersed in the Constructivist Theory, specifically in the model of Active Pedagogy which has as a principal objective or goal the students' participation in the construction, designing and accomplishment of their own learning processes. It focuses on "Learning by Doing" and tries to find out meaningful learning for the students.

According to the previous information, the Jose Maria Cordoba School, Four grade courses specifically, are enabling environment to promote respect for cultural diversity, which allows students interrelation between positive and friendly way place. Homeroom teachers promote respect and participation in the classroom including some rules and strategies to express their opinion.

For that reason, to improve those ideas, trainee teacher should promote on learners an awareness of non-violence where students understand that vandalism and abuse toward others are attitudes that should not be made.

Integration and inclusion in the classroom must be promoted, teachers in this school consider that visual impairment is not a disability, it is a different condition that doesn't degrade or devalues human beings, and trainee teacher should promote fellowship and solidarity among students, and it is an Integral basis of the institution.

The teacher should be a mediator in the classroom, students resolve questions, demonstrating the benefits of collaborative work and learning positive work. Incentive ideas to travel in future, teacher should show their students the benefits of knowing other cultures, other languages as the gold ticket to get a good job, a professional title or an intellectual life.