

A travelogue based on Genre approach to develop Writing Skills of 6<sup>th</sup> grade students at  
Bethlemitas Brighton high school: an Action Research

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**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

## **General Presentation**

This study is broken down into four different components: Pedagogical, research, outreach and administrative components. These components make part of the whole practicum process.

The Pedagogical Component includes the implementation of a proposal which attempts to improve and develop students' writing skills through the creation of a travelogue based on the Genre approach, a method for teaching writing characterized by the different genres used to construct texts. This component focuses on the implementation of some strategies in order to improve writing skills but at the same time to work on reading comprehension and acquisition of vocabulary.

Subsequently, for the Research Component, pre-service teachers are participants of a research project that aims at implementing reflection as a transforming tool in one's pedagogical processes of the integral practice.

In addition, this study proposes an Outreach Component which main objective is to give an aid to elementary schools in Pamplona, Colombia since most of these schools do not have English teachers. During the practicum process, the pre-service teacher will be a guide for students from these schools and will help them to better perform in English.

Finally, an Administrative Component is proposed. This component seeks that the pre-service teacher be part of the institution to experience what teachers do in a real context. This component has the pre-service teachers actively participating in the school with extra-curricular activities and events.

## **Introduction**

According to a survey conducted by the British Council in May 2015, English language has become valued in Colombia since it is perceived as a recognized language and a tool that offers many benefits and opportunities for people's personal and professional development. Learning a foreign language such as English provides the learners the possibility to know other cultures through the use of the language and to improve their own performance; additionally, learning English can offer better job and education opportunities.

In Colombia, most of the schools offer English as a means of expanding the breadth of knowledge in the country. Unfortunately, a lack of qualified teachers, a difficulty that had not been addressed yet, in the schools is one of the several things that make the spread of English learning a difficult task; for that reason Colombian Politics (2013) quotes:

The findings of "Bilingualism in Colombia" reveal a depressing 75 per cent of English teachers cannot speak the language to the European B2, or "Upper Intermediate" standard. Even more worrying, 14 per cent struggle to pass the A1, or "Beginner" level. Unsurprising then that over 90 per cent of Colombia's student population are failing to meet the goals of the "National Bilingual Programme", which aims to ensure Colombians have at least B1 English. (p. 1).

As a way to improve low level of English Colombia and as a pre-serve teacher, it is important to formulate and develop a proposal, specifically at Bethlemitas Brighton 6<sup>th</sup> grade students, that attempts to improve students' performance in English mainly focusing on the development of their writing skills through the creation of a travelogue as a tool that will provide a meaningful opportunity to enhance language development.

### **Justification**

As a way to contribute to learning and teaching process of English in the schools of Colombia; Universidad de Pamplona provides students from tenth semester of the Foreign Languages degree in order for them to carry out their practicum process in high schools in Pamplona, Colombia where pre-service teachers must guide the English learning process of students from high schools where they have to implement a strategy that will help students to improve their performance in English.

This study aims at implementing writing workshops in order to create a travelogue during the English classes of 6<sup>th</sup> grade students from Bethlemitas Brighton High School. Writing skills need to be developed since it is one of the productive skills that allow students to communicate in the target language, in this case in English, but in a written form. Writing workshops will allow students not only to understand authentic material but also to be an active agent of their learning process since they will participate in the creation of meaning.

## Objectives

### General Objective

- To develop writing skills through a travelogue based on the Genre approach in 6<sup>th</sup> graders at Bethlemitas Brighton high school.

### Specific Objectives

- To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.
- To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.
- To address the English Teaching demands from the child population in the elementary schools in Pamplona city.
- To integrate the foreign languages education of the students that belong to the degree in Foreign Languages English-French to the educational reality in elementary school in Pamplona city.
- To participate in all the activities proposed by Bethlemitas Brighton high school during the practicum process.

## General Conclusions

The development of this project resulted in the following aspects:

- ❖ Even though this study focused on the writing development of sixth grade students, one aspect that emerged and students considered really important was learning about culture. Through the development of this project students focused on writing and on learning culture since they had to look a lot of information about different countries and its traditions, food, tourists attractions and even its people. It was evidenced that learning culture motivated students to create and to finish their travelogues.
- ❖ Reflection not only allowed the pre-service teachers to take a look at their practices but also to improve them since the reflection activity resulted in many aspects that served as reference in order to change them, or add them to each one's pedagogical practices; impacting not only their performance but also the English learning process of the students.
- ❖ Students' interest in learning English increased a little bit since they seemed to be more active and participative during the English classes in which Flashcards were used. Visual aids, helped students to better learn all the vocabulary.
- ❖ It was really significant as a practitioner to be part of the school since as a member of it, she was working not only on teaching English to students but also to collaborate and help in the organization of some important activities that not only concerned the English area but also the whole school.

## **Institutional Observation**

This section provides the most important aspects of Bethlemitas Brighton School such as the topographical school's location, the school authorities, fundamental aspects of the Institutional as Education Project (PEI), the school calendar, the supervisor and pre-service teacher's academic schedule and the pedagogical aspects.

### **Topographical School's location**

Figure 1. Bethlemitas Brighton High School



The educational institution Bethlemitas Brighton, before Hogar Sagrada Familia, was founded on April 13<sup>th</sup>, 1896 with the arrival of the Founding Mothers Concepción Rubiano, Soledad González, María del Carmen Montañez and Victoria Marroquín in Pamplona. Later on, in 1950s, the superior Sister Magdalena Niño promoted the creation of an urban school just for women. In 1995, Sister Ligia Angarita promoted co-education from level A of early childhood education. Subsequently, in 2004, Sister Josefina Puerto Carrillo promoted high school from

sixth grade. Finally, in 2009, under the direction of Sr. Maria Stella Osorio Guiral, the first class graduated.

Bethlemitas Brighton high school is located in Pamplona, Colombia in Carrera 1 N ° 5 - 90. Currently, Sister Flor Elba Torres Miranda is the principal of this establishment which is positioned in stratum 2 according to the last sense made by the Institution.

### **School Authorities**

The authorities at Bethlemitas Brighton high school are shown in the following chart:

Table 1. School Authorities

<b>CHARGE</b>	<b>NAME</b>
Principal	Sister Flor Elba Torres
Academic coordinator	María Socorro Jauregui

### **Fundamental aspects of the PEI**

#### **Objectives of the school.**

##### ***General Objective.***

To establish a path to boost administrative and pedagogical processes of the quality of the management system of the pastoral and the comprehensive formation based on the values of the gospel taking into account the guidelines established by the National Ministry of Education (MEN). The charisma and the bethlemita spirituality regarding the institutional horizon are crucial to accomplish and ensure high levels of educational excellence. (p. 13).



***Specific Objectives.***

1. To strengthen the Pastoral Human Development regarded from the personal integrality to achieve a harmonious development in one of each human dimensions (physical, communicative, sociopolitical, cognitive, esthetic, affective, spiritual and ethical) in order to train committed people with their own personal development and the renewal and change of the society based on the values of the gospel.
2. To strengthen the quality management system to guarantee the ongoing improvement of the educational service filling the expectations of the educational community.
3. To boost the institutional educational vision throughout a pedagogical model that allows the students to achieve a significance learning taking into account dimensions, processes, performances and competences.
4. To determine the patterns to do a rational use of human, physical and economical resources to the welfare of the educational community.
5. To establish standards of adoption and the implementation of a holistic pedagogical model as the collaborative one as well as the follow-up and evaluation of the impact of that model.
6. To create an institutional improvement plan as a tool that allows the quality of education based on the students' educational needs and expectations.
7. To strengthen ability of the institution to advance educational processes that foster values and develop individual and group competences to exercise democracy, interact based on the respect of the human rights, to handle conflicts adequately, and participate in alternatives of solution to the problems that affect the educational environment and community.

8. To foster the appropriateness of an institutional culture that can transform pedagogical relationships, the participation in the school management and the relationships of the community, and to create opportunities to live together constructively and peacefully.
9. To contribute in the construction of an inclusive, equitable, fair and peaceful society.
10. To train system technician high-school graduates that in cooperation with the SENA to offer a greater chance to enter the world of work. (p. 13).

### **Principles of Bethlemitas Brighton School.**

The past few years have brought some challenges to overcome such as technological, scientific, social and cultural advances; reason why Bethlemitas Brighton School presents the following principles:

1. The Bethlemita education is based on the Christian anthropology that conceives the person like “a unique being and unrepeatable”. With conscience which has been created to image and God's resemblance. Free, responsible, autonomous and like being “in relation”.
2. The holy trinity reveals the community dimension of the human being. Equal persons in the diversity who construct unit. This principle is the base of Bethlemitas institutions brotherhood.
3. The mystery of Bethlehem and the cross-covered by Saint Peter of San José of Betancur and the Blessed Mother Encarnación Rosal, compromise the educational community to be the presence of God. God love and mercy.

4. Mary “Star of evangelization” encourages the task of evangelizing in Bethlehemite institutions.
5. The update and improvement are strategies that favor the excellence in the integral formation and the life quality of the educational Bethlehemite community.
6. The formation is essential in Human-Christian values inspired by the Gospel and by the teaching of the Church, to lead the person, family, and society's transformation.
7. Bethlehemite education aims at the students’ comprehensive formation through a dynamic and coherent process that develops the students’ potentialities personally, socially and environmentally.
8. Academic formation implies responsibility, knowledge appropriateness, conceptual rigor, as well as interaction between theory and practice. All those elements are boosted from the curriculum development in order to succeed academically.
9. Bethlehemite culture fosters free, autonomous, reflexive, critical and democratic participation as well as ethical and moral suitability; human, spiritual and professional quality; the sense of belonging and the effective interaction between different members of the educational community.
10. Citizen education is based on respect and love for the neighbor and in the knowledge of the law. It compromises each member of the educational community in the formation of honest, fair, peace-builders and caring human being with local, national and global identity. (p. 10-13).

**Mission.**

“To guide students in their comprehensive training ensuring a quality and inclusive education based on Christian and human values as well as ethical, scientific, technological,

investigative and participative principles inspired by Jesus's love and the pedagogical experience of our saint founders, fostering in the childhood and youth the carelessness and preservation of the environment, the respect of public places and the exercise of the human rights and duties to achieve a healthy coexistence and a high performance in the labor market". (p. 25).

### **Vision.**

"Bethlemitas Brighton High School will be an educational institution recognized by living the human and Christian values focusing towards leadership in educational, pedagogical and technical innovation relied on an inclusive nature linked to the comprehensive training of high qualified people who can respect the public spaces but also who can exercise the human rights and duties to achieve a healthy coexistence, engaged with their own and personal development to become people capable of generating change in the society through the development of labor market competences". (p. 26).

### **School shield.**

The shield of Bethlemitas Brighton School is shown in the following figure.

Figure 2. School shield



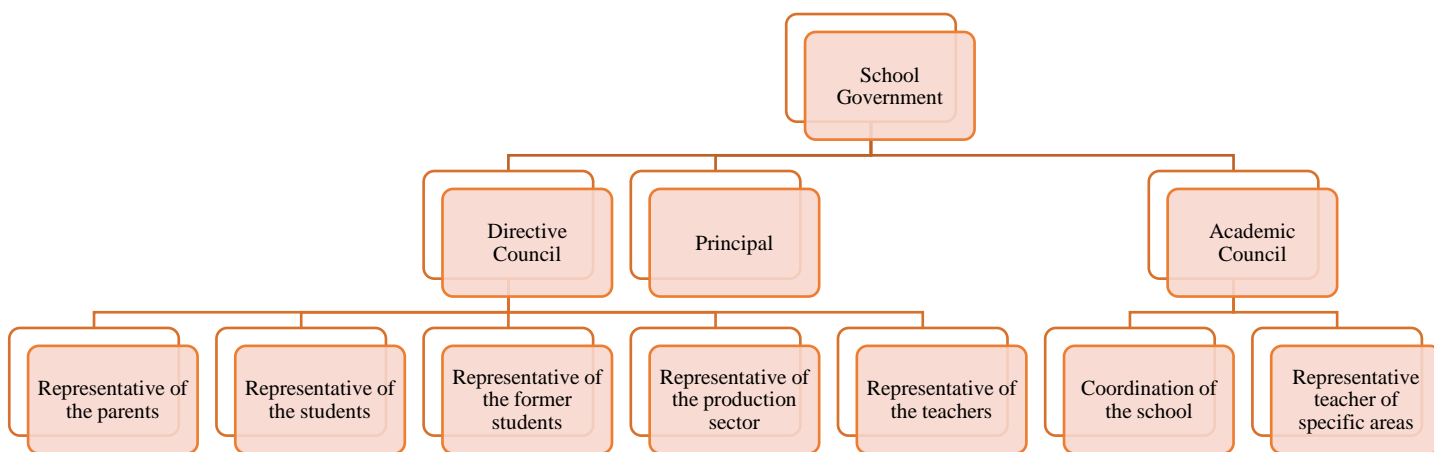
## Physical plant description

Bethlemitas Brighton School is broken down into two seats, the first one is used to accommodate all the students from elementary school, and this seat offers education from pre-school to fifth grade. The second one hosts students from high school, these courses range from sixth grade to eleventh grade. Since this practicum process seeks that the pre-service teachers mainly work with students from high school, this headquarter offers apart from the classrooms, a teachers' room; a chapel; bathrooms for girls, boys and teachers; a counsellor room; a library; a laboratory; an English class computer room; and a cafeteria; additionally, it counts with two courtyards for students to play.

## Institutional organization structure

The organization structure of Bethlemitas Brighton high school is broken down as follows:

Figure 3. Institutional organization structure



## School calendar

This schedule holds all the activities to be done during the third period.

Table 2. School Calendar

<b>SCHOOL CALENDAR</b>		
<b>Period</b>	<b>Month</b>	<b>Activities</b>
Third Period	August	Visita Madre general; reunión representantes; actividad lúdica en la primaria; actividad lúdica en la secundaria; consejo directivo; presentación pruebas Superate.
	September	Simulacro visita del Santo Padre; citación preventiva; Santo Rosario; proyecto Bethlemitas por la paz; presentación pruebas de calidad.
	October	Finalización tercer periodo.

## Supervisor's academic schedule

Supervisor's academic schedule is shown in the following chart.

Table 3. Supervisor's academic schedule

<b>SUPERVISOR'S ACADEMIC SCHEDULE</b>					
<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>7:00am – 7:15am</b>	<b>REFLECTION</b>				
<b>7:15am – 8:10am</b>	6°1		5°3	5°2	6°2
<b>8:10am – 9:05am</b>	6°1	5°1	5°3	5°2	6°2
<b>9:05am – 10:00am</b>	6°2	5°1			
<b>10:00am – 10:30am</b>	<b>BREAK</b>				
<b>10:30am – 11:25am</b>	6°2				
<b>11:25am – 12:15pm</b>	6°3	6°1		6°3	
<b>12:15pm – 13:00pm</b>	6°3	6°1		6°3	

### Pre-service teacher's schedule

In the following chart it is shown the pre-service teacher's schedule during ten weeks from August 28<sup>th</sup> until November 3<sup>rd</sup>.

Table 4. Pre-service teacher schedule

PRE-SERVICE TEACHER SCHEDULE					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00am – 7:15am	REFLECTION				
7:15am – 8:10am	6°1			5°2	6°2
8:10am – 9:05am	6°1	5°1		5°2	6°2
9:05am – 10:00am	6°2	5°1			
10:00am – 10:30am	BREAK				
10:30am – 11:25am	6°2				
11:25am – 12:15pm	6°3	6°1		6°3	
12:15pm – 13:00pm	6°3	6°1		6°3	

### Pedagogical aspects

During the observation stage, aspects such as the teacher's methodology to develop the class, students' material for the classes, teacher-students interaction, students' participation, students' behavior and attitudes during the class were observed. As part of this observation stage, it was perceived that students will always have to work with a book called "Let's learn English together 6" which must be used during the classes by the teacher and the students.

Moreover, as part of the planning process for the classes, the supervisor presented three models of planning that must be carried out by the teachers. The first one is the lesson plan for each class, in this planning the teacher must establish the objectives for the class and the topics to be worked. The second one refers to the planning of the classes per units, which means per each academic period; in this planning the teacher must explain the topics and objectives that must be


developed during the period. Finally, the teacher presented the planning of the year, this planning presents all the topics and units that must be developed during the whole academic year.

Subsequently, the supervisor explained to the pre-service teacher what must be done when a student misbehaves during a class. The process to be followed consists of making a notation in the behavioral book of each course. This book is revised by the teacher in charge of the course and he/she does what he/she thinks it is better according to the rule book of the institution.

### Planning of the classes.

The planning for each lesson is shown in the following chart:

Table 5. Example of a lesson plan

LESSON PLAN		
<b>Teacher:</b> Bárbara Camargo	<b>Grade:</b> 6°01 – 6°02 – 6°03	<b>Time:</b> 4 hours
<b>BASIC LEARNING RIGHTS (ENGLISH)</b>	<ol style="list-style-type: none"> <li>1. Participates in a very short conversation.</li> <li>2. Requests and provide clarification on how names and unknown words are spelled.</li> <li>3. Understands and uses familiar words and short phrases about routines, daily activities and preferences.</li> <li>4. Understands instructions and expresses them orally and written form.</li> <li>5. Describes the basic characteristics of people, things and places.</li> </ol>	<ol style="list-style-type: none"> <li>6. Answers questions related to "what, who and when" after reading or listening to a short and simple text.</li> <li>7. Writes basic personal information in pre-established forms.</li> <li>8. Understands the topic and general information of a short and simple text.</li> </ol>
<b>MODULE 3 SUSTAINABILITY</b>	<ul style="list-style-type: none"> <li>* Especificar acciones de ahorro de energía en la comunidad.</li> <li>* Specify actions to save energy in the community.</li> </ul>	<ul style="list-style-type: none"> <li>* Describe actions in a simple and logical sequence.</li> <li>* Give and request information on a subject.</li> <li>* Clarify information.</li> </ul>
<b>Topic:</b> Indefinite articles "a-an", verb "wearing", negative form with the verb "wearing"	<b>Unit 5:</b> We are all dressed-up	<b>Material:</b> Board, markers, flashcards, books.
<b>FIRST DAY</b>		
<b>Opening:</b> In order to start the class, the teacher and students will pray "Our Father" and "Hail Mary".		
<b>Warm up:</b> The teacher will introduce herself once again in order for students to remember her. Then, she will review the vocabulary learnt about clothes by using some flashcards, the teacher will show the flashcard and then ask students to say the word.		
<b>Explanation of the topic:</b> The teacher will write on the board the following structure and will make students pronounce the sentences, additionally she will give more examples so that students will fully understand:		
<p><b>Pronoun + to be + wearing + noun</b></p> <p>I am wearing a skirt</p> <p>I am wearing pants</p>		
After doing so, the teacher will write on a corner of the board an advice which explains how to place the adjectives with the noun:		
 <b>Color + noun</b> purple shirt		



## Chapter I: Pedagogical Component

### Introduction

Moeller and Catalano (2015) state that “foreign language learning and teaching refer to the teaching or learning of a non-native language outside of the environment where it is commonly spoken” (p. 327). Foreign language learning has increasingly become a matter of interest in the worldwide education. Around the world, many languages are taught in elementary and high schools as well as in colleges since its learning offers students not only job opportunities abroad but also personal growth of the person who learns it. English language has become one of the most important language around the world, according to the National Council of Teachers of English (NCTE) (2008) “some reports portray English language learners as a new and homogenous population. Actually ELLs are a highly heterogeneous and complex group of students, with diverse gifts, educational needs, backgrounds, languages, and goals”. (p. 1).

The EF English Proficiency Index for Schools (EF EPI-s) (2017) is a study of the acquisition of English skills by secondary and tertiary students. This study measures English proficiency of students from countries all over the globe and expects to see a steady rate of improvement in English proficiency every year. When it comes to Colombian students, this study shows a very low proficiency level regarding its score which is 48.41 placing #49 out of 72 countries and 10/14 in Latin America. Given that, it is remarkable to mention that improving English performances of Colombian students is a need for the country; that is why the Ministry of National Education has created the National Bilingual Programme which aims at strengthening the mastery of a foreign language, in this case, English. Although the creation of this bilingualism program, Colombian students’ English proficiency has not improved over the years.

As mentioned before, four skills need to be developed when learning a foreign language. With respect to the productive skills – writing and speaking– they involve the learner's need to produce language to communicate and express his/her thoughts, ideas or beliefs effectively. Having that in mind, it can be concluded that writing is a complex process that involves a great management and knowledge linguistic aspects; a process that engages the writer in the creation of meaning. Through the years, a myriad of methods have been implemented in order to teach foreign languages, these methods have undergone different changes with the aim of improving and facilitating students' language learning. One of those approaches is the Genre based approach which according to The Routledge Encyclopedia of Language Teaching and Learning (2000) is “a framework for language instruction based on examples of a particular genre” (p. 234). In other words, this approach supports students' writing with generalized, systematic guiding principles about how to produce meaningful passages.

The purpose of this research project was thus to implement writing workshops based on the Genre Approach through the creation of a travelogue as an aid to the development of students' writing skills, and how its implementation could have significantly contributed to the transformation and improvement of the language learning process focusing mainly on 6<sup>th</sup> grade students' writing skills.

## **Problem**

During a week, six non-participant observations were carried out in 6<sup>th</sup> grade courses. These observations were executed in order to meet the population and to identify fundamental aspects such as the English teaching-learning processes and potential drawbacks. Through this process of observation, a series of obstacles were identified. First of all, since each course has a

big amount of students, this caused indiscipline, however, the teacher in charge always tried to keep students focused on the class. Secondly, it was evidenced that students understood the topics and knew most of the vocabulary presented but, in many cases, they did not know how to work with the material in classes because they were used to learn by heart the vocabulary and to only repeat its pronunciation.

Nonetheless, the teacher sought for different strategies in order for students to get motivated and participate during the classes; she liked to implement role plays in which students could work on their speaking skills by imitating the dialogues presented in the workbooks or dialogues from authentic material that the teacher brought to the classes. Even though the teacher tried to work on the four skills, she focused more on speaking skills setting aside one of the productive skill which is writing. Writing, as stated by Brown (2001) “is a thinking process... writing can be planned and given with an unlimited number of revisions before its release” (p, 336). In other words, writing is a process of figuring out the meaning and putting it into language; additionally, writing represents what we think, it is a process of reflecting things that stay in our minds.

Having approached what mentioned before, developing writing skills was a necessity since it is important for an effective communication, as Harmer (2004) mentioned “writing encourages students to focus on accurate language use” (p. 86). In other words, students consider the language use when they are engage in their writing process. Therefore, this proposal aimed at developing writing skills through the use of writing workshops to create a travelogue since they motivated students. Kohan 2004 (as cited in Gónzales, 2015) mentioned that a writing workshop is “un espacio activo en el cual los estudiantes pueden unir el trabajo con el placer de la creación” (p. 40).

### **Statement of the problem.**

With the purpose of developing 6<sup>th</sup> grade students' writing skills at Bethlemitas Brighton School, this proposal was supported by the following questions: How a travelogue can develop 6<sup>th</sup> grade students' writing skills at Bethlemitas Brighton High School? How the Genre-based approach can contribute to the teaching and learning of writing activities?

### **Justification**

Based on what it was evidenced during the six classroom observations mentioned before, it was necessary to carry out a proposal that not only benefited students and the whole institution but also the pre-service teacher as a training since all the knowledge learnt until this moment was put into practice. This proposal aimed at developing 6<sup>th</sup> grade students' English writing skills at Bethlemitas Brighton High school because during the English classes, the students mainly focused on repeating the pronunciation of the vocabulary and learning by heart this new vocabulary; they also worked on role plays but without understanding the whole meaning of the content of the tasks. For this reason, during the practicum process, a travelogue based on the Genre approach was used as the main tool in order to develop students writing skill through a series of workshops in which students were part of their own learning process.

The population mentioned above benefited of this proposal since they were active agents of their own learning process and actively participated in the construction of meaning and significance during the writing workshops as they worked on the development of written tasks but focusing on other aspects such as linguistic aspects, structure, vocabulary, and the construction of their own productions. Additionally, the implementation of this proposal served

as a first contact with a real problem in a real educational context, and as an experience for the pre-service teacher with different methodologies that helped to improve the current needs in the learning process of students in Colombia.

## **Objectives**

### **General Objective.**

- To develop writing skills through a travelogue based on the Genre approach in 6<sup>th</sup> grade students at Bethlemitas Brighton high school.

### **Specific Objectives.**

- To design writing workshops in order to connect writing skills with a travel environment that allow students to learn English by experiencing real contexts.
- To integrate reading comprehension activities in order to complement the development of writing skills.
- To enhance students' interests in English learning through the creation of a final product, in this case, a travelogue.
- To foster the use of everyday and real communicative situations in 6th grade students at Bethlemitas Brighton high school.

## **Theoretical Framework**

Writing skills are undoubtedly important for an effective communication as one of the productive skills. In this section, it is provided the theoretical foundations that supported this

study: the Genre-based approach, conceptions and approaches related to writing, written comprehension, vocabulary and a travelogue.

### **Writing.**

In language learning there exists two macro skills: receptive and productive skills. Writing skill is one of the productive skill that needs to be improved in order to better communicate in that language. According to Rivers (1981) “writing is conveying information or expression of original ideas in a consecutive way in the new language” (p. 294). Furthermore, Brown (2001) stated that “writing can be planned and given with an unlimited number of revisions before its release” (p. 336). In other words, when writing, students must learn strategies for creating new texts and teachers must guide this process in order to help students with the creation of new content. Additionally, Urquhart and McIver (2005) affirmed that “writing is a recursive process” (p. 5) which means that students are frequently revising throughout the process, moving back and forth among the stages of the writing process itself.

Taking together the definitions above, writing skill can be defined as a complex and a productive process that is done through a series of steps ranging from exploring and transmitting opinions, feelings, and ideas into a written form to a revising process that finishes in the creation of a well-structured and organized content.

### **Teaching writing.**

The teaching of the writing skill must be done through effective activities, reason why, teachers need to consider their students’ needs and interests as well as their abilities and capacities in order to develop these activities. The teaching and learning of writing skill has some objectives which according to the BSNP (2006) are to achieve a targeted and a functional level.

BNSP (2006) stated that “on the functional level, students are able to communicate adequately both in the spoken and written form to complete daily activities...The other target on the functional level is students can develop their linguistic competence”. To put it in another way, students are able to create short functional texts in the form of a procedure and to properly use grammar and vocabulary.

Since writing skill is considered a complicated process, some authors have established different approaches in order to achieve those objectives. Harmer (2001) stated that “there are two approaches in teaching writing, they are focusing on the product of writing process and focusing on the writing process itself” (p. 25). Moreover, Richards and Renandya (2008) affirmed that “the process of writing consists of planning, drafting, revising and editing” (p. 303). According to these theories above, the teaching of writing must be well constructed and based on the students’ level and capacity regarding the standards of competence. Additionally, no matter the approach, students must be engaged in the activities in order to construct their writing.

### **Evaluating writing.**

During the teaching of writing, evaluations must be done in order to measure or to know students’ performance in writing. Furthermore, evaluations can measure the effectiveness of the learning process. Brown (2001) proposed different categories for evaluating writing “1) Content; 2) Organization; 3) Discourse; 4) Syntax; 5) Vocabulary; and 6) Mechanics” (p. 357). However, these categories are used by researches to assess the students’ narrative and recounts writings. Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughley (1981) (as cited in Brown, 2004) suggested the following chart:

Table 6. Composition for Scoring Writing (Jacobs et al. 1981)

SCORE	LEVEL	CRITERIA
<b>CONTENT</b>	30-27	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	26-22	<b>GOOD TO AVERAGE:</b> some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	21-17	<b>FAIR TO POOR:</b> limited knowledge of subject, little substance, inadequate development of ideas
	16-13	<b>VERY POOR:</b> does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
<b>ORGANIZATION</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	<b>GOOD TO AVERAGE:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	<b>FAIR TO POOR:</b> non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	<b>VERY POOR:</b> does not communicate, no organization, not enough to evaluate
<b>VOCABULARY</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	<b>GOOD TO AVERAGE:</b> adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	<b>FAIR TO POOR:</b> limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	9-7	<b>VERY POOR:</b> essentially translation, little knowledge of English vocabulary
<b>LANGUAGE USE</b>	25-22	<b>EXCELLENT TO VERY GOOD:</b> effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	<b>GOOD TO AVERAGE:</b> effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	<b>FAIR TO POOR:</b> major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.
	10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
<b>MECHANICS</b>	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	<b>VERY POOR:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

When assessing the students' writing, it has to be considered each point of each category of the scoring rubric above. Finally, the score of the students' writing is the sum of those five aspects proposed for evaluating written productions.



### **Genre-based approach.**

The Genre-based approach focuses on the teaching and learning where the main objective is the understanding and production of selected genres of texts. It is also claimed that this approach is a trend in English language teaching (ELT) in the new millennium. According to Swales (1990) and Bhatia (1993) the Genre-based approach is basically “the study of how language is used within a particular setting and is concerned with the form of form with language use in relation to meaning”. Furthermore, Hyland (2004) stated that “genre in classroom practice recognizes that the features of similar group of text depend on the social context in which the text is created and used”. Teaching and learning based on texts or genres have become increasingly influential in the ELT in a number of institutions including elementary schools, high schools, and colleges, among others since it focuses on texts that share specific discourse features allowing students to work on real social contexts.

### **Reading.**

English language learning starts from the day we are born and it improves every day of our lives as time goes by. In order to better perform in English, it is necessary to develop the four skills (Listening, Speaking, Reading and Writing), the latter two are known as literacy which according to the Online Cambridge Dictionary (1999) is the ability to read and write; for this reason, reading becomes an important element when developing writing skills as there exists a relation between the two of them. Collins English Learner's Dictionary (1974) defined reading as “an act of looking at and understanding point” which means that all the information enters through the reader’s eyes to understand several words and structures in a sentence, paragraph, or the text itself in order to make them meaningful. Likewise, reading is “an act of communication in which information is transferred from a transmitter to a receiver" (Smith, 1973). Besides all

the definitions, reading is considered as a complicated procedure because the readers must get information from written texts, this procedure not only implies the understanding of words but also signs, letters and even symbols. Additionally, reading comprehension in English still seems problematic because students cannot understand English texts due to different aspects, especially the lack of vocabulary. Even though many strategies have been implemented in order to improve students' reading comprehension skills, Noormah (2000) stated that the lack of vocabulary impedes the development of the reading skill.

### **Vocabulary**

Vocabulary is perceived as the glue that holds stories, ideas and concepts together allowing us to express those ideas and thoughts for an effective communication (Reading Panel, 2001). The teaching of vocabulary has become an important aspect of the reading and writing processes since it contributes to students' development of these skills inasmuch as students know and manage many different words that can help them to better comprehend and produce in a foreign language. Barcroft, Sunderman, & Schmitt (2011) defined vocabulary as "as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do" (p. 571). In English language teaching, vocabulary is crucial because without the sufficient knowledge of vocabulary, students cannot understand other people or express their ideas. Wilkins (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). In other words, without grammar but knowing vocabulary people can manage to communicate in another language by using some useful words and expressions.

### **Writing workshops.**

Writing workshop is a structure for teaching writing. It springs from a philosophical point of view and it is based on a belief that “children are capable people who learn best when given the opportunity to construct their own understanding” (learn while doing, Jean Piaget). In writing workshops, students are seen as competent writers with interesting ideas, thoughts, and opinions to share as well as they are active agents of the process of creating new content. In addition, Kohan 2004 (as cited in Gónzales, 2015) mentioned that a writing workshop is “un espacio activo en el cual los estudiantes pueden unir el trabajo con el placer de la creación” (p. 40). Working on writing workshops allowed students to express themselves and to actively develop the writing tasks.

### **Travelogue.**

A travelogue is defined as a film or book about travelling to or in a particular place (Online Cambridge Dictionary) (1999). Travelogues are short pieces of writing about a travel in which the traveler makes some descriptions about the places she/he has been to; additionally, it is a detailed description that allows other people to know a place they would like to visit. Collins Dictionary (1974) also stated that a travelogue is a short film or text about a foreign or out-of-the-way place that emphasizes the place’s unusual or glamorous aspects. Creating a travelogue served as a first contact with a foreign culture inside the classroom since students had to describe places where they had not been but they knew through the English classes.

### **Culture.**

There exists a myriad of definitions for the word culture, and it affects everything people do in their society because of their beliefs, ideas, thoughts, behaviors, attitudes, values among

other elements. Some believe that culture is inherited and others believe that it is something that you can share with other people from different societies. Hofstede (1980) defined culture as “the collective programming of the mind which distinguishes the members of one group” (p. 21-23). In other words, culture is passed from generation to generation and it is changing all the time because each generation adds something of its own before passing it to other generation. Culture changes over the years making it a complex concept, however, it can be also defined as “the sharing and transmitting of consciousness within and across national boundaries, and the cultural approach as a perspective that pays particular attention to this phenomenon” (Hogan, M. J., & Paterson, T. G., 1991, p. 215)

## **Literature Review**

In this section it is included the revision of four previous studies that supported this research. These studies focused on writing development through writing workshops, teaching vocabulary in English, the implementation of the Genre-based approach for teaching writing and the use of authentic texts in English language teaching.

### **Teaching English with authentic texts.**

With reference to the use of authentic texts in teaching English Ciornei & Dina (2015) study based on students from the programme of study Pedagogy of Preschool and Primary Education attempted to establish the relation between the use of authentic texts and the improvement of communicative abilities and to identify the types of authentic texts which facilitated the pupils’ academic performances and the understanding of the target culture. Through the use of authentic material such as articles from newspapers and magazines, movies,

shows, documentaries, advertisements, interviews, broadcasts, songs, stories and games, and a diarybook which recorded students' activities; the findings revealed that when students worked with written type of authentic materials, the tasks were done better since these type of material could be done by slow work. However, the authors pointed out that when working with written material students faced some difficulties because of the lack of vocabulary which impeded them to better understand the texts they were working with.

Ciornei & Dina (2015) established that the use of authentic material can serve as a really good tool or strategy to develop student's communicative abilities since they are easy to find and enhance students' motivation and confidence in their language learning process.

#### **Direct and multifaceted approaches to teach vocabulary.**

Laurian & Fitzgerald (2014) conducted a study in a fourth grade social studies class, a fifth grade science class and a university Romanian Literature class in which they aimed at working with the acquisition of vocabulary through the implementation of two sets of activities: in the first one, they imbedded vocabulary teaching, and, in the second one they pre-taught important vocabulary prior to their formal lessons. During the process of this study, two mini units/lessons were conducted. In the first lesson, the pre-teaching of vocabulary was not carried out but the vocabulary was embedded; and in the second one, vocabulary was directly pre-taught using a multifaceted approach. Results illustrated that each one of the classes benefited significantly from the multifaceted direct teaching approach no matter the amount of time that teaching important vocabulary can spend, additionally, the researchers pointed out that even though both lessons seemed to be significant for students, only the one in which vocabulary was pre-taught demonstrated better results even though some students did not enjoy all the activities.

The researchers remarked the importance of pre-teaching important vocabulary by using a multifaceted approach.

### **The Role of Vocabulary Knowledge in Reading Comprehension: A Cross-Linguistic Study.**

Moreover, Sidek and Rahim (2015) reported how the role of vocabulary knowledge of the language of the text impacted on reading comprehension performance when reading texts in the target language of five 16 years old Malay boys and girls who were selected randomly. In order to do so, a comparison was made between the participants' reading comprehension performances when reading in L1 and L2 with regards to their performances on the vocabulary in context tests for the same reading texts. As part of the instruments, two reading passages were used to develop reading comprehension skills, one in the students' L1 (Malay) and L2 (English). These reading passages were selected according to student's level, in this case, students were from 10<sup>th</sup> grade-level and the passages were chosen from authentic textbooks proposed by the Malaysian Ministry of Education. The findings indicated that vocabulary knowledge is a determinant factor for the success of a reading comprehension activity in L1 and L2. Additionally, the researchers pointed out that vocabulary is as important in L1 as in L2 in order to better develop a reading activity.

### **The Effect of Genre-Based Approach to Teaching Writing on the EFL Al-Azhr Secondary Students' Writing Skills and their attitudes towards writing.**

As stated by Elashri & Ibrahim (2013) the writing process and the Genre-based approach "both seek to empower student writers by making their writing more relevant and meaningful" (p. 8). This study pointed out some important considerations about the Genre-based approach in

order to develop writing skills for second year secondary stage students and their attitudes towards writing. In order to carry out this study, the researchers implemented the Genre-based approach in one course which was the experimental group, and a traditional method in a second course which was the control group in order to compare the progress of each course. Each one of the groups worked on a cycling process that consisted of a pre-test, the implementation of the methods (Genre-based approach for the experimental group and Traditional method for the control group), and the post-tests. Findings demonstrated that instruction in the Genre-based approach to create different texts such as friendly letters, describing one's home, describing the job one likes and for and against TV improved students' performance when making writing purposeful because students became better writers as they had a sense of audience developed through various aspects such as: constructive peer revising and editing, presenting writing to an audience and posting writing on pocket bulletin boards. These aspects were powerful incentives during the writing process; likewise, it developed positive attitudes between students and their writing performance. Moreover, the researchers highlighted that the implementation of the Genre-based approach encouraged students to become writers since they learnt by being active participants rather than by passively absorbing information.

**Mejoramiento de la producción escrita en inglés de grado sexto b a partir de la implementación de un taller de escritura creativa.**

Gonzales (2016) described how the use of creative writing workshops can improve students' writing skills through an inquiry based on ten students from 6<sup>th</sup> grade group B at Instituto Comercial Loreto, headquarter Castilla. Students enrolled in five creative writing workshops that were developed during their English classes. The creative writing workshops based on the book "la Gramática de la Fantasía" by Gianni Rodari; during the workshops students

had to write short texts about topics such as personal information, description of places and animals, the creation of a beast. As time went on, students had to use and incorporate more vocabulary in order to arrive to the final product which was the creation of their own beast taking into account what they learnt throughout the other workshops and their learning process. The results showed that the implementation of creative writing workshops enhanced students to explore their abilities as writers; in addition, the workshops allowed students to behave as writers since they started to use the planning and correction through the drafting step. Furthermore, the researcher indicated that writing skill is developed as long as the teacher gives it importance in the classroom so that he/she catches students' attention.

Taken together, these review studies are useful to support this proposal because they show important information about the developing of the writing process and how it can be improved during the English classes. In addition, these studies provided a better understanding on the importance of developing writing skills.

## **Methodology of the Research**

### **Type of research.**

In order to accomplish the main objective of this proposal, a *qualitative approach* was used as the focus of this study was to know how the use of writing workshops and how its implementation influenced sixth grade students' writing skills from Bethlemitas Brighton School. According to Denzin and Lincoln (2005) qualitative research involves "... an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of



the meanings people bring to them.” (p. 3). Given that, a qualitative approach enabled the researcher to describe, explain and interpret the data which was collected in the natural setting where things were occurring.

Subsequently, this study followed an *action research* which is defined by Kemmis and McTaggart (1988) as:

A form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out (p. 5)

In other words, to be engaged in an action research is an empowering experience since it helps teachers to become more effective at what they do, to teach and to work on the development of their students. An action research was chosen to develop this study since the pre-service teacher was in charge of teaching English in different courses, allowing her to better perform and implement a strategy to improve and to work on students’ writing and reading skills development.

### **Population.**

The population of this study consisted of students from 6<sup>th</sup> grade of Bethlemitas Brighton High School in Pamplona, Colombia. These courses had 4 hours of English classes per week each one of them. However, the sample was composed of a group of six students from 6<sup>th</sup> grade group 03 who were the participants during this study. These participants were asked in order to voluntarily participate in the project. Additionally, each student that got involved was given a pseudonym in order to protect his/her identity.

### **Instruments to collect data.**

In order to develop this action research and collect the data, three different instruments were used: journals which also were part of the Research component; students' written productions; and semi-structure interviews. These instruments provided the sufficient data to know how the implementation of writing workshops could have improved students' writing skills.

#### ***Journals.***

The reflection exercise allowed pre-service teachers to express about their work through narratives of their experience as a way of making sense to teachers' everyday lives. These narratives served as journals that the teacher kept in order to write perceptions of the pedagogical component during four weeks in which the writing workshops were implemented. (**Annex 1. Journals**)

#### ***Students written productions.***

Students' work can be considered as one of the richest sources of data since it not only provided a valid representation of students' written productions, but also it served to keep a record of their writing process during the writing workshops. Additionally, students' written productions were used to analyze some aspects such as: pragmatic, lexical and other important elements. The collection of students' written productions were done three times during the practicum process. (**Annex 2. Example of students' written productions**)

#### ***Interviews.***

According to McNamara (1999) "interviews are particularly useful for getting the story

behind a participant’s experience”; in other words, interviews allow researchers to explore the ideas of the interviewee about the phenomenon of interest. In this case, interviews were useful in order to understand and to know the students’ perspectives regarding the use of writing workshops to develop their writing skills. These interviews were implemented at middle and final stages of this study so that it was perceived if students’ opinions change during the process.

**(Annex 3. Interviews model).**

Table 7. Data collection timetable. Pedagogical Component

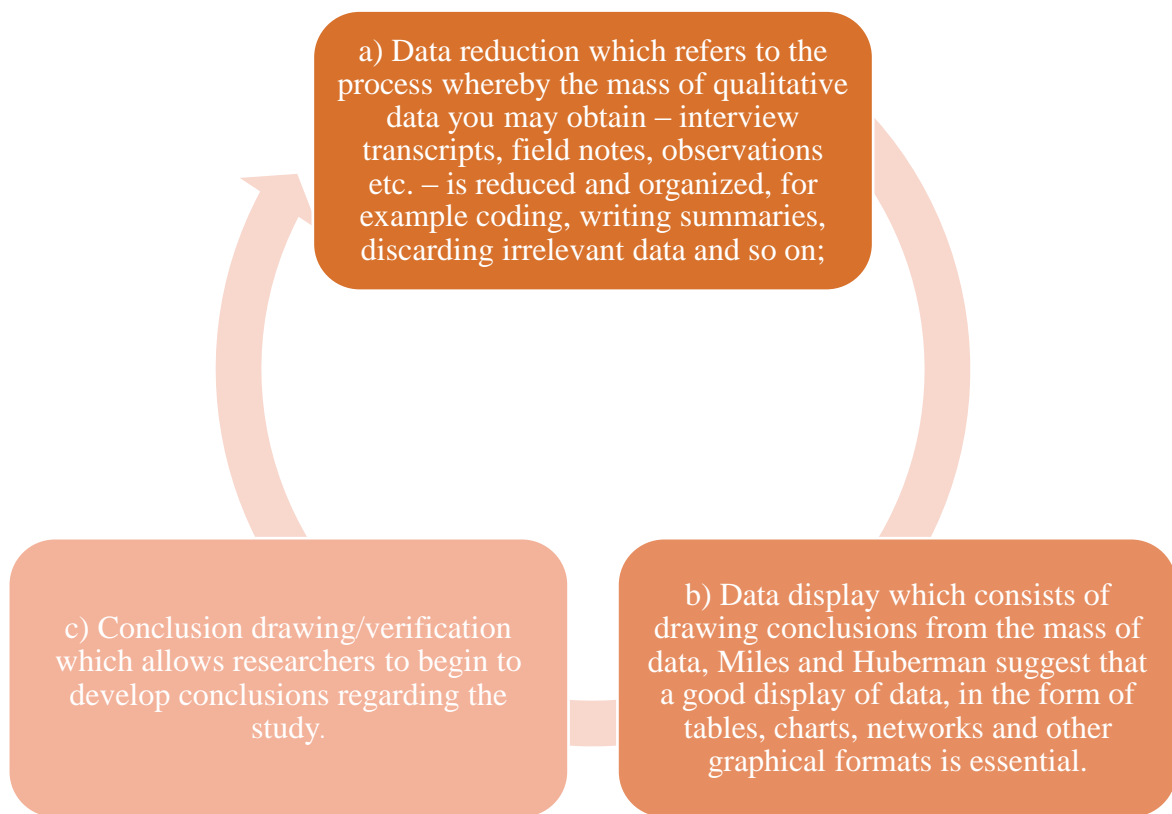
<i>Weeks</i>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
<i>Instruments</i>										
<b>Narratives</b>				Sept 18 – Sept 22		Oct 02 – Oct 06			Oct 23 – Oct 27	Oct 30 – Nov 03
<b>Students’ written productions</b>				Sept 18 – Sept 22		Oct 02 – Oct 06			Oct 23 – Oct 20	Oct 30 – Nov 03
<b>Interviews</b>							Oct 09 – Oct 13			Oct 30 – Nov 03

### **Data analysis.**

Analyzing data allow researchers to search for the meaning and the significance of the information gathered. Hatch (2002) stated that “analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories.” (p. 148). In order to

analyze the data, an interpretive analysis proposed by Miles and Huberman (1994) was used, these authors suggested an analysis that consisted of three procedures:

Figure 4. Data analysis procedures. Miles and Huberman (1994)



***Data analysis procedure.***

After gathering all the information, the interpretive analysis proposed by Miles and Huberman (1994) was followed in order to begin with the process of content analysis. These authors proposed three steps: data reduction, data display and conclusion drawing and verification.

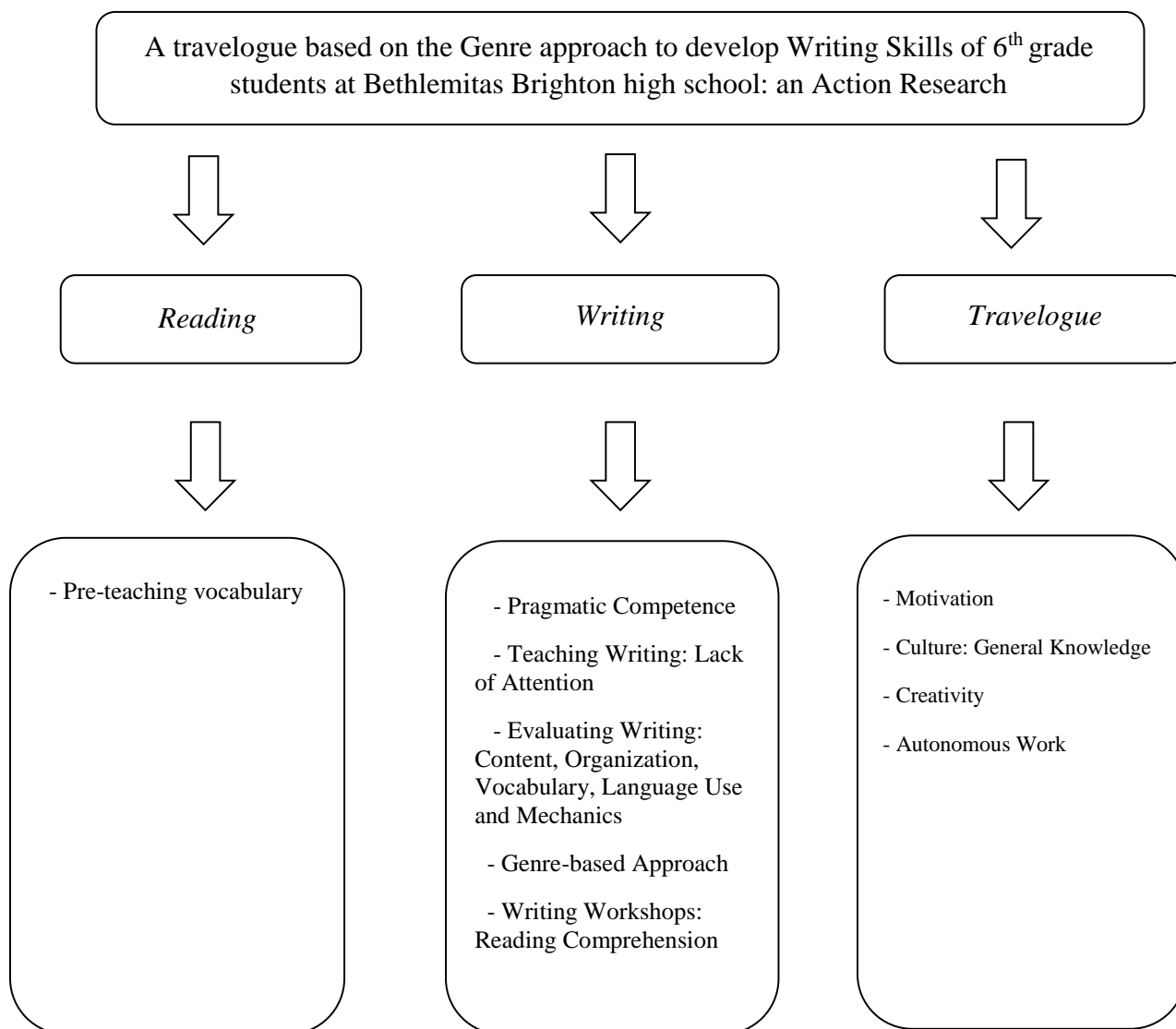
Beginning with the first step, data reduction, it was necessary to get to know the data. For this reason, the researcher invested a considerable amount of time reading and re-reading all the

data gathered to check if it was meaningful, and to analyze and to write short impressions of this information. Furthermore, analytical memos, that contained reflections and comments about everything the researcher found from the data, were written.

Subsequently, the researcher continued with the data display. During this step, it was carried out a review of the data collected by each instrument. In order to develop this step in an efficient and organized way, a visual representation of each instrument, in other words matrices, were used. Each matrix not only contained the information gathered and who provided it – the participants or the researcher – but also their correspondent answers or comments. Doing it in this way facilitated the analysis process since it allowed the researcher to see and to analyze each instrument separately and setting aside the unnecessary information. Then, a general matrix with all the comments from the instruments were created. (**Annex 4. Matrices for the analysis process**)

After having carried out the first and second steps, the data resulted in three main categories followed by sub-categories and descriptions related to those main categories. In the following figure it is shown the data after these two steps:

Figure 5. Categories, Sub-categories and Descriptions



Finally, during the third and last step, conclusion drawing and verification, the researcher could attach meaning and significance to the information gathered, in other words, to trace connections and draw relationships while making sense of those categories. By following the previous steps, it was elaborated a descriptive summary of each category which was supported by data units taken from the participants and the researcher.

## **Methodology of the Pedagogical component**

The main objective of this proposal was to develop 6<sup>th</sup> grade students' writing skills at Bethlemitas Brighton High School through the creation of a travelogue developed during writing workshops. In order to do so, the Genre-based approach was implemented. Hammond (1987) argued that:

The most significant contribution of the genre-based approach to writing is the development of an explicit understanding of the role of language in the educational context and a linguistic description of the major genres that children are expected to learn as they learn write. (p. 167).

Hammond (1987) states that this approach is based on a teaching-learning cycle which involves three stages:

- 1) Modeling a text, this is the first step when implementing the Genre-based approach. During this step, the teacher gets students to recognize how the text functions in real life, here, the teaching focuses on the textual structure, language style and social function of the genre
- 2) Joint construction of a text; during this step students jointly reconstruct the text, revise vocabulary and language patterns, in addition, students practice exercises using similar language forms, it is a discussing process between the teacher and the students.
- 3) Independent construction of a text, the final stage is the independent construction of texts by learners. During this step the learners create actual texts with all the learning and analyzing from previous two stages.

### **Implementation of the Genre-based approach.**

In order to carry out the writing workshops, the following steps were taken into account according to Hammond (1987), the British Council (BBC), Harmer (2004), and Jacobs et al (1981).

#### ***1) Modeling a text.***

During this step the teacher presented to the students the text they were going to work on that specific day. In order to do so, the teacher asked students what type of text they thought it was. After doing so, the teacher explained students the linguistic aspects and the genre of the text. Furthermore, as this study focused on the creation of a travelogue, culture was an essential part of the methodology. There exists many approaches and methods for teaching culture, Stern (1992, p. 223) states that there exists three situations for teaching culture: when culture is taught in language courses; when culture is taught in a situation; and when culture is taught in the cultural setting. As a complement, one of the approaches to teach culture is the comparative approach which emphasizes that the foreign culture should be related to the learners' one.

Buttjes and Bryam (1991, p. 13, cited in Edginton 2000, p. 136) claim that “instead of providing learners with a one-way flow of cultural information, they should be encouraged to reflect on their own and foreign culture”. In other words, the comparative approach provided a double perspective because students learnt that there were many ways doing things and that not only existed the way they knew. Including culture during the presentation stage was a great complement to the workshops because it allowed students to know and to compare how people did things in other countries different from Colombia but also to compare it to theirs.



## 2) *Joint construction of a text.*

The aim of this step was at understanding the text itself. During this step it was necessary to work on reading comprehension. In order to do so, the teacher firstly implemented the *bottom up* technique which is defined by the British Council (BBC) a process that happens:

When someone tries to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text, (e.g. sounds for a listening or words for a reading), and moves from these to trying to understand the whole text.

The idea here was that students first read the text and tried to understand the whole text by the words they recognized during the first reading. After the bottom up step, the teacher pre-taught the vocabulary in order for students to carry out the top down technique. *Pre-teaching* vocabulary according to the British Council (BBC) is the teaching of the language learners need before an activity, during this step the main idea was that students did different activities such as matching exercises in which they joint key words with their definitions. Finally, when having pre-taught the vocabulary, students carried out the *top down* technique which is defined by the British Council (BBC) as a process that happens when “someone uses background information to predict the meaning of language they are going to listen to or read”. During this step students speculated about what they were going to read taking into account the vocabulary they learnt before during the pre-teaching step.

## 3) *Independent construction of a text.*

Finally, as the last step of the writing process, students had to create their own texts taking together all the information received during the first and second steps, and the analysis they had done that allowed them to understand the text. During this step the student created a text

based on the genre that was presented during the workshop according to the steps proposed by Harmer (2004): planning, which refers at the stage in which writer learners are encouraged to write by jotting ideas and collecting information necessary as through brainstorming, clustering, making WH-questions and so on. Drafting, which consists of putting the ideas and the information that the writer wishes to share on his/her paper. Then, during the editing stage, the writer looks back at his/her work by putting feedbacks from both teachers and peers into consideration. Finally, in the final version stage the writer produces his/her final product. Additionally, the writer may focus on checking grammar and spelling accuracies, punctuations, and word choices while carrying out this stage.

#### ***Evaluating the writing production.***

This step was done by the teacher according to the evaluation rubric proposed by Jacobs et al (1981) presented in Table 6. After having evaluated the written productions, the teacher shared with the students key aspects about their work and feedback.

#### ***Travelogue.***

This proposal focused on developing students' writing skills through the creation of a travelogue based on the Genre approach. This travelogue contain all the written productions that students elaborated throughout the writing workshops in order to make them a travelogue as the final product of this project. From the very beginning, it was explained what a travelogue was to the students so that they could actively work on the construction of the final product.

#### ***Presentation of the final product.***

After having implemented the three writing workshops, a travelogue was created with all the written productions that students developed during the ten weeks period. Students actively

participated in the final product which is the travelogue that not only contain students written productions but also pictures and images in order to better illustrate and represent the travelogue. During the ten and last week of the practicum process, students had the opportunity to see the final product of their work so that they felt motivated, interested and proud of their work and learning process. (**Annex 5. Students' final product: travelogues**).

Figure 6. Model of the writing workshop

<b>Date:</b>	<b>Course:</b>
<b>Topic:</b> <b>Communicative objective:</b> <b>Linguistic objective:</b> <b>Sociocultural objective:</b>	
<b>Writing Workshop #1</b> <b>Name:</b>	
<b>METHODOLOGY</b> <b>Opening:</b>	
<b>Step 1: Modeling a text</b>	
<b>Step 2: Joint construction of a text</b> <ul style="list-style-type: none"> <li>- <b>Bottom up:</b></li> </ul>	

<ul style="list-style-type: none"> <li>- <b>Pre-teaching vocabulary:</b></li>   <li>- <b>Top down:</b></li> </ul>
<p><b>Step 3: Independent construction of a text</b></p> <ul style="list-style-type: none"> <li>- <b>Planning:</b></li>   <li>- <b>Drafting:</b></li>   <li>- <b>Editing:</b></li>   <li>- <b>Final version:</b></li> </ul>
<p><b>Evaluation and feedback</b></p>

Table 8. Implementation of the Pedagogical Component

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
<b>Weeks</b>			Introduction to the project	1 <sup>st</sup> Writing workshop	Evaluation and feedback	2 <sup>nd</sup> Writing workshop	Evaluation and feedback		3 <sup>rd</sup> Writing workshop	Evaluation and feedback

### **Implementation of the proposal**

Before carrying out the three writing workshops, it was necessary to introduce students to the project for them to know it better. To do so, during the third week of the practicum process the pre-service teacher decided to present them a power point presentation in which she included the objectives, the schedule of the project, the kind of written productions they had to work on,

the explanation of a writing workshop and the definition of a travelogue. While presenting that information, students were asked if they already knew a travelogue or if they knew some of the three types of productions they had to do. Most of them knew the type of written productions which were an informal email letter, a postcard and an invitation but no one of them knew what a travelogue was, for that reason, the pre-service teacher showed them some examples and a video of a travelogue. In order to get students attention to the project, the pre-service teacher showed them the steps to create a travelogue; while doing it, she explained each one of the steps in order for students to fully understand what they had to do. Additionally, she showed them many examples of travelogues and a video in which one of them was presented. When students watched the examples and the video they started to think about their own travelogues and some of them wanted to take as reference the examples they just saw. After this presentation, it was evidenced that students got interested in the project because most of them were saying their own ideas to create their travelogue and were asking when did they had to present it.

As part of the introduction week, it was developed an activity in which students had a first contact with the main topic of the travelogue which was travelling. For this activity, students worked on a song called “Don’t forget where you belong” by the British boyband One Direction. During the activity, the students learnt vocabulary about travelling and worked on the understanding of the song in order to relate it with the project, to do so, students reflected on the song and the vocabulary to come up with a message from the song. Students felt motivated during this activity because it was a different way to carry out their English classes and it was a topic of their interest. This activity aimed at contextualizing students to the project which mainly focused on the creation of a travelogue – a book in which people keep their travelling memories –. Students were presented first, the title of the song in order for them to think about it and tell

the pre-service teacher what the song was going to be about. To do so, the pre-service teacher asked students if they knew all the words that made part of the title so that they could speculate. The students started to give some ideas and most of them were accurate to the song. Then, they were given a sheet with a word search with some words related to travelling, students had to complete the activity and look for the meaning of the word. When they finished, they were asked if those words were related to the song, most of them agreed that the vocabulary was about the song. After carrying out the first part of the activity, they were given another sheet with the lyrics of the song but with blank spaces for students to complete them with the words they were previously given. Students had to fill the gaps while listening to the song, to better carry out this part of the activity, the pre-service teacher stopped the song after each line so that students had a moment to think of the word they had to write; while doing it, it was evidenced that students worked better when the song was stopped because they could understand almost of the words. Finally, when the students finished the song, they were asked once again about the meaning of the song; they had to write a short idea about the song by taking into account the vocabulary they had. At the end of this activity, students were interested in knowing the true meaning of the song and also, they asked the pre-service teacher to sing it aloud because they liked. (**Annex 6.**

### **Lesson plan introduction to the project).**

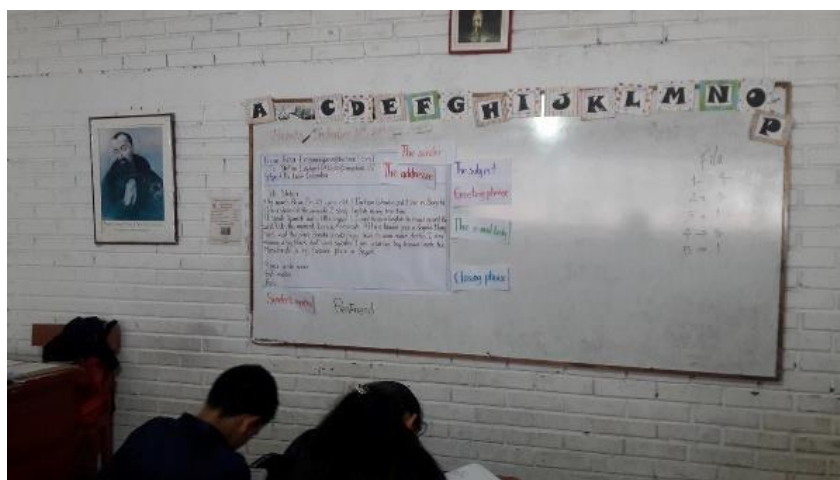
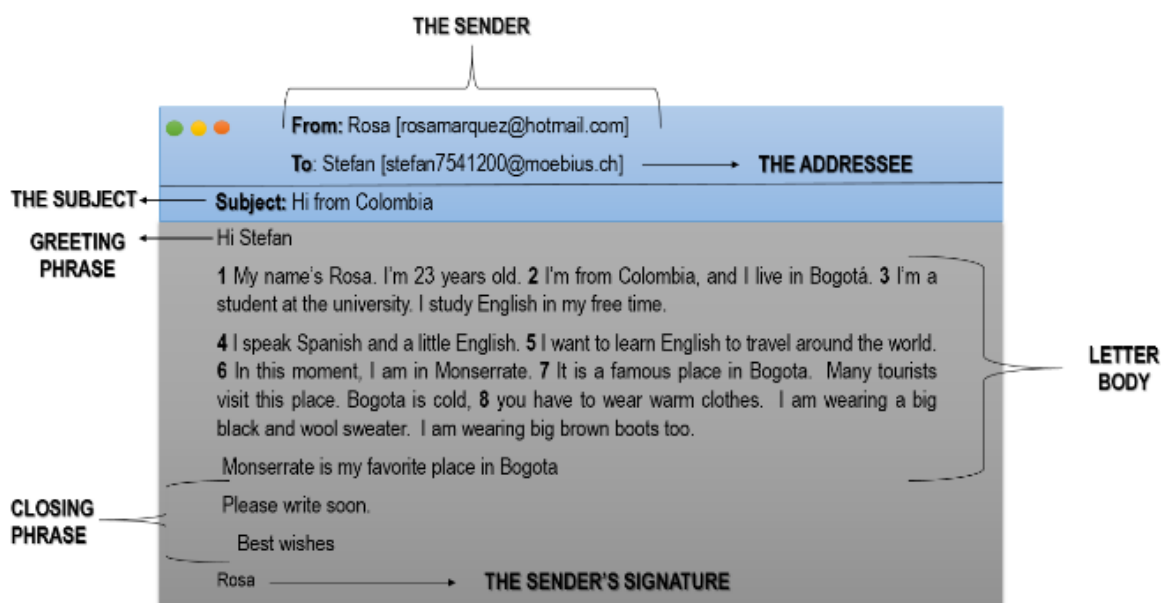
#### **First writing workshop: “We’re all dressed up!”.**

The first writing workshop was implemented from the 18<sup>th</sup> September until the 29<sup>th</sup> September and it was called “We’re all dressed up!” During this writing workshop, students were able to describe and to tell what they were wearing, and the dress code of different places around the world to a penfriend through an informal email letter; additionally, they were able to use the necessary expressions and vocabulary to talk about the clothes, and to know the dress

code of those famous places. In order to develop this writing workshop, students followed the following steps:

<b>Date:</b> 18 <sup>th</sup> September to 29 <sup>th</sup> September	<b>Course (s):</b> Sixth grade 03.
<p><b>Topic:</b> Clothes</p> <p><b>Communicative objective:</b> Students were able to describe what they were wearing and to tell a penfriend the dress code in some countries all around the world through an informal email letter.</p> <p><b>Linguistic objective:</b> Students were able to use expressions and vocabulary to talk about clothes in present.</p> <p><b>Sociocultural objective:</b> Students learnt how the dress code works on some famous places from different countries of the world.</p>	
<p><b>Writing Workshop #1</b></p> <p><b>Name:</b> We're all dressed up!</p>	
<p><b>METHODOLOGY</b></p> <p><b>Opening</b></p> <p>In order to start the class, the teacher and the students prayed the 'Our Father' and the 'Hail Mary' together. Then, the teacher explained students that they were going to work by countries. The teacher also explained that during the classes they were going to work on different countries which were going to vary taking into account the activity they were going to do. For the first writing workshop, students worked with some famous places such as the Taj Mahal, The Vatican, and the Buckingham Palace; and countries such as Qatar and Saudi Arabia.</p>	
<p><b>Step 1: Modeling a text</b></p> <p>During the modeling a text step, the students did not focus on the writing process itself but on the structural organization of the informal email letter by taking as reference a model text presented by the teacher. First of all, the students were told about the type of text they were going to work with and were asked if they knew what an informal email letter was, some of</p>	

them knew and answered that it was a letter written to the family or friends. Then, they were asked about the meaning of a penfriend but nobody knew, for that reason, the teacher explained that a penfriend was a foreign friend who we talked to via email. After students understood the meaning of an informal letter, it was presented the model text which served as a guide for students' own texts. In order to explain the parts of the letter, the teacher had some pieces of paper which corresponded to each part of the letter; some students were asked to go to the board, pick one of the papers and put it on the correct part of the email letter which was posted on the board. Some of the students guessed the parts of the text but most of them did not, for that reason, it was necessary to re-arrange the papers and to explain each part of the text: the sender, the addressee, the subject, the greeting phrase, the letter body, the closing phrase and the sender's signature.





## Step 2: Joint construction of a text

### - Bottom up:

With the aim of carrying out the first reading, both the teacher and the students read aloud the text to practice pronunciation. Then, after reading the first time, the teacher asked students if they could recognize some words from the text. Some of the students recognized a lot of words such as “my name is” “I am 23 years old” “I am from” “I am wearing a...” among others which was an excellent aspect because those expressions were essential to understand the text itself.

### - Pre-teaching vocabulary:

During this step, the students were provided with a list of the vocabulary that was presented in the email model. Students had to organize them into three different categories: the first one was verbs, the second one was weather and the third one was called other. For this activity, students had to use their English dictionaries to look for the meanings and then categorize all the words.

In the following picture it is shown an example of the activity that students had to do to learn the new vocabulary. As it was mentioned before, there were a list of the unknown vocabulary and three different columns in which it had to be correctly placed.

Organize the following words into the categories:

	<b>Verbs</b>	<b>Weather</b>	<b>Other</b>
1) Live	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
2) Student			
3) University			
4) Study			
5) Free time			
6) Little			
7) Speak			
8) Want			
9) Learn			
10) Travel			
11) Around			
12) Many			
13) Cold			
14) Warm			
15) Soon			
16) Write			

- **Top down:**

Finally, taking into account the vocabulary learnt before, students had to speculate and make sure about the content and the communicative purpose of the text. When finished, students carried out a reading comprehension activity in which they were asked about the text they just worked with. In order to develop this activity, the lines from the e-mail, which was on the poster, were enumerated in order for students to match the questions about the text with the answers; these answers were the numbers of the lines from the text.

The reading comprehension activity had simple questions about the information of the email. In these questions students did not have to write anything but just to put the correct number that corresponded to the questions.

The following picture shows the reading comprehension activity that students had to do.

**Read the e-mail. Match Rosa's information with these questions.**

Where are you?	<input type="checkbox"/>	Why do you want to learn English?	<input type="checkbox"/>
How old are you?	<input type="checkbox"/>	Where are you from?	<input type="checkbox"/>
What languages do you speak?	<input type="checkbox"/>	What do you do?	<input type="checkbox"/>
What is your name?	<input type="checkbox"/>	What is Monserrate?	<input type="checkbox"/>
		What are you wearing in Bogota?	<input type="checkbox"/>

### Step 3: Independent construction of a text

- **Planning:**

When having fully worked on the text, students started the writing process of their own e-mail. The first step was to take together all the information they joint in the previous steps through an exercise of brainstorming in which they wrote how to construct the structure of the letter, the different ways to greet, and the other parts of the letter etc.

As it was mentioned at the beginning of the writing workshop, students were going to work with different countries and places so that there would be more options and more texts at the end of the project. For that reason, in this workshop students were given a worksheet in which they also were provided with all the necessary information about the specific place or country they had to work on. Students just had to organize that information to create their texts. In this step, they were asked to brainstorm the information they found on the worksheet in order to know what to put on their own texts.

- **Drafting:**

Then, in the second step, the students tried to write their text by putting the ideas and information they wanted to share. During this step students tried to have their final product.

Since students already had the information they got from the brainstorming exercise, and the model of the email with all its parts posted on the board for them to see it and to follow it in the creation of their texts; students had to start writing their final product. (**Annex 7. Information charts, first writing workshop**).

**Information to create your own text!**

**Different way; to say hello:** Hi, dear friend, good morning, good afternoon, good evening, hey! What' up?, hey friend!.

**Famous Place:** The Vatican

**Country:** Italy

**Weather:** windy

**Clothes:** warm clothes: shirts, blouses, pants, jeans, sweaters, jackets, coats, scarfs, sunglasses, tennis, boots.

**Different way; to say goodbye:** Best wishes, my best, my best to you, all the best, best regards, take care, be well, hugs.



- **Editing:**

Before finishing, students showed the teacher what they had written until the moment and she revised their work, additionally, she made some suggestions in order for students to correct their texts.

- **Final version:**

And finally, after having corrected their texts, students presented the final version of the texts in order for the teacher to revise them and evaluate them.

Since students were working on their notebooks, they had to give them to the teacher in order for her to correct them before adding their text to the travelogue. The final version of the students' texts were collected from their notebooks in order to evaluate them first. (**Annex 8. Students' written productions, first writing workshop**).

September 18<sup>th</sup> - 2017<sup>th</sup>  
 From: Kevin [Kevinsebas178@outlook.com]  
 To: Deivy [Deivysneider@hotmail.com]  
 Subject: Hi from India

Hi Deivy

My name is Kevin. I'm 12 years old. I am from India and I live in New Delhi. I'm a student at Bethemias Brighton School. I study English in my free time.

I speaks ~~Spanish~~ <sup>Indian</sup> and a little English. I want to learn English to travel around the world. In this moment, I am in Taj Mahal. It is a famous place in India. Many tourists visit this place. New Delhi is hot and sunny. You have to wear fresh clothes. I am wearing a black and long shorts. I am wearing small and blue shoes.

From: Emerson [EmersonAtoomaa@gmail.com]  
 To: Learning [Masmelilabonito@gmail.com]  
 Subject: Hi from the Vatican.

Dear friend Learning

My name's Emerson. I'm 73 years old. I'm from the Italy, and I live in Roma. I'm a student at the school. I study English in my free time.

I speak Italian and a little English. I want to learn English to travel around the world. In this moment, I am in the Vatican. It is a famous place in Italy. Many tourists visit this place. Italy is windy. You have to wear warm clothes. I am wearing a red jacket. I am wearing black boots too.

Please write soon  
 My best to you  
 Emerson

### Evaluation and feedback

In order to carry out the evaluation step, the teacher took as reference the evaluation rubric proposed by Jacobs et al. (1981) which had a specific criteria to evaluate writing; this criteria was divided into five items which had a different amount of points each one; additionally, it was added another box to write comments about the texts. All the six written productions corresponding to the participants of the project were evaluated with this criteria and most of them obtained good results according to it. (**Annex 9. Evaluation rubric**).

On the other hand, after revising all the written productions, students were given a feedback in which the pre-service teacher showed them the common mistakes committed by them and the positive aspects of their written productions. Despite many students got confused at the moment of writing their informal email letter, most of the works were good which meant that most of the students accomplished with the aim of the workshop which was to correctly write an informal email.

### Second writing workshop: “How’s the weather?”

The second writing workshop was planned to be implemented from the 02<sup>nd</sup> October until the 13<sup>th</sup> October and it was called “How’s the weather?”. During this writing workshop, students were able to describe what the weather was like in some cities around the world according to the seasons to a family member through a postcard, additionally, they were able to use the expressions and the vocabulary use to talk about the weather and the seasons. Furthermore, they were able to know how the weather was in some cities around the world when summer, winter, spring and fall in different months of the year; and to compare a postcard in English and in Spanish. In order to develop this writing workshop, students followed the following steps:

<b>Date:</b> October 2 <sup>nd</sup> to 13 <sup>th</sup> October	<b>Course (s):</b> Sixth grade 03.
<p><b>Topic:</b> Seasons, weather and clothes.</p> <p><b>Communicative objective:</b> Students will be able to write a postcard to a family member describing what the weather is like in some cities around the world according to the season.</p> <p><b>Linguistic objective:</b> Students will be able to use the expressions and vocabulary used to talk about the weather and seasons.</p> <p><b>Sociocultural objective:</b> Students will know how the weather is in some cities around the world when summer, winter, spring and fall in different months of the year. Additionally, they will compare how the weather is in Colombia in the same months.</p>	
<p><b>Writing Workshop #2</b></p> <p><b>Name:</b> How’s the weather?</p>	
<p><b>METHODOLOGY</b></p> <p><b>Opening</b></p> <p>In order to start the class, the teacher and the students prayed the “Our Father” and “Hail Mary. After that, the teacher explained students that for the second writing workshop, which was called</p>	

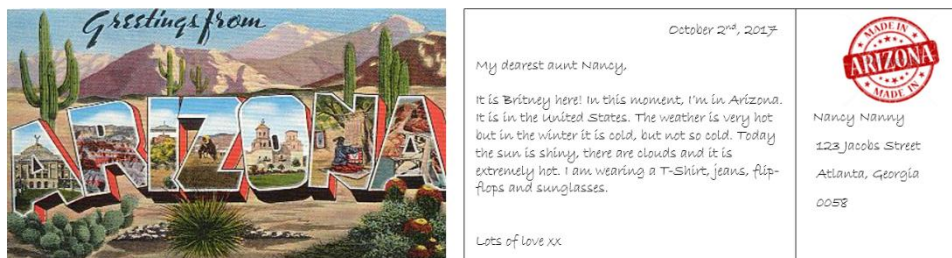
“How’s the weather?”, they had to write a postcard in which they were going to tell a family member how the weather was in summer, spring, fall and winter in some cities around the world and what clothes were appropriate for that weather. Additionally, the teacher told students what were the countries that they had to work with during the second writing workshop; they were: France (winter), China (fall), Australia (summer), and Argentina (spring).

### Step 1: Modeling a text

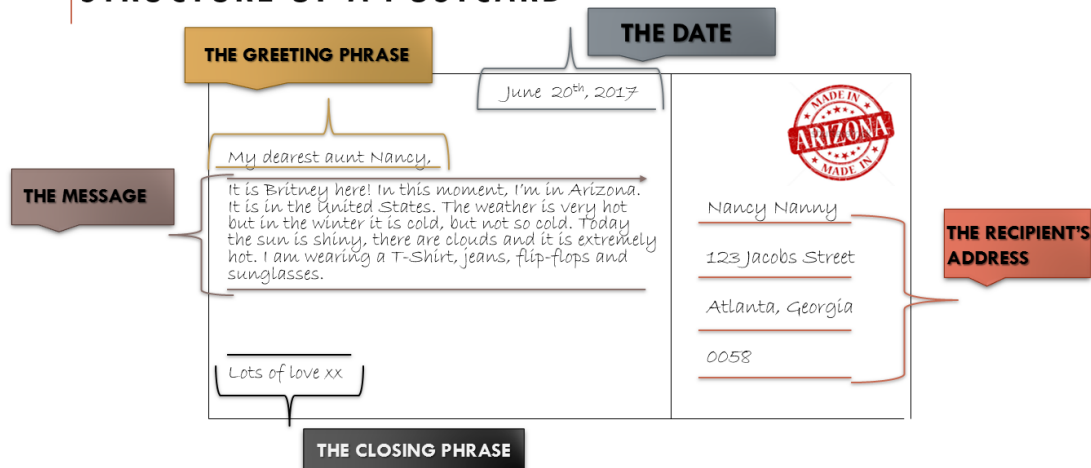
Since the students already knew what type of text they were going to work with, during this step the work focused on identifying the communicative purpose of the postcard and its structure. First of all, before showing students the model of the postcard, the teacher asked them what was a postcard; some of them answered that it was a small letter that we sent to other people in order to talk about what we were doing, other answered that a postcard was a picture in which we wrote about something and then, we sent it to somebody. After listening to all the answers, the teacher told students what a postcard was and asked them if their answers were right or not, most of them were. Then, the teacher showed students the model of the postcard with its parts. As the parts were emerging in the presentation, students recognized some of them because they were the same as in the informal email letter. Some of the students said that unlike the informal email letter, the postcard seemed to have less information and that it looked simpler than the other one.

In the following image is presented the model text that the pre-service teacher used for the second writing workshop: a postcard.

### MODEL OF THE POSTCARD



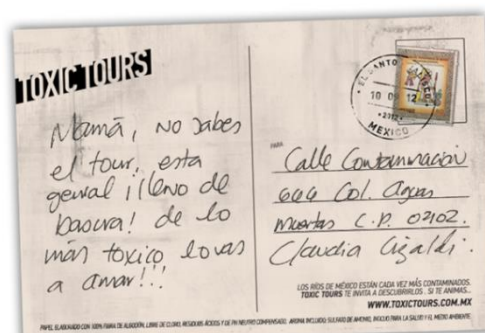
## STRUCTURE OF A POSTCARD



Furthermore, they were asked to tell if they had received or written a postcard, a few answered yes and the rest answered not. Those who answered yes had received a postcard but had not written one; they explained that the postcard they received did not have the date nor the recipient's address but just the message and the picture from the place they were.

After presenting the postcard and its parts, students were presented a model of a postcard in Spanish. While seeing it they were asked to tell if there was any difference in comparison to the postcard in English. Most of the students answered that in Spanish it was not written the date and the message was simpler than in English; other students related the differences according to the text itself, for that reason, they stated that in Spanish the message was different; the teacher explained that it did not matter the message but that they were focusing on the structure. At the end, students agreed that postcards were almost the same as in English as in Spanish.

## POSTCARD IN SPANISH



## **Step 2: Joint construction of a text**

In order to start with the reading comprehension section, the students carried out the following stages so that they could better understand the text and its communicative purpose.

### **- Bottom up:**

Before looking for the unknown vocabulary, the students did a first reading of the postcard and tried to recognize individual parts of it with the purpose of giving meaning to the text and trying to understand its communicative purpose.

For the first reading, the teacher led students do it by themselves in order for them to analyze the words they could recognize from it and to identify each part of it taking into account the explanation of the structure. After students read the text by themselves, the teacher and they together did a second reading in order to practice pronunciation at the same time. The students told the teacher that they recognized almost all the vocabulary from the text because they already knew it from the last classes in which it was learnt. Additionally, the message of the postcard was simpler than the email letter, for that reason students easily identified most of the words from the text and its communicative purpose, some students even tried to translate the text in order to better know what its content was. When they were asked to tell the communicative purpose of the postcard, all of them answered what the teacher had told them in the modeling a text stage; they said that the postcard served to talk to somebody about the place we were visiting.

### **- Pre-teaching vocabulary:**

Then, after carrying out the first recognition of the text, the students played a memory game in order to learn the new vocabulary. For this activity students were organized in five groups; different flashcards were put on the floor and one member from each group had to go to the flashcards and played the game once, then, the next team had to pass and so on.

As it was mentioned before, the students already knew most of the vocabulary that was presented in the postcard, there were just a few words that they might not know. Since in the first writing workshop the use of the dictionary did not work as a way for learning the new vocabulary, for the second writing workshop it was used a memory game. Students had to try to guess the unknown vocabulary by matching the word in English with its translation in Spanish; additionally, there were pictures related to that vocabulary.





true or false statements, students read aloud again the questions and then, they had some time to answer them. During this point, some students had difficulty to understand the second statement which had the words “are the same as”; almost all the students did not know what those words meant, for that reason, it was necessary to explain students that it was an expression to compare, in this case the two clothing. Finally, during the third point which was multiple choice, students did the same process of reading aloud the questions in order for the teacher to answer any doubt, fortunately, all the students understood the questions and did not have any difficulty when answer them.

### **Writing workshop #2: How's the weather?**

- Answer to the following questions:

- 1) Where is Arizona? \_\_\_\_\_
- 2) How is the weather in winter? \_\_\_\_\_
- 3) What is Nancy Nanny's address? \_\_\_\_\_
- 4) What is the date of the postcard? \_\_\_\_\_

- Check if the statements are true or false:

- |  | <b>TRUE</b>              | <b>FALSE</b>             |
|--|--------------------------|--------------------------|
| 5) She is wearing summer clothes         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) Flip-flops are the same as high-heels | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) The weather is extremely cold         | <input type="checkbox"/> | <input type="checkbox"/> |

- Choose the correct option:

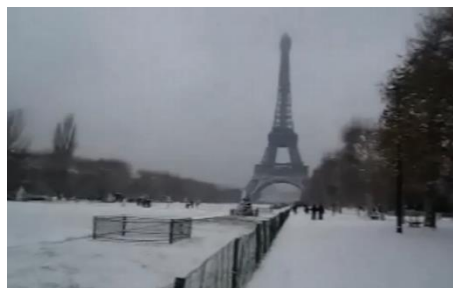
- 8) Where is Britney?
  - a) Britney is in Georgia
  - b) Britney is in New York
  - c) Britney is in Arizona
- 9) Where does Nancy Nanny live?
  - a) Newnan, Georgia
  - b) Atlanta, Georgia
  - c) Miami, Florida



### Step 3: Independent construction of a text


After having worked on the reading comprehension activity, students then tried to create their own postcard taking into account the information that was provided by the teacher and the country they had. Additionally, students watched short videos about the country they had to work on. Likewise, before creating their text, the teacher and the students made an example together.

In contrast to the first writing workshop, during this one students watched a short video about the countries and the weather in which they were for the postcards they had to write. During this video presentation, it was evidenced that students got excited about the postcard because they saw different pictures of winter, summer, fall and spring; additionally, while watching the video they started to guess the countries according to the weather they watched.



Since in the first writing workshop it was evidenced that students needed more explanation before creating their own texts, the teacher decided to make a postcard together in order for them to better know how to use the information they were provided. Carrying out his activity really helped students with the creation of their own postcard because they knew how the information worked in the creation of the postcard and that it was not so difficult to write it.

## EXAMPLE OF A POSTCARD

October 12th, 2017	
<p>Hey, my lovely dad</p> <p>It is Barbara here. In this moment I'm in Moscow. It is in Russia. The weather is very cold but in fall it is windy. Today there are clouds and it is windy. I am wearing a coat, pants, and boots.</p> <p>Take care.</p>	
	<p>Jesus Camargo</p> <p>548 St Patricks Street</p> <p>Stockholm, Sweden</p> <p>2389</p>

**ADDRESS:** 548 St Patricks Street  
**CITY:** Stockholm  
**STATE OR COUNTRY:** Sweden  
**CODE:** 2389  
**DATE:** October 12<sup>th</sup>  
**GREETING PHRASE:** Hey, my lovely  
**FAMILY MEMBER:** Dad  
**CITY:** Moscow  
**COUNTRY:** Russia  
**WEATHER OF THE CITY:** Very cold  
**SEASON:** Fall  
**WEATHER OF THE SEASON:** Windy  
**TODAY'S WEATHER:** There are clouds and it is windy.  
**CLOTHES:** Coats, beanie, pants, jumper, boots.  
**CLOSING PHRASE:** Take care!

### - Planning:

Before starting to write the final version, students had to organize the information they were going to use for their own texts. To do so, students made a list of the steps to write a postcard (the recipient's address, the date, the greeting phrase, the message, and the closing phrase), then, they had to correctly put the information that the teacher gave them about the country they were going to work on in those steps in order to have a clear idea of what they had to do.

During this step students were given the information related to the country they had in order to write the postcard. Before starting to write, the students were asked to write on their notebooks the necessary information according to the parts or steps needed to write the postcard. This exercise not only allowed students to make a list with the information but also to identify the information they had. (**Annex 10. Information charts, second writing workshop**).

### **Information to create your own postcard!**

**Address:** 22 Jump Street  
**City:** New York  
**State or Country:** United States  
**Code:** 10014  
**Date:** December 21<sup>st</sup>  
**Greeting phrase:** Hi my dear  
**Family member:** Sister  
**City:** Paris  
**Country:** France  
**Weather of the city:** Nice  
**Season:** Winter  
**Weather of the season:** Snowy  
**Today's weather:** There is snow and it is freezing.  
**Clothes:** Coats, beanie, pants, gloves, boots, scarf.  
**Closing phrase:** Be well!



### - Drafting:

Then, since students already had all the information well organized, they had to decide what information they were going to share, to do so, they started to write a first draft of their postcards. For this step, the students were provided with an empty model of the postcard in order for them to have a model and the size of their postcards.



### - Editing:

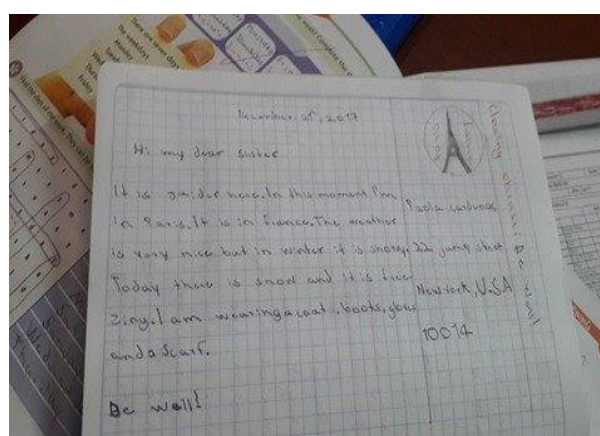
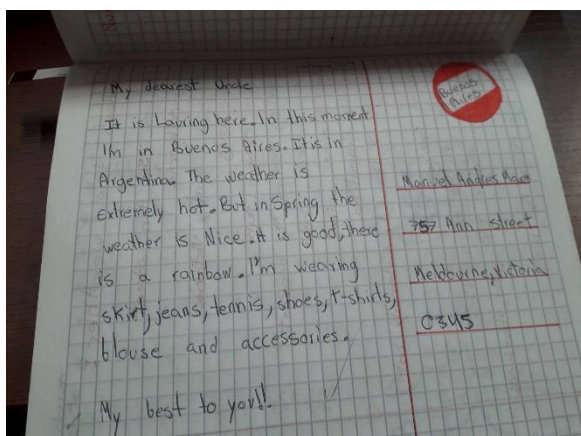
When students finished their first draft, they showed their texts to the teacher in order for her to correct them and make some suggestions about what they had written; additionally, the teacher asked students to ask for comments and suggestions to their partners in order to make a peer revising. During this step, the students showed the teacher the first draft of their postcards, fortunately, most of them totally understood what to do and had the text correctly written in the first draft.



### - Final version:

Finally, when students corrected their texts by taking into account the suggestions and comments received by their teacher and their classmates; they wrote the final version of their postcards, to do so, students considered what they could change or add to their text in order to make it better.

During this step, students took into account the corrections made by the teacher and their partners and finished their written productions. In order to correct them, the teacher asked the students to write their postcards in their notebooks so that, when they were all corrected they just had to transcribe them into the empty model they were given. All the students finished their postcards and the teacher had enough time to check them before the class finished. (**Annex 11. Students' written productions, second writing workshop**).



### Evaluation and feedback

When students finished their texts, the teacher picked all of them in order to evaluate them according to the evaluation rubric proposed by Jacobs et al. (1981) which took into account content, vocabulary, language use and organization. After evaluating them, it was evidenced that almost of the students perfectly wrote the postcard and did not have any mistake which demonstrated that they totally understood what they had to do and that instructions were clear and easy for them. Additionally, the pre-service teacher noticed that since it was a simpler and shorter text, the students were more concentrated and felt more motivated because they got to understand all the content of it.

On the other hand, the week after the writing workshop, the teacher showed students a power point presentation in which she highlighted the common mistakes committed by the students which varied in terms of punctuation marks, the use of capital letters and misspelling of some

words. However, in terms of content, all the students did it very good and accomplished the main objective which was to write a postcard to a family member.

FEEDBACK POSTCARD – WRITING WORKSHOP #2	
COMMON MISTAKES	EXAMPLE:
<p><b>PUNCTUATION MARKS</b></p> <p>✘ It is Camilo here in this moment I'm in Buenos Aires</p> <p>✓ It is Camilo here, In this moment I'm in Buenos Aires, It is in Argentina.</p>	<p><b>CAPITAL LETTERS</b></p> <p>✘ The weather is Sunny but in Fall it is Windy. I am wearing a Jacket and Shoes.</p> <p>✓ The weather is sunny but in fall it is windy. I am wearing a Jacket and shoes.</p>
<p><b>NO CAPITAL LETTERS</b></p> <p>✘ In this moment I'm in hong kong. It is in china</p> <p>✓ In this moment I'm in Hong Kong. It is in China.</p>	<p><b>MISSPELLING</b></p> <p>✘ I'am wearing a jacket.</p> <p>✓ I am wearing.... ; or I'm wearing ...</p> <p>✘ The water is nice.</p> <p>✓ The weather is nice.</p>

### Third writing workshop: “Let’s celebrate together!”

The third writing workshop was planned to be implemented from the 23<sup>rd</sup> October until the 27<sup>th</sup>, however, given that there was no class on Monday, the writing workshop had to be rescheduled to finish it in the week from the 30<sup>th</sup> October to 3<sup>rd</sup> November. This writing workshop was called “Let’s celebrate together!” During this writing workshop, students were able to write an invitation card to celebrate a special holiday in a specific country. Additionally, they were able to use different expressions to talk about the days, months, and time in present to talk about some of the most famous celebrations worldwide. Furthermore, students were able to compare which celebrations are more important in different countries around the world and which ones in Colombia.

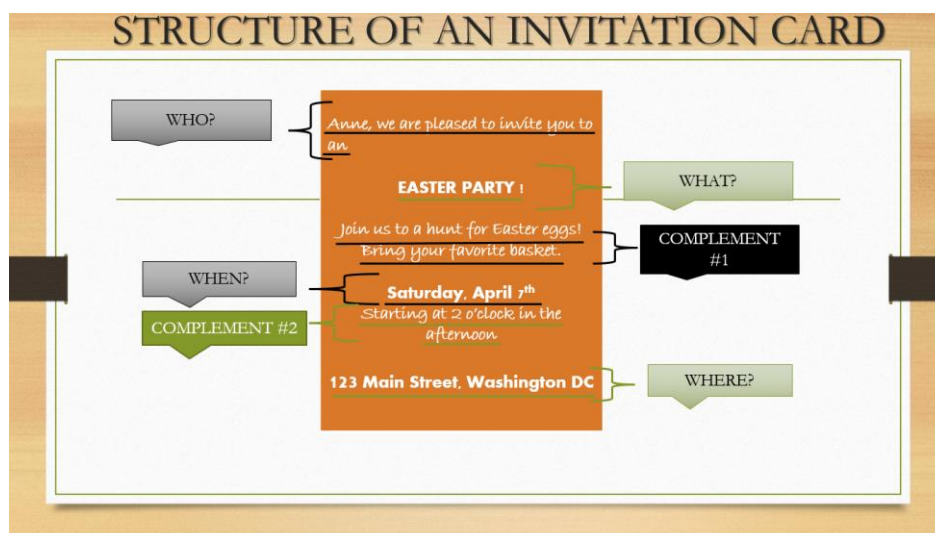
<b>Date:</b> 23 <sup>rd</sup> October to 27 <sup>th</sup> October	<b>Course (s):</b> Sixth grade 03.
<p><b>Topic:</b> Days of the week, months, time, holidays.</p> <p><b>Communicative objective:</b> Students will be able to write an invitation to celebrate a special holiday in a specific country worldwide.</p> <p><b>Linguistic objective:</b> Students will be able to use different expressions to talk about the days, months, time and even about special celebrations or holidays around the world.</p> <p><b>Sociocultural objective:</b> Students will be able to know how some holidays are celebrated around the world and which ones are more important in specific places.</p>	
<p><b>Writing Workshop #3</b></p> <p><b>Name:</b> Let's celebrate together!</p>	
<p><b>METHODOLOGY</b></p> <p><b>Opening</b></p> <p>In order to start the class, the teacher and the students prayed the “Our Father” and “Hail Mary. After that, the teacher explained students that for the third and last writing workshop, which was called “Let’s celebrate together!”, they had to write an invitation in which they were invited to celebrate a special holiday in a specific time of the year (months and days). Additionally, the teacher told students what the countries and the special holidays were for them to work during the writing workshop. They were: United States (4<sup>th</sup> of July), Ireland (St Patrick’s day), Germany (Halloween), and Canada (Thanksgiving).</p>	
<p><b>Step 1: Modeling a text</b></p> <p>For the modeling step, as usual, the teacher showed students the model of the text that they had to work on during the last writing workshop. As mentioned before, students had to work on an invitation card to celebrate different holidays. Before explaining students what an invitation card was, she asked them if they knew what it was it. The students answered that invitations were used to invite people to parties. After listening to the students, she explained them that an invitation card was “a card given to someone to invite them to something” which was the same as they said before. Then, she told students that to correctly write an invitation card it was needed four important and the main parts of its structure which were <del>the</del>: who, what, when and where.</p> <p>In the following image it is shown the model of the invitation card:</p>	





In order to explain the parts of the invitation card, the teacher used a PowerPoint presentation in which she highlighted and marked each part of it by using different colors so that students could identify them easier. Starting with the “who”, the teacher explained that in that part it was written to whom the invitation was addressed, which meant, the guest. Secondly, she continued with the “what”, she told students that it was what the invitation was for, and that after writing who the guest was, they had to write what kind of celebration they were invited to. Then, she explained that it was necessary to write when the celebration will be carried out; it meant the date. And finally, the last part which was to remember the guests where the celebration will be, in other words, the place.

The next picture shows the invitation card and its parts:



Finally, the teacher asked students if they had received any invitation for a specific celebration such as Christmas, Halloween, Thanksgiving, Mother's day and so on. The students answered that they had received invitations only for birthday parties and for that reason, they thought that the invitations they had to write would be about birthday parties.

### Step 2: Joint construction of a text

In order to start with the reading comprehension section, the students carried out the following stages so that they better understood the text and its communicative purpose.

- **Bottom up:**

In this step, the students did a first reading of the invitation card and tried to recognize individual parts of it to give meaning to the text.

- **Pre-teaching vocabulary:**

After carrying out the first recognition of the text, the students played the hangman game in order to learn the new vocabulary. For this activity students were organized in six groups. Then, a list with the unknown vocabulary was posted on the board with images that represented those words. For this game, the teacher wrote some of the letters from each word so that students had just to complete it taking into account the list and the images.

### PRE-TEACHING VOCABULARY ACTIVITY

List of the unknown vocabulary:

-  Invite
-  Party
-  Join
-  Hunt
-  Easter
-  Bring
-  Basket
-  Pleased



#### - Top down:

After having learnt the necessary vocabulary which helped students to totally understand the content of the invitation card; students had to try to guess the meaning of the invitation and what kind of celebration it was by taking into account the background information, in other words, the unknown vocabulary.

Then, when finished, students had to carry out a reading comprehension activity in order to put into practice the understanding of the text. For this activity, students had to answer to open questions about the text. Additionally, they had to answer some questions by taking into account some images related to the content of the invitation card.

As it was mentioned before, the content of the text was much easier than the previous ones, for this reason, students worked better and faster understood its communicative purpose. Before carrying out the reading comprehension activity the teacher asked students what they had understood from the text taking into account the vocabulary they just learnt. Students answered that they already knew some parts of the text such as the date which meant the days and the months; the time and the verb “invited”. However, when they read the text once more time after learning the new vocabulary, they immediately recognized all its content and understood what the invitation was about. They all answered that it was an invitation for Easter, which was one of the holidays they had learnt in the previous classes. Additionally, they told the teacher that in the invitation they were invited to a hunt of Easter eggs, they related that with what they were told in the previous classes about Easter.

With respect to the reading comprehension activity, it was done in two moments. In the first one, students had to answer the open questions about the text. First of all, the teacher and the students read together the five questions which referred to the important parts of the invitation which were: the who, the what, the when and the where. Students had to answer who was invited, what the invitation was for, when and where the party was. For these questions, students did not have any problem since these words were explained at the beginning of the writing workshop when the teacher presented the model text. In the second exercise, students had to match the correct image with the word it represented. For this exercise, the students and the teacher also read the two questions and explain the images. It was much easier for the students this exercise since they did it by default so that the last one was the correct one.

### Writing workshop #3: Let's celebrate together!

- Answer the following questions:

- 1) Who is invited? \_\_\_\_\_
- 2) What is celebrated? \_\_\_\_\_
- 3) When is celebrated? \_\_\_\_\_
- 4) What time is the party? \_\_\_\_\_
- 5) Where is the party? \_\_\_\_\_

- Look at the images and choose the best option:

6) Hunt of Ester eggs:



7) Basket of Easter eggs:



### Step 3: Independent construction of a text

After having worked on the reading comprehension activity, students started the writing process to create their own invitation card taking into account the information that was provided by the teacher in the worksheets. Additionally, students watched short videos about the holidays, and the countries in which those holidays were celebrated, in order for them to get familiar to the work they had to do. Furthermore, the teacher and the students wrote an invitation card taking into account the same steps that students had to use for their invitation cards.

As in the second writing workshop, students watched a short video in which it was shown the four holidays they had to work on during the class. By doing it like this way, students felt more motivated since they had the chance to watch how people celebrated their traditions in other parts around the world. Additionally, students had the opportunity to compare some of the holidays that are celebrated in Colombia and checked if we celebrate the same way as them.



Subsequently, the same exercise of writing with the students an example of the invitation card they had to create was carried out in order for students to better understand how to organize the information they had. However, this moment of the writing workshop, most of the students had already written their invitation cards because they faster understood the information and knew how to correctly use it. Even though most of them already had their invitations ready, the exercise was done by all the students because they knew it was part of the procedure.

**EXAMPLE OF AN INVITATION CARD**

	<p><b>INFORMATION TO CREATE YOU INVITATION CARD</b></p> <p><b>Who?:</b> you!</p> <p><b>Invitation phrase:</b> you're invited to join us for the Smith Family annual</p> <hr/> <p><b>What?:</b> Christmas party</p> <p><b>Complement 1:</b> Come and join the fun! Be sure to attend.</p> <p><b>When?:</b> Sunday, December 24th</p> <p><b>Complement 2:</b> Be ready from 6 o'clock to midnight!</p> <p><b>Where?:</b> The North Pole 222 Snowflake way</p>
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## EXAMPLE OF AN INVITATION CARD

<p>Barbara, you're invited to join us for the Smith Family annual</p> <p>CHRISTMAS PARTY</p> <p>Come and join the fun! Be sure to attend.</p> <p>Sunday, Decemeber 24th</p> <p>Be ready from 6 o'clock to mindnight</p> <p>The North Pole 222 Snowflake way</p> 	<p><b>INFORMATION TO CREATE YOU INVITATION CARD</b></p> <p><b>Who?:</b> you! <b>Invitation phrase:</b> you're invited to join us for the Smith Family annual</p> <p><b>What?:</b> Christmas party</p> <p><b>Complement 1:</b> Come and join the fun! Be sure to attend.</p> <p><b>When?:</b> Sunday, December 24th</p> <p><b>Complement 2:</b> Be ready from 6 o'clock to midnight!</p> <p><b>Where?:</b> The North Pole 222 Snowflake way</p>
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### - Planning:

Before starting to write the final version, students had to organize the information they were given for creating their texts. To do so, students did a brainstorming of the information in the worksheets in order to have a clear idea of what they had to write and what information they had to use for their invitation cards. (Annex 12. Information charts, third writing workshop).

### Information to write your own invitation card!



**Who?:** you!

**Invitation phrase:** you have been summoned to Tom and Danielle's 1<sup>st</sup> Annual

**What?:** Halloween Spooktacular

**Complement 1:** Join us if you dare. Enjoy a bewitching evening.

**When?:** Tuesday, the 31<sup>st</sup> of October

**Complement 2:** From 7:00 in the evening until you float on home.

**Where?:** The Smith's hunted mansion  
123 Scary Street



During this step, students had to brainstorm the information they were given in the worksheets. To do so, they had to write on their notebooks the four main parts of the invitation cards and then write the information related to those parts. By doing this exercise, students not only recognized the necessary information for their invitation cards but also they knew how to properly organize it at the moment of writing.



- **Drafting:**

Then, since students had all their information well organized, they had to start writing the first draft of their invitation card. For this step, students had the example of the invitation card, that they did previously with the teacher, in order for them to use it as a guide for their invitations. Additionally, students had the deadline they did in the previous step in order for them to work better and wiser.



- **Editing:**

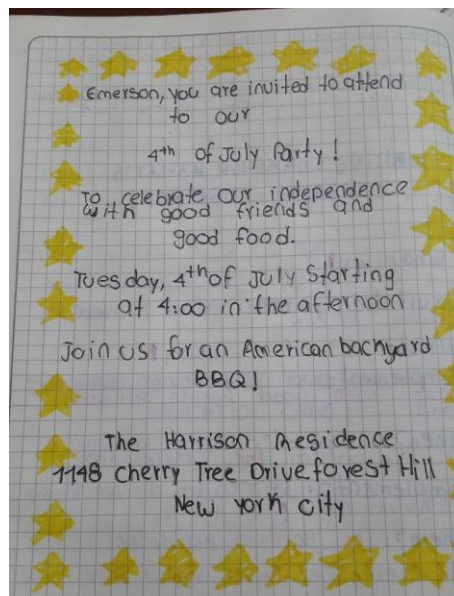
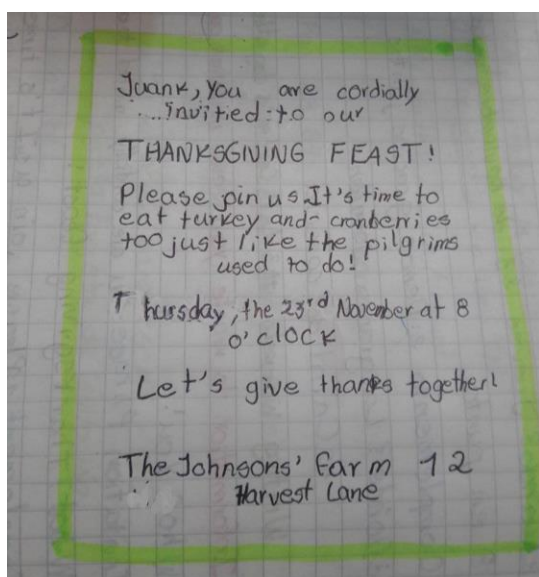
When students finished their first draft, they showed their texts to the teacher in order for her to correct them and make suggestions about what they had written; additionally, the teacher told students to ask for comments and suggestions to their partners in order to make a peer revising.



- **Final version:**

Finally, when students made the corrections taking into account the suggestions and comments received by their teacher and their classmates; they had to write the final version of their text. Additionally, this final version was done on the students' notebooks in order for the teacher to better collect and revise them.

During this step, students had to finish their texts; however, by this point of the writing workshop most of the students already had their texts finished. Likewise, during this step the teacher allowed students to make some corrections in terms of the presentation of the invitation card and decorate their invitations. Additionally, this final version was written in the students' notebooks in order for the teacher to collect and evaluate them. **(Annex 13. Students' written productions, third writing workshop).**





### **Evaluation and feedback**

When students had finished their texts, the teacher picked all of them in order to evaluate them according to the evaluation rubric proposed by Jacobs et al. (1981) which took into account content, vocabulary, language use and organization.

This step could not be carried out as it was planned since the writing workshop had to be moved to the next week which was the last week of the practicum process and there was not enough time for giving students a feedback. Nonetheless, in order for students to know what aspects they correctly did and what aspects they needed to improve, the teacher gave them an individual feedback on their notebooks since they had to check it to write the final version of the invitation card, the one they had to add to their travelogues.

### **Findings**

As mentioned in the data analysis procedure, three major categories resulted from all the data gathered as follows: a) reading; b) writing and; c) travelogue. These three categories are followed by some sub-categories and descriptions which are supported by the data units taken from the participants' interviews and written productions as well as journals from the researcher. In this section, it is described the findings that came up from the pedagogical implementation which aimed at developing writing skills of sixth grade students at Bethlemitas Brighton High School.

#### **Reading.**

Reading is an important element of the English language learning since it has a relation with the writing process; it is considered essential to develop writing skills. Smith (1973) stated that reading is "an act of communication in which information is transferred from a transmitter to a receiver". Taking this into account, it is important to highlight that to carry out the reading comprehension, many aspects need to be developed such as the understanding of words,

symbols, letters, and even signs. When it comes to the understanding of words, it refers to vocabulary. Vocabulary is seen as a problem when working on reading comprehension since the lack of it impedes its development. Regarding vocabulary, both the participants and the researcher stated that pre-teaching *vocabulary through games and different activities allowed them to easier get how it worked and its function in the texts*. On the one hand, all the participants affirmed in the interviews that learning vocabulary through different activities was better for them since they were learning in an amusing way. “Aprendemos de una forma divertida y sin estresarnos” P1. “Aprendemos más con juegos sobre el vocabulario” P3. “Es más divertido con las actividades sobre el vocabulario, aprendo más” P4. On the other hand, the researcher pointed out in the journals that when vocabulary was taught through different activities in which students had to play or to do more things apart from looking for it in the dictionary, they learnt it better and felt more motivated to participate and to work on the writing workshop.

“En comparación con el primer taller, los estudiantes entendieron mejor el vocabulario a través del juego de memoria que se llevó a cabo en el cual los estudiantes debían relacionar el vocabulario teniendo en cuenta las imágenes. El vocabulario a través del juego les sirvió más ya que los estudiantes estuvieron más atentos” R

As Wilkins (1972) wrote “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.111). It is demonstrated that vocabulary is crucial because without the sufficient knowledge of vocabulary, students cannot understand other people or express their ideas. These results coincide with Laurian & Fitzgerald (2014) and Sidek H.M. and H. Ab. Rahim (2015) who remarked the importance of vocabulary learning. Laurian & Fitzgerald (2014) highlighted that pre-teaching vocabulary is the best way to provide students

with vocabulary since it is an appropriate use of the teacher and the students time and it allows student to learn all the material. On the other hand, Sidek H.M. and H. Ab. Rahim (2015) indicated that vocabulary knowledge is a determinant factor for the success of a reading comprehension activity in L1 and L2. These researchers stated that “the lack of knowledge in word meaning results in them being unable to process certain information which is crucial to the understanding of the whole text” (p. 55).

### **Writing.**

According to the Common European Framework of Reference, writing is one of the productive skills required to be proficient in English. It is often said that writing is a complex skill and one of the hardest to develop when learning English as a foreign language. However, during the evaluation of the students written productions, the researcher found that the *students’ progress in terms of content, organization, vocabulary, language use and mechanics* improved and changed through the development of the three writing workshops. Although it is true that the three texts used in the writing workshops went from the more complex to the simpler, the students’ improvement could not be set apart because it was an aspect that actually changed all along the development of this project as it is remarked by the researcher: “*There was an improvement since the first writing workshop to the third* and last one regarding the mechanics since in the first one some of the students committed mistakes in terms of misspelling, punctuation and capitalization.” R. Additionally, this statement was confirmed by the participants since they stated that working on the Genre-based approached helped them to improve their English knowledge and helped them to better comprehend the English language as

well as grammar rules. “Me ha ayudado a entender mejor el inglés y a entender reglas desconocidas para mi” P2. “Me ha ayudado en la ortografía y comprender mejor los textos leídos y escritos en clase” P3. In addition to the previous features, Elashri & Ibrahim (2013) highlighted that the implementation of the Genre-based approach encouraged students to become writers since they learnt by being active participants rather than by passively absorbing information; moreover, the creation of different texts such as friendly letters improved students’ performance since it made their writing purposeful as they had a sense of audience.

With regards to writing process, the researcher pointed out her main concern: *lack of attention from students* when developing the writing workshops. This concern was illustrated as follows: “A pesar de que a los estudiantes se les da la información necesaria para trabajar, la falta de atención sigue siendo un problema grave entre ellos ya que les impidió hacer correctamente el ejercicio de escritura.” R. The researcher realized that even though the writing exercise was easy and simple for students, their work was done wrong and was affected due to the lack of attention when giving instructions and explanations about what they had to do in each one of the exercises. This led to the failure of some of the objectives of those workshops because students did not know what to do.

Together with the writing process, it was found a subcategory dealing with the pragmatic competence. During the interviews, some of the participants manifested that the work they did during the *writing workshops was very useful for them to use it in real life contexts and in real communicative situations* in which they have to give a message in English and to communicate with native speakers. “Es necesario porque si se necesita viajar a otros países, saber hablar con esas personas” P1. “Debemos aprender a escribir en inglés para poder comunicarnos con las personas que usan esta lengua” P2.

### **Travelogue.**

Travelogues were used as the final product of this project which focused on the writing skill through the creation of a travelogue based on the Genre approach. During the development of the project, students had to create three different texts related not only to the Genre Approach but also to travelling. One of the best way to represent travelling and writing was travelogues which according to Collins Dictionary (1974) are short films or texts about a foreign or out-of-the-way place that emphasize the place's unusual or glamorous aspects. The creation of the travelogues resulted in different aspects that emerged from the students' interviews and the journals written by the researcher. Starting with the students, it was found some sub-categories dealing with culture, creativity and autonomous work. Participants believed that knowing about culture was important because they knew what things they could do and what things they could not. For them, *learning culture will allow them to go to other countries and know how to perfectly behave*. "Es necesario porque si se necesita viajar a otros países, saber hablar con esas personas" P1. "Nos permite que cuando viajemos no hagamos algo incorrecto en esos países. Sirve para no confundirse o cometer algún error". P4.

Subsequently, most of the participants affirmed that during the creation of their travelogues, *their creativity improved since they had to draw and decorate them*. Furthermore, they expressed that they had to look for a lot of information which served as a way to increase their creativity too. This was stated as follows: "No era tan creativo antes y ahora paso mi tiempo buscando sobre los países que me corresponden" P1. "Mi creatividad ha aumentado ya que tengo que buscar información e imágenes para completar el travelogue" P3. "He desarrollado más a fondo mis habilidades y capacidades artísticas" P5. Kohan 2004 (as cited in Gónzales, 2015) (p.40) reaffirmed this aspect in the following lines "El taller de escritura, es propuesto como un

espacio activo en el cual los estudiantes pueden unir el trabajo con el placer de la creación”. In the aforementioned extract, writing workshops are seen as a space in which the students can fully explore and develop not only their abilities as writers but also to release their creativity.

Additionally, through the development of this project, it was evidenced that *students’ autonomous work increased* since they had to look for information and continue creating their travelogues not only at school but also at home; allowing them to have control on their work and be free to add what they wanted to. This was stated by students in the interviews in the following way: “Me siento muy motivado porque nos ha contribuido averiguando” P2 and “Mi creatividad ha aumentado ya que tengo que buscar información e imágenes para completar el travelogue” P3.

Continuing with the creation of the travelogue, both the participants and the researcher found out motivation as one of the most important aspects that emerged from this project. Firstly, in the students’ interviews, all the participants agreed that *they felt motivated while developing the travelogues* because as long as they searched information to create it, they learnt a lot about the culture of other countries. Additionally, they believed that all the searching contributed to their learning process. Participants 1, 2 and 3 affirmed the following: “Me siento motivado porque me gusta, me ayuda a pasar tiempo en las tardes, a conocer de los países”P1. “Me gusta porque nos ha enseñado sobre las culturas de otros países, podemos aprender cosas mejores de otros países. Me siento muy motivado porque nos ha contribuido averiguando” P2. And “Me ha motivado por descubro más cosas de otras culturas” P5. Secondly, the researcher pointed out that since the first moment in which the project was presented to the students they seemed to be really excited and interested in it. Moreover, through the development of the writing workshops, the researcher noticed that *students’ motivation increased because they had to look for*

*information for their travelogues and look for images, drawings, pictures and everything they needed to decorate them.* With regards to motivation when writing, Ciornei & Dina (2015) established that the use of authentic material could serve as a really good tool or strategy to develop student's communicative abilities since they were easy to find and enhanced students' motivation and confidence in their language learning process.

Although this project mainly focused on the writing process, it is true that many aspects emerged from the data analysis and had more impact on students learning process than the writing process itself.

### **Conclusions and Recommendations**

The purpose of this study primarily centered on the creation of a travelogue based on the Genre approach to develop writing skills of 6<sup>th</sup> grade students at Bethlemitas Brighton high school.

Throughout this research, students found out the positive changes and improvements they had on their writing skills as they worked on the writing workshops. They also perceived the impact of the creation of their travelogues not only on their own written productions, which improved in terms of content, organization, vocabulary, language use and mechanics; but on their own learning process since they evidenced that working on aspects of their interest such as culture and learning vocabulary through different activities as games increased their motivation because they could better carry out the writing workshops. Additionally, students had the chance of having control of their own travelogues since they could add what they wanted and develop it as they thought it was best for them.

On the other hand, the researcher found out that when teaching writing, it is important to

keep students focused on the explanations and the instructions in order for them to better work because when they did not pay attention, their work was affected and it was demonstrated at the moment of evaluating their written productions. However, it is important to highlight that having students motivated in the English classes facilitated the development of the writing workshops and the students' performance when they had to continue their work at home. Moreover, the researcher noticed that working with specific kind of texts and authentic material caught students' attention since they knew that those texts actually existed and people used them in real life situations. As a complement, working from the more complex to the simpler allowed students to realize that writing was a simple and easy process.

Even though this study focused on the writing development of sixth grade students, one aspect that emerged and students considered really important was learning about culture. Through the development of this project students focused on writing and on learning culture since they had to look a lot of information about different countries and its traditions, food, tourists attractions and even its people. It was evidenced that learning culture motivated students to create and to finish their travelogues.

Giving the prior statements, it can be said that these results relate to previous studies on writing development and the elements that make part of it such as vocabulary, reading comprehension, and in this case, writing workshops and the Genre-based approach. Furthermore, this research might contribute to the writing skill development through writing workshops as innovative and effective tools to support the writing process. However, results from this research derived from a group of six sixth grade students in a public high school in Colombia. Having that in mind, these results cannot be an overall representation of Colombian high school students.

Finally, it is highly recommended further studies based on the outcomes of this research



as there exists some issues that need to be addressed such as the importance of students' motivation when developing writing activities in English or any activity regarding the English learning process; and the students' thoughts and perceptions with regards to the learning of any language different from theirs.

## Chapter II: Research Component

### Introduction

In the Foreign Languages Program training context, training teachers' pedagogical practices are one of the interests and focus update to study and document the teaching-learning process improvement in order to qualify education.

Even though there is a clear interest to the evident necessity to understand and transform the pedagogical practicum; it is beneficial that local studies especially focus on the learning problem than in matter of teaching.

It was relevantly considered to design a project that involved a reflective focus on the practicum with the purpose of objectifying knowledge, behavior and attitudes in order to orientate teachers' labor; as well as an internalization, immersion and mindful exploration exercise on the own teacher's subjectivity through questioning and search for information to seek for problem solutions and self-recognition.

### Justification

The design of this project in the Foreign Languages practicum context focused on a professional conception of the practicum as a cutting edge sharpen to improve educative processes in the application institutions where PRADO<sup>1</sup> was being executed. It was considered that conceding importance to the reflection role in the teaching process was the first step to understand the difficulties of the profession, one's performances and to be interested in knowing

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<sup>1</sup> PRADO: Práctica Docente

the different models and approaches to respond to a problematic situation and establishes an analytical look at it.

In accordance with what the philosopher of education John Dewey, precursor in the applied teaching reflective thinking field, exposed, it was justified the necessity of carrying it out this project with the aim of giving students analytic and self-observation tools that allowed them to distinguish between routine action and reflective action. It was considered that a reflective approach protect shields the agents in a traditional context of inertia and the authority they had in the school.

### **Problem**

At school, it is assumed the core aspects of the constitution of the subjects, of the institutional life without questions which are seen as imprints, stable and invariable characteristics that make part of the school identity and culture. When the events disentangle without major alteration, the teacher takes risks of setting up in the operating logic that does not allow the pedagogical development and the renewal of school culture.

A practicum devoid of reflection does not foster the emergency of problematic situations; realities that are being ignored, invisible. In this way, the pedagogical practicum was assumed from reproductive codes that installed teachers in a traditional-doing of cultural reproduction, becoming a barrier to the rise of emerging practices tending to generate thinking and knowledge transformations in order to address social necessities.

Because of this situation that affected teachers in varying degrees, it was required that the teachers training process, fostered in the training teacher, a future teacher, a critical and

reflective spirit that contributed to the improvement of his/her pedagogical practices for them to be key elements that impacted and transformed their chore and their future performance.

In the case of the degree in Foreign Languages of Universidad de Pamplona, reflection was conceived as a fundamental exercise for students who carried out their integral practice to self-evaluate them and installed a critical and constructive look about their work in the teaching role.

To start this study, the following questions were formulated:

- How did the implementation of reflection contribute to the transformation of pedagogical processes of the development of the integral practice?
- How did the reflection exercise influence the development of critical spirit of students-practitioners in the analysis of their pedagogical work?

## **Objectives**

### **General Objectives.**

- To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.
- To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.

### **Specific Objectives.**

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and to be placed effectively in the institution.
- To identify and to analyze strategies that students use in their pedagogical practice.
- To implement reflective workshops and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze one's beliefs about the teaching work and about the students.

### **Theoretical Framework**

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

#### **Teaching profession.**

The teacher is one of the fundamental members of every educational institution and has the function of sharing knowledges based on a specific science or art; who additionally, has the responsibility of his/her students' comprehensive training.

Teaching requires a series of skills that currently constitute a conceptualization and a way to operate the planning and management of human resources in order to facilitate a link between

management, work and education. So that, each teacher must accomplish all the teaching competences that allow her/him to control of a group of knowledges and skills in a specific area, given that the first intellectual requirement of a professional is the level in which he/she develops his/her activity. Similarly, each teacher must possess some competences regarding the content organization, it means that the pedagogical practice not only requires to organize the content to be learnt by the students but also to anticipate teaching conditions inside or outside the educational context. The immediate function that a teacher must develop is to design or anticipate the teaching practice.

### **Reflection.**

Talking about reflection implied to address different conceptions about this notion. For this reason, in order to deepen its definition, it was taken into account two different aspects: a) reflection as a process; and b) reflection as a theme (Correa Molina et al 2010).

#### ***Reflection as a process.***

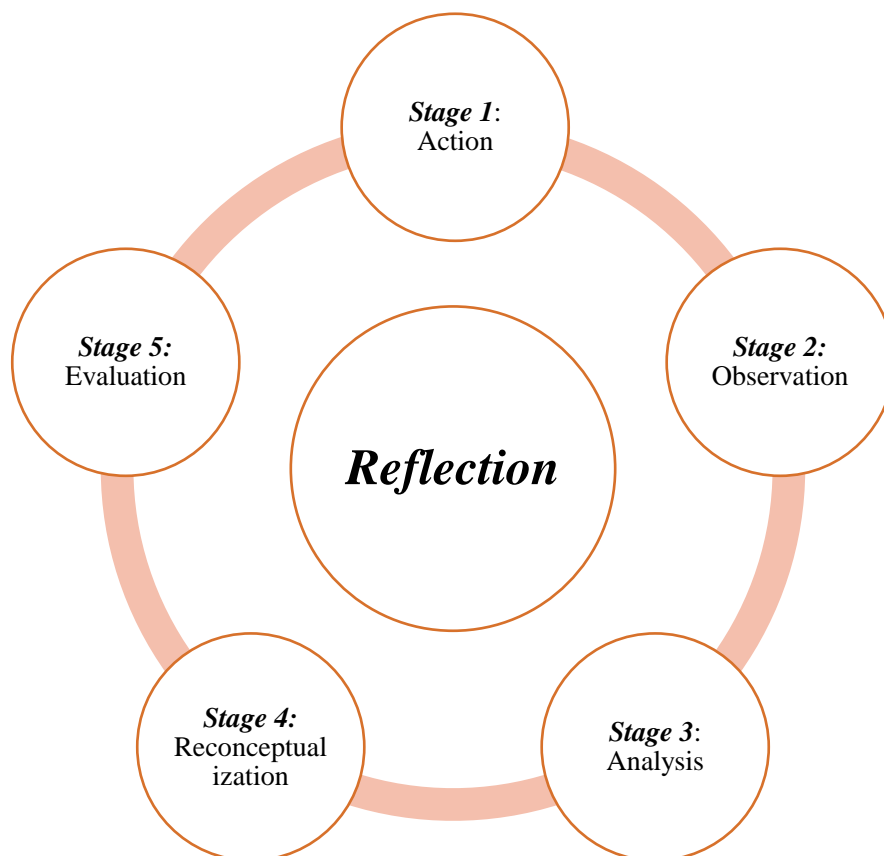
Reflection is developed through a series of stages that result in a cycling process. According to Schön (1983) cited by Correa Molina et al (2010) to reflect on experience implies “un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”.<sup>2</sup>

The stages of the process of reflection were evidenced in the following figure:

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<sup>2</sup> Traducción libre a partir del documento: *Concept de réflexion: un regard critique*. Correa Molina et al (2010)

Figure 7. Reflection as a process.



### ***Reflection as a theme.***

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience. For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection

exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

### **Reflective Practice.**

It was necessary that teachers asked themselves about their own practice and about the impact they had generated in order to update and to qualify academic proposals at the University and to orientate students towards new ways to relate to the world. Teachers played a main role in the current educational world; they performed in a complex space suppressed to a determined constant change with the aim of integrate different factors and conditions. The teaching profession requires that: “los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes” (Ebutt y EllioT:1986). In this context, the problems of the practicum and the classroom setting required a particular treatment addressed to comprehension and social interaction. The necessity to articulate the changing social reality of our pedagogical work was evidenced in the existence of numerous attempts to explain the school dropout phenomenon and in the search of different ways to face this phenomenon, to fulfill the school work. This study served teachers who participated to reflect on their methodological processes in the light of reflection as an only rational and ethical ways of procedure. (Sacristán 1999).

According to Van Manen (1997) there exists different levels of reflexivity. At one level, the effective application of skills and technical knowledges occur in the classroom; reflection applies to the selection and correct use of the didactic strategies that teachers will use.

At the second level, reflection bears on the implicit budgets of the specific classroom practices. Then, it was analyzed that the consequences of the adapted strategies and the curriculum, practices were based on the application of the educational criteria to the teaching



practice to make pedagogical decisions to be adopted to the institutional reality and to the contexts.

At a third level, Van Manen established a critical reflection exercise; in this level it was presented a more elaborated reflection, an ethical, normative and moral criteria questioning linked directly or indirectly to the classroom.

### **Pedagogical Practice.**

To analyze and reflect on the practicum, it was considered appropriate to resort methodologically to a conceptual operation of practicum classification; to do so, it was assumed Zeichner's proposal which established several modalities of the practicum as follows:

#### **Academic practicum.**

It was focused on preparing teachers who were able of reflecting on their courses, in a way that they transformed them in comprehensible structures for students.

#### **Social Efficiency Practicum.**

Its purpose was to achieve an effective teaching through the application of didactic techniques based on general principles that resulted from pedagogical research. In this case, reflection consisted of a strategic decision: "seleccionar entre la gama de técnicas disponibles la que se considere más eficaz". This was the form of proceeding from the technical rationality.

#### **Development.**

Teaching is based on students' interests and development, and, at the same time, it considers teachers' development as a teacher and as a person.

### **Social Reconstruction.**

The center of reflection is the social, economic and political context, in a way to promote democratic relationships in the classroom, and equal and fair in the social context.

### **Generic.**

Programs refer to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

### **Reflection promoters.**

According to Schulman (1987), these promoters are the teacher's cognitive basis for classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

### **Critical element on reflective thinking.**

This element of the reflective thinking relates to “los aspectos morales y éticos de la compassion y la justicia social” according to Sparks-Langer and Colton 1991:39. The interest in social justice and ethics in education.

These author established the following categories of knowledge:

- 1) Knowledge of content
- 2) General pedagogical knowledge
- 3) Curricular knowledge (materials, programs, etc.)
- 4) Teaching knowledge and professional configuration
- 5) Students' knowledge and their characteristics

- 6) Knowledge of educational contexts
- 7) The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is one of the reflective thinking elements that make part of this study as an instrument. This element was related to the teacher's narratives in order to encourage short stories about his/her experience in the classroom which came in different forms but accomplished diverse functions in the subjectivity, and in the constitution of subjectivity. In this component it was situated the teachers' journals in which writing unchained the elaboration of the teacher's reflective thinking about his/her experience of practice, objective, subjective and inter-subjective.

## **Methodology**

The methodological strategy proposed in this study had as central axis the ongoing reflection that, additionally, considered the convening of meetings to strengthen the practicum group as an initial space to address the education and professional problematic. The principles of organization were autonomy, planning and self-observation. In order to review the impact of the reflective proposal about this process of practicum, it carried out a process of socialization and systematization of itself.

This study belonged to the qualitative research approach, from the perspective of reflection as a vocational space that greatly contributed to the description, identification and analysis of the pedagogical practice itself.

With regards to the data collection, it was proposed the implementation of the following instruments:

**Reflection workshops.**

The reflection workshops had the fundamental purpose of guiding the reflective process of the students-practitioners, but, at the same time to socialize and to share own experiences of their work in order to enrich their process and include new tools that allowed them to transform their pedagogical practices. Reflections workshops were carried out three times during the ten weeks of practicum.

**Self-observation cards.**

The self-observation card aimed at guiding the student-practitioner towards an own perspective of his/her exercise as a teacher and his/her role in the classroom and the educational community field where he belonged to. These self-observation cards were done online fortnightly.

**Narratives.**

The reflection exercise allowed students to express about their work through narratives of their experience as a way of making sense to teachers' everyday lives. Since this exercise allowed pre-service teachers to express their process. They were done each week.

**Class recordings.**

To have evidence of the students-practitioners performances in the classroom allowed to reflect on different aspects regarding the teaching-learning processes in the Foreign Languages context that were taken into account by the training teacher in his/her reflection exercise. These recordings allowed to have an external and constructive look at his/her pedagogical practices.

Class recordings were carried out twice during the ten weeks period in which practicum were done.

## **Context**

Pamplona city, founded in 1549, is the oldest city of the department of Norte de Santander. It is located in the Espiritu Santo valley, in the Colombian Andes. This city, known as the founder of cities in the colonial era, has been throughout history a center of religious confluences and influences; it hosted a myriad of religious communities between we can mention: Franciscanos community; Clare sisters; San Juan de Dios brothers; the Company of Jesus; likewise, feminine religious communities: La Presentación sisters; Bethlemitas sisters; among others. Because of the presence of these communities, the city created educational institutions based on their beliefs and values. Due to this geographical context, this study had the school as the environment where these school actors PLEX: Practitioners perform.

School refers to a specific educational community in charge of the formal education, it means, the school is the place where education is carried out, where education is accomplished and required. Currently, the school is considered as the way of living of the community, it transmits knowledge and values that are necessary in the community and carry students to use and improve their capacities in the interests both of the society and of their own.

At school, we found a series of fundamental elements that took part of teachers and students' actions and performances which depended on a social and cultural order that school took its organization from.

The school is a dependent body of society, a social institution addressed, inside a specific area of education, to administer the systematic education and to condition the formation and organization of groups by teachers and learners (Crespo, 2010).

The school as an educational institution fulfills some specific functions as the following:

**Socialization role.**

This function refers to the youth learning of values, norms, behaviors, attitudes or aptitudes focused on the dominant social culture, in the political and economic context where they belong. This function encompassed all the socialization processes in which the school members took part of.

**Instructive role.**

The instructive role uses two functions, the improvement of spontaneous socialization processes in order to guarantee the training of human capital which requires the functioning of labor market. This implied a higher level of culture, knowledge, values, etc., there existed a major possibility of adaptation.

**Educational role.**

The educational role requires a community of life, democratic participation, intellectual pursuit of dialogue and learning. An educational community that breaks down barriers between school and society, a space of culture where concepts are learnt, technical tools and cultural codes of humanity. As a consequence of the active participation in the exchange of meaning, desires, and behaviors between colleagues and adults (Vizcaino, 2010).

## **Population**

The whole population of this study was constituted by seventeen students from tenth semester, practitioners of the Foreign Languages program of Universidad de Pamplona.

### **Direct benefited population.**

Training teachers, teacher supervisors, and the school community of the centers in which the integral practice is implemented.

### **Indirect benefited population.**

It was composed by the teachers' community of the Foreign Languages program, results re-fed the program's agents vision about their practices and the group of the integral practice.

### **Institutional units linked to the project.**

Foreign Languages program

Department of Languages and Communication

Faculty of Education

### **External institutions linked to the project.**

Bethlemitas Brighton high and primary school

### **Expected results.**

The expected results derived from the objectives proposed for this experiences as follows:

- The formation of the reflective spirit in the PLEX practitioners as a training tool to qualify the pedagogical practical.

- To analyze the setting, realities and the social representation of training teaching, the notions and concepts about the school context.

### Data collection timetable

The following timetable showed the dates in which the data collection were implemented.

Table 9. First Research component timetable

<i>Weeks</i>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
<i>Instruments</i>										
<b>Narratives</b>	Aug 28 – Sept 01	Sept 04 – Sept 08	Sept 11 – Sept 15	Sept 18 – Sept 22	Sept 25 – Sept 29	Oct 02 – Oct 06	Oct 09 – Oct 13	Oct 16 – Oct 20	Oct 23 – Oct 27	Oct 30 – Nov 03
<b>Self- observation card</b>		Sept 04 – Sept 08		Sept 18 – Sept 22		Oct 02 – Oct 06		Oct 16 – Oct 20		Oct 30 – Nov 03
<b>Reflection workshops</b>				Sept 18 – Sept 22			Oct 09 – Oct 13			Oct 30 – Nov 03
<b>Class recordings</b>			Sept 11 – Sept 15			Oct 02 – Oct 06			Oct 23 – Oct 27	



## Implementation of the Research Component

### Findings.

Table 10. Actual Research Component timetable

<i>Weeks</i>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
<i>Instruments</i>										
<b>Narratives</b>	Aug 28 – Sept 01	Sept 04 – Sept 08	Sept 11 – Sept 15	Sept 18 – Sept 22	Sept 25 – Sept 29	Oct 02 – Oct 06	Oct 09 – Oct 13	Oct 16 – Oct 20	Oct 23 – Oct 27	Oct 30 – Nov 03
<b>Self- observation card</b>		Sept 04 – Sept 08		Sept 18 – Sept 22		Oct 02 – Oct 06		Oct 16 – Oct 20		Oct 30 – Nov 03
<b>Practicum meetings</b>				Sept 18 – Sept 22					Oct 23 – Oct 27	
<b>Class recordings</b>			Sept 11 – Sept 15			Oct 02 – Oct 06			Oct 23 – Oct 27	
<b>Classroom observation feedback</b>			Sept 11 – Sept 15		Sept 25 – Sept 29		Oct 09 – Oct 13		Oct 23 – Oct 27	Oct 30 – Nov 03

### Narratives.

The writing process of the narratives served as a way to express what the pre-service teacher experienced during the practicum process and to analyze every aspect that made part of it. Since narratives had to be written each week and they were free-formats, this process allowed the pre-service teacher to see and to check what differences or changes were perceived since the practicum started until it finished; additionally, it served to reflect on one's development as a

teacher and on the awareness of the teaching practice in an educational real context. These narratives allowed the pre-service teacher to express what it was more challenging about this process regarding the teaching process and the classroom management; likewise, they also helped to evidence not only the changes but also what the pre-service teacher learnt and that will be useful for her further practices as teacher. (**Annex 14. Narratives**).

### **Self-observation cards.**

The self-observation cards were online forms that the pre-service teacher had to complete regarding the teaching practice in terms of planning, executing, classroom management, materials used in class, language use, students' participation among other aspects that served to check the practicum process. Since these forms had to be answered every fortnight, its questions did not vary from one form to another. Five self-observation cards were fulfilled during the practicum process, this allowed the pre-service teacher to reflect on what aspects needed to be improved and if they improved since the first self-observation card that was answered; additionally, while answering to its questions, the pre-service teacher had the opportunity to take as reference some of the statements that were presented in the form in order to put them into practice when carrying out the practicum process such as the participation of the students during the classes and their motivation, the lesson planning, some of the classroom management advices, the use of different resources, the activities carried out in the classes, the instructions and evaluations of the topics. Since these forms presented a specific criteria to self-evaluate, they were really useful because they allowed the pre-service teacher to focus on specific features that needed to be taken into account at the moment of carrying out the classes, and to put them into practice in case they were not. (**Annex 15. Self-observation cards**).

### **Class-recordings.**

Class recordings was done in three moments of the practicum: at the beginning, middle and final stages of the process so that it could be perceived any change or improvement from the part of the practitioner during the classes in terms of class management, the explanation of the topics, use of the board among others. As mentioned before, three class recordings were carried out. The first one was done in the third week of the practicum process, during that class it was introduced the pedagogical project to the students, to do so, the pre-service teacher developed an activity with authentic material, in this case, a song. While analyzing the first class recording, many aspects were identified; first of all, it was evidenced the nervousness of the pre-service teacher at the moment of carrying out the activity because of the lack of confidence with the classroom management which has been a difficulty since this process started due to the indiscipline from the part of the students; furthermore, it was also evidenced that there were a lot of things that needed to be improved such as giving instructions to the students because they were not specific and students got confused, it was necessary to give clearer instructions in order to have students more attentive to the activities and to keep them focus; another aspect was to take into account all the students' opinions because some of them might felt ignore by the teacher when they could not speak. However, positive aspects were also highlighted such as the use of authentic material and the development of the activity which motivated students and made them participate in the class; additionally, the promotion of team work even though sometimes that led students into indiscipline. (**Annex 16. First class recording**).

During the second class recording, some aspects were also identified. First of all, at the moment of explaining the topics there was more confidence and management of the class. Even though there were just three weeks apart from the first recording to the second one, it was

evidenced a big change in comparison to the first classes of the practicum process since it was easier for the pre-service teacher to work with the students and get their attention during the explanations. Additionally, while analyzing the second class recording, it was identified that students started to use different expressions in English which was an important aspect because almost everything had to be said in Spanish but then, students had the expressions in the class, so that, they used them during its development. Furthermore, it was evidenced that students liked to work with games at the same time they were practicing what it was taught during the class because most of the time they were just working on the book and on the board; for that reason, when they had to play while practicing they seemed to be more motivated and more attentive to the class, however, indiscipline was an aspect that could not be controlled at all. (**Annex 17. Second class recording**).

Finally, during the third class recording, the methodology of the class did not focus on teaching a new topic but reviewing all the unit in order to implement a knowledge test. As the teacher was explaining the topics, which were learnt by the students in the previous classes, it was evidenced that most of the students had studied for the evaluation because they were participating and answering all the teacher's questions. In the last class recording, the teacher noticed that to that point of the process, the teacher got more confidence with the class and worked better together since students learnt to wait for their turn to talk and to participate. When having a look at the other class recordings, it was evidenced that there was a change between the three of them because since they showed three classes in three different moments of the practicum process, it was possible to compare them and noticed that as time went on, the teaching practice increasingly improved and that the pre-service teacher learnt new ways to manage the classes and make them better for students. (**Annex 18. Third class recording**).

**Reflection workshops.**

Reflections workshops were designed to serve as a space in which the practitioners had the opportunity to share their experiences during the practicum process and to guide their pedagogical practices by taking into account reflection as a tool. These writing workshops were planned to be developed three times during this process. However, these reflection workshops were not carried out since there were some difficulties with the schedule due to the strike.

**Practicum meetings.**

As it was mentioned above, the reflection workshops could not be developed due to the university's strike. However, two practicum meetings were carried out by the directors of this process and all the practitioners. On the one hand, in the first meeting, the practitioners were asked to talk about their experience as teachers' trainee until the moment and what difficulties or disadvantages they had faced; additionally, the directors clarified some doubts and gave guidelines about the practicum and the final evaluation rubric. This first meeting served as a reflection workshop since all the practitioners had to listen to their partners and reflect on their own personal practices in order to socialize it with the rest of the group. On the other hand, the second practicum meeting helped the practitioners to clarify a lot of doubts regarding the practicum since there was a strike at the university that lasted a month. During this meeting, the directors of the practicum explained all the aspects that concerned the practicum process and developed a written exercise in order to check each one's process. Although this last meeting served more as a solving doubts meeting, there was a reflection exercise since the practitioners had to think of what they had learnt during the process, what difficulties they had faced and what the advantages of carrying out the practicum were. Even though they were not the reflection workshops that were planned at the very beginning of the practicum, they served to achieve one

of the main goals of this component which was to make the practitioner to reflect on their own pedagogical practices.

### **Classroom observation feedbacks.**

Throughout this process, three classroom observations were done by the tutor of each practitioner. Then, feedback was provided in order for the practitioners to know the positive aspects about her classes; what aspects could be improved; and some suggestions and considerations to better develop the English classes. These feedbacks served as a way to reflect on the pre-service teacher's own practices since she received comments from another point of view, in this case from a teacher. Comments from another person were important because they let the pre-service teacher know how she was working during the practicum; additionally, they served to compare and see if there was any change since the process started until it finished. Taking into account these comments allowed her to improve her practices and better carried out the English classes by modifying and taking advantage of her tutor's suggestions.

### **Conclusions**

All along this process, the reflective practices that were implemented through different methods such as narratives; self-observation cards; and class recordings among others, allowed the pre-service teacher to reflect on her pedagogical practices from different perspectives even including her tutor's suggestions and comments. These practices served as a way to check her own process at the school since they allowed her to face the teaching experience which was really different from other practices made before.

Subsequently, self-evaluating allowed the pre-service teacher to strength her teaching performance and others since there were many aspects to take into account when reflecting on one's progress. Likewise, these practices not only favored the pre-service teacher but also the students because as the teacher improved her teaching performance, this led to a change that positively impacted on students' learning process.

Finally, during the reflective practices it was evidenced that reflection not only allowed the pre-service teachers to take a look at their practices but also to improve them since the reflection activity resulted in many aspects that served as reference in order to change them, or add them to each one's pedagogical practices; impacting not only their performance but also the English learning process of the students.

### **Chapter III: Outreach Component**

“Awareness project to English language in elementary schools in Pamplona, Colombia”

#### **Presentation**

In this proposal, the reader will find a dual objective: a) to organize the social impact from the Foreign Languages program through the implementation of the outreach component to the integral practice community; and b) to sensitize students from elementary schools with the essential foundations of English as a foreign language.

At first instance, it is presented the justification of the project, the objectives, its characterization and the contribution lines to the project.

Subsequently, it is presented the theoretical framework that supported this proposal, the population that was beneficiated and its timetable.

#### **Introduction**

To make part of the global policies in the academic, cultural and economic contexts have motivated the Colombian National Government to foster the foreign languages learning in the different educational institutions across the country in order for the citizens to have the chance to participate in cultural exchanges that allow them to access to more equitable conditions towards the personal and social development of the country.

With the aim of promoting the learning of English language in Colombia as well as creating competitive citizens, the National Ministry of Education launched in 2004 its policy of bilingualism which has as a main objective “to have citizens able to communicate in English,



with international comparable standards that insert the country in the universal communication processes, in the global economy and in the cultural openness”.<sup>3</sup>In this way, the Ministry has implemented a wide range of strategies in the different levels of education with a view to the accomplishment of this goal. A clear example of that is the creation of English high standards for primary and secondary education, the definition of a solid and coherent evaluation system and the description and development of training plans.

This program has been developed across the country and has integrated the work made by the Secretaries of Education, publics and private Universities, and Language centers; however, the results have not been encouraging given that many of the educational institutions in the country have not been impacted by the project.

With regards to elementary school, the National Government tends to expand the English teaching coverage to children, since many educational institutions do not often count on an English teacher that guides the teaching and learning processes and, consequently, the evaluations applied nationally do not be very encouraging.

Universidad de Pamplona in Colombia, as a public institution trainer of trainers, and more specifically the Foreign Languages program has approximated to the reality that elementary schools in Pamplona face regarding the National Bilingualism Policy; many of the educational institutions in this city do not have English teachers who can address the training needs in elementary schools.

In recognition to this reality and the problematic it generates, this social projection proposal seeked to address both, English teaching needs of child population from Pamplona, and

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<sup>3</sup> Portal Colombia Aprende: Programa Nacional de Bilingüismo. Recuperado de <http://www.colombiaprende.edu.co/html/productos/1685/article-158720.html>

the integration of the foreign languages training of the pre-service teachers from the Foreign Languages degree to this reality in order to decrease irregularities between the public and private schools in the foreign language area.

The governmental policies has identified the problem, however, these needs have not normatively been fulfilled, it is necessary monetary support, foreign languages trainers in order to achieve a balance between the students' results and tests with the Colombian educational purposes.

### **Justification**

The acquisition and learning of a foreign language allow students to be at the forefront of the needs that today's world demands. It is therefore necessary to implement and work on it from the beginning of children's schooling in order to finish their basic education cycle, they have foundations that allow them to continue learning in high school, vocational and higher education to achieve more people to be trained in this area.

The aim of this proposal was at raising awareness towards English teaching in elementary schools in Pamplona city, contributing to the basic education in foreign language which is necessary and essential in these levels. For this reason, this project was carried out as part of the outreach component to the community of the integral practice that was developed by the last semesters students of the Foreign Languages program of Universidad de Pamplona, as a way to contribute to the strengthening of English teaching in elementary schools.

The implementation of this proposal promoted high and mutually as the institutions and student population of Pamplona city, as the Foreign Languages program and the integral practice

students. This benefit redounded in the possibility that children had in elementary schools of having contact with the foreign language and, at the same time, with students that were finishing their university education in order for them to know the realities and needs of the educational context, and in this way they could contribute by intervening in processes that impacted on the improvement of these needs.

## **Objectives**

### **General Objectives.**

This proposal of the outreach project, from the part of the Foreign Languages program of Universidad de Pamplona, focused on the following objectives:

- To address the English Teaching demands from the child population in the elementary schools in Pamplona city.
- To integrate the foreign languages education of the students that belong to the degree in Foreign Languages English-French to the educational reality in elementary school in Pamplona city.

### **Specific Objectives.**

With regards to a better comprehension of the aspect mentioned before, this proposal aimed at:

- Familiarizing children of the elementary schools in Pamplona to essential knowledge of English.

- Involving students from the Foreign Languages program in English teaching at elementary schools in Pamplona.
- Articulating the students' training from the Foreign Languages program with the programs of social projection that are offered by the office of social interaction from Universidad de Pamplona.

### **Typology of the project**

This was an educational disciplinary project in the curriculum area, open to all the institutions in which the practicum was developed and that offered elementary education in Pamplona. This project was part of the training project of the foreign languages program at Universidad de Pamplona.

This study coordinated with social projection and went beyond institutional environment allowing PLEX the articulation to the community of Pamplona.

The main objective at a pedagogical and communicative level was framed into the outreach community institutional lines of Universidad de Pamplona.

### **Contribution lines**

- The contribution to formal education in the Foreign Languages area.
- Civic education (attention to problems in the educational context in order to decrease the inequality of the educational system).

- School community outreach at Universidad de Pamplona and the Foreign Languages program.

## **Theoretical Framework**

### **Teaching Languages.**

#### *Linguistic International Policies.*

“La UNESCO se ha preocupado desde hace varios años por el papel de las lenguas en el contexto mundial. En su conferencia general de 1999 adoptó el término «educación multilingüe» para referirse al uso de al menos tres lenguas: la lengua materna, una lengua regional o nacional, y una internacional. Esta resolución partió de la idea de que los requerimientos de participación nacional y global, y la atención de las necesidades particulares de comunidades cultural y lingüísticamente distintas, únicamente pueden ser atendidos a través de la educación multilingüe. Cruz M, Loyo G, & Mendez E, (2011).

La UNESCO (2003) considera que las lenguas no son únicamente medios de comunicación, sino que representan la verdadera fábrica de expresiones culturales; son portadoras de identidades, valores y visiones del mundo. Por ello, propone como principio para la diversidad cultural mantener y fortalecer la diversidad de las lenguas (incluyendo aquellas con poblaciones nómadas o aisladas) y, al mismo tiempo, apoyar el aprendizaje de lenguas internacionales que ofrecen acceso a la comunicación global y al intercambio de información. Para lograr lo anterior, la UNESCO sugiere fomentar el multilingüismo y el diálogo intercultural, así como desarrollar políticas para la traducción, en todos los medios posibles, de materiales escritos y visuales con el fin de promover la circulación de ideas y de trabajos artísticos”.

According to Lima M, (2006), “El aprendizaje de las lenguas extranjeras es actualmente una necesidad ineludible, pero lo es también de manera inseparable el aprendizaje de las culturas que representan. Las lenguas constituyen el espíritu y la conciencia de los pueblos, señala el poeta; son el mejor instrumento para el acceso a otras culturas, a otras historias, a otros modos de ver y de entender el mundo; borran las distancias y nos acercan también a la ciencia y a la tecnología”. All types of learning are of vital importance in the sociability of the human being because it allows him/her to act adequately in different contexts. Learning a second language or other languages focuses personal and professional life of an individual to be successful at make and know-how.

### **National Program of Bilingualism.**

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with three specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

### ***Bilingualism.***

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

### **English teaching in elementary schools.**

According to Yaser A, & Chacon C, (2011) “La adquisición de una Lengua Extranjera es un proceso complejo en el cual intervienen múltiples variables de carácter cognitivo y afectivo inherentes al individuo así como factores propios del contexto sociocultural y educativo tales como el currículo, la metodología utilizada y la formación y actualización del docente de Lengua Extranjera, entre otros”. In such a way, the importance of getting to the point of comprehending how children learn and incorporate a foreign language, it is necessary to analyze the theoretical foundations that explain the learning or acquisition of a second language (L2) or a FL (Foreign Language), and how this process relates to the process of the mother tongue”. From this statement, Krashen (1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of acquisition and learning regarding the FL. “The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language”.

“Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard Amato 1996)”. Authors show their point of view regarding the topic and they differ “que para efectos de esta disertación, los términos aprender y adquirir indistintamente debido a que la LE puede adquirirse mediante actividades lúdicas de una manera inductiva y natural que también implica procesos de aprendizaje” it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages:

Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, we can state according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) “La capacidad que tienen los niños de aprender, comprender, descubrir y formular formas comunicativas en un lenguaje extranjero subyace principalmente en la necesidad de establecer nuevos acercamientos sociales” (p. 467). Consequently, “los niños construyen a través del lenguaje significados del mundo que los rodea y establecen sus propios criterios de interpretación semiótica a cada concepto que descubren. Por esta razón, el aprendizaje de la LE debe partir de los conocimientos previos y de los esquemas de la lengua materna dado que las representaciones desarrolladas en aprendizajes anteriores y experiencias previas constituyen el andamiaje para construir mediante la LE, nuevos esquemas mentales o ampliar los ya existentes”.



Yesser A & Chacon C, (2011), cite Ausubel (1986) who stated “desde el punto de vista de la psicología cognitiva, explica que existen diferencias entre las capacidades cognitivas del niño y del adulto en relación con la cognición y la afectividad, las cuales se manifiestan en la motivación, creatividad, espontaneidad y flexibilidad que caracterizan a los niños y que distan mucho del adulto, quien, por lo general, es más proclive al bloqueo afectivo en el momento de expresarse en otra lengua”. “De los planteamientos anteriores, se desprende que la edad es un factor que incide en el aprendizaje del inglés como LE, particularmente en la adquisición de la pronunciación. Es decir, a menor edad, mayor es la probabilidad del niño o niña para desarrollar la pronunciación de un nativo”.

### **Why to teach a Foreign Language in elementary schools?**

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who affirm that “there are different kind of reasons that justify the learning of a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on various studies, it is indicated that:

- Children who start studying a foreign language at school tend to keep a level of performance more positive than others.
- Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers’ and adults’.
- Children not only tend not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in which the plasticity of their brains makes it easier for them to learn languages.

To sum up, human beings' learning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that the learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

### **School context**

This proposal was developed at Bethlemitas Brighton elementary school that is located at Cr1 5-90 Brighton Pamplona, Colombia.<sup>4</sup>

### **Timetable**

The following chart shows the courses in which this proposal was developed. Referring to the outreach component, it was developed with students from 5° grade, more specifically with 5°1 and 5°2 courses. This proposal was developed in a ten-week period of classes which started on August 28<sup>th</sup> and finished in November 3<sup>rd</sup>.

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<sup>4</sup> To know more about the school context, see the institutional observation.

Table 11. Outreach Component timetable.

<b>PRE-SERVICE TEACHER SCHEDULE</b>					
<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>7:00am – 7:15am</b>	<b>REFLECTION</b>				
<b>7:15am – 8:10am</b>				5°2	
<b>8:10am – 9:05am</b>		5°1		5°2	
<b>9:05am – 10:00am</b>		5°1			
<b>10:00am – 10:30am</b>	<b>BREAK</b>				
<b>10:30am – 11:25am</b>					
<b>11:25am – 12:15pm</b>					
<b>12:15pm – 13:00pm</b>					

**Benefited population****Direct benefited population.**

The direct benefited population of this proposal were students from 5th grade at Bethlemitas Brighton elementary school. The population for this project were students from 5<sup>th</sup> grade 01 and 5<sup>th</sup> grade 02.

- Elementary school students
- Language courses field teachers in basic primary
- Foreign languages students-practitioners

**Indirect benefited population.**

- Foreign languages community program
- Academic community of Pamplona

**Institutional dependencies articulated to the project.**

- Bethlemitas Brighton high school

**External institutions linked to the project.**

- José Antonio Galán high school
- Normal Superior Pamplona
- La Presentación high school
- José Rafael Faría high school
- Educational institution Cristo Rey

## Methodology

The main objective of this proposal was to support and to give an extra help to the English teacher of 5<sup>th</sup> grade at Bethlemitas Brighton School by carrying out some of the classes during a period of ten weeks. Since this proposal aimed at fostering the English language learning in the schools of Pamplona, flashcards were implemented in order for students to understand the vocabulary that was presented by the teacher; these flashcards were used in different forms, some of the most representative forms to implement them were: memory games, drilling, identification games and total physical response. Additionally, this project was implemented with the students from 5<sup>th</sup> grade 01 and 5<sup>th</sup> grade 02 four hours per week.

## Development of the Outreach Component

Table 12. Topics of the Outreach Component

<i>WEEKS</i>	<i>TOPICS</i>	<i>USE OF FLASHCARDS</i>
<b>Week #1</b>	Fruits and Sea food	✓
<b>Week #2</b>	Dairy products and Meats evaluation	X
<b>Week #3</b>	Other food and Desserts evaluation	X
<b>Week #4</b>	Food review	✓
<b>Week #5</b>	Third term evaluation	X

<b>Week #6</b>	I like – She/He likes / I don't like – She/He doesn't like	✓
<b>Week #7</b>	Countable / Uncountable	✓
<b>Week #8</b>	How Much / How Many	✓
<b>Week #9</b>	Ordinal Numbers	✓
<b>Week #10</b>	Ordinal Numbers review	✓

Since the outreach component aimed at giving a hand in the English classes at elementary schools, the work done was really worthy because students had the opportunity of having contact with a more real English context. The main goal of this component was to reinforce English vocabulary through the use of flashcards, in different forms, for students to learn it better and know its meaning and how to use it. During the practicum process, flashcards were used in some of the classes as part of the vocabulary practice; to do so, it was used the “jumping cards” which was a way to use them in which students had to jump in when they saw the correct flashcard according to the vocabulary they had to work with (e.g. countable and uncountable food). When using the jumping cards, it was evidenced that students did not only enjoyed the class but at the same time they were learning the vocabulary. Students seemed to be more active and attentive in the class; additionally, for students it was different to play while learning because they were used to the explanations on the board and working on their books. On the other hand, another way to use these flashcards was by matching and associating them with the vocabulary students had to learn. By developing matching exercises, students performed better because they had a previous knowledge on the topics so this was a way for them to review what they had to search at home. Even though students enjoyed working with the flashcards, they could not be used in all the classes because most of the time they were not learning vocabulary but grammar forms. However, when flashcards were implemented, students correctly learnt the vocabulary of the class. **(Annex 19. Outreach Component)**

## **Conclusion**

With the development of this proposal, it was perceived that students' interest in learning English increased a little bit since they seemed to be more active and participative during the English classes in which Flashcards were used. Additionally, researcher noticed that when using these kind of visual aids, students felt more motivated which helped them to better learn all the vocabulary. On the other hand, it was evidenced that students preferred their classes when they were having fun while learning because in that way, they were more committed to the work they had to do. Finally, students seemed to be really happy with the opportunity of having a more qualified English teacher since they were full of questions and doubts, for that reason, they took advantage of the pre-service teacher because they thought those questions and doubts would be clarify better.

## **Chapter IV: Administrative Component**

### **Introduction**

To be a teacher not only involves the act of teaching a specific area in a classroom full of students; to be a teacher means to totally get involved in the education context where she/he belongs to. A teacher must not be just a guide in the classroom but also in every aspect of the institutional life. In the education context there are many aspects apart from just teaching a specific area, and there are not only teachers who belong to the institution but also administrators, parents, students, nurses, housekeepers and even the doorman make part of it. That is why, as part of the practicum process, the pre-service teacher had to attend to all the extra-curricular activities proposed by the school because that was what complemented and filled the teachers' work. During the ten weeks period in which the practicum was done, the pre-service teacher played the role of another teacher in the school who had to be part of the events, activities, parades, among other extra-curricular activities; this process of getting involved not only contributed to the execution of these activities but also to the training process of the teacher as he/she experienced real lives contexts.

### **Objectives**

#### **General Objective.**

- To participate in all of the activities proposed by Bethlemitas Brighton high school during the practicum process.

### Specific Objectives.

- To help in the organization of some events through the practicum process.
- To understand why the implementation of extra-curricular activities are important in the institutions.
- To learn how to properly organize an event or an extra-curricular activity taking into account their objectives.

### Methodology

From the beginning of the ten weeks period of the practicum process until the end, the pre-service teacher actively participated in some of the extra-curricular activities, events, and other activities proposed by the school that required her attendance and help. In order to accomplish this, the pre-service teacher voluntarily accepted to help with the organization of some events such as the Talent Show; and to help to organize the students during the flag-raising and other activities such as the presentation of the values for each month, the presentation of the Bethlehemites for the Peace project, and the reparation day which is carried out every 25<sup>th</sup> of each month.

### Timetable of activities

This schedule holds all the activities to be done during the third and fourth periods.

Table 13. Timetable of the school activities

<b>SCHOOL CALENDAR</b>		
<b>Period</b>	<b>Month</b>	<b>Activities</b>
Third Period	August	Visita Madre general; reunión representantes; actividad lúdica en la primaria; actividad lúdica en la secundaria; consejo directivo; presentación pruebas Superate.



	September	Simulacro visita del Santo Padre; citación preventiva; Santo Rosario; proyecto Bethlemitas por la paz; presentación pruebas de calidad.
	October	Finalización tercer periodo.
Fourth Period	October	Iniciación Mes del Rosario; lanzamiento de los valores emprendimiento y creatividad; prevención del embarazo en adolescentes; Santo Rosario en los salones; inicio 4to periodo; socialización inclusión P.M.I; comisiones de evaluación; socialización P.E.I; entrega de boletines; día de reparación; fiesta Madre Encarnación; Bethlemitas por la Paz; jornada pedagógica; clausura del mes del Rosario.
	November	Reunión de representantes; simulacros; Talent Show.

### Activities in which the pre-service teacher made part of

Table 14. Activities in which the practitioner made part of

<b>SCHOOL ACTIVITIES</b>	
<b><i>MONTH</i></b>	<b><i>ACTIVITIES</i></b>
<b>September</b>	Presentation of values for September
<b>September</b>	Bethlemitas por la Paz workshop
<b>September</b>	Flag-raising seventh grade 03 and eighth grade 03
<b>September</b>	Improvement plans and preventive citation
<b>September</b>	Friendship day celebration
<b>September</b>	Reparation day
<b>September</b>	Earthquake drill
<b>October</b>	Talent Show rehearsals
<b>October</b>	Pre-scholar students flag-raising
<b>October</b>	Sixth grade students flag-raising
<b>October</b>	Closure of the month
<b>November</b>	Talent Show

Since the practicum process started, the pre-service teacher did not only have to attend to the English classes for sixth and fifth grades, but also to make part of the school community. In other words, the pre-service teacher became another member of the Bethlemitas Brighton High School during the ten weeks period. During this period of time, different activities and events came up and all the school community: teachers, students, and administrative had to attend to

them. First of all, for each month of the year there was a representative value that had to be presented to all the school at the beginning of the month; the respective values during the practicum process were solidarity for September and, undertaking and creativity for October. This presentation was done by the students, they had to prepare posters or different performances about the value. For the first one which was solidarity, senior students decided to carry out a project which consisted of collecting food for poor families; this project succeeded because not only students from all the grades at the school collaborated but also the teachers collected a lot of food. For the second values, students from ninth grade presented the official paperboard in which there was written the slogan for those values; additionally, the teacher in charge of the course explained those values to all the school and why they were important in their process during school. **(Annex 20. Presentation of the values for September and October)**

Subsequently, during the current academic year 2017, the Bethlemitas Brighton High School was developing a project called “Bethlemitas por la Paz” in which the students and the teachers had to work together on some workshops about different topics related to peace. The project was carried out through the workshops made inside each classroom. When a workshop was finished, the next week each course had to present the work they made to the rest of the school; to do so, they presented posters or other kind of performances and let a message for the school to reflect about. **(Annex 21. Bethlemitas por la Paz workshops)**

As part of the school activities, one of the most important and that had to be carried out by all the students of the institution is the flag-raising. Flag-raising is the moment for the students from all the courses to prepare a specific topic and to prepare different performances in order for the rest of the students and the teachers to know and to see the work made by them. In Bethlemitas Brighton High School, flag-raising is carried out by more than one course, which

means that two groups or maximum three could organize them. During the practicum process there were three flag-raising, the first one was organized by seventh grade 03 and eighth grade 03. For their flag-raising, these groups prepared two songs and a dance in order to show everybody the topic they had which was related to peace because during the same week it was carried out one of the workshops for the “Bethlemitas por la Paz” project. The second one was prepared by the pre-scholar students and it was about Mother Incarnation and the month of the missions which was October. The third and last flag-raising was carried out by the three groups from sixth grade; their topic was the same as the pre-scholar students, which meant, Mother Incarnation. For this flag-raising, the students in charge performed a beautiful acrostic, recited poems and prepared a dance taken together the most important aspects about Mother Incarnation’s life. **(Annex 22. Flag-raising seventh grade 03 and eighth grade 03) (Annex 23. Flag-raising pre-scholar students) (Annex 24. Flag-raising sixth grade students)**

The academic school year is broken down into four periods, in order to know and see the students’ process in each one of them, improvement plans are carried out at middle stage of the period. This improvement plan is done with the aim of establishing the factors that impeded students to progress in their classes; additionally, it aims at looking for new strategies to implement in the classes for students to get better at those classes. During the third period, one improvement plan meeting was developed with all the English teachers’ of the school including the teachers from the elementary school. Throughout the meeting, each one of the teachers, including the pre-service teachers, had to tell the problems they perceived regarding the English classes and what they proposed to improve the learning process. At the end of the meeting, the teachers had to handle the summary of what it was talked and prepared to the coordinator of the school and everybody had to sign up this summary in order to confirm that he/she attended to the

meeting. Furthermore, after the improvement meeting, it is always carried out the preventive citation in which all the students that have not succeeded the goals for the period are called to a meeting with the teachers of the subjects they are failing. Through the development of the practicum, one preventive citation was carried out. Both parents and children had to meet with the teachers in order to know the students' progress, and to let the parents know what it was missing in students' school performance.

Special celebrations were also part of the activities prepared by the school, one of them was the friendship day. In order to let a free-day for the celebrations, the principal of the school scheduled the friendship day, the "Bethlemitas por la Paz" workshop and the flag-raising of seventh 03 and eighth 03 courses for the same day. The friendship day was carried out at the end of the day and it was celebrated inside each classroom. To do so, the teachers in charge of each grade prepared activities and food for the celebration as well as the students who brought food to share with their classmates and teacher. **(Annex 25. Friendship day celebration)**

Furthermore, every 25<sup>th</sup> of each month, it is carried out in the school the reparation day. This day consists of praying in the chapel of the school to ask for forgiveness and best wishes for the students, teachers and administrative. The reparation day is developed in order for the school community to reflect on their acts and what they have done until the moment, to improve the bad things and to continue working on the good ones. During the practicum process, two reparation day were carried out, the first one on 25<sup>th</sup> September and the second one on 25<sup>th</sup> October. Additionally, the prayers made during the reparation day were guided by the sisters of the school. **(Annex 26. Reparation day 25<sup>th</sup> September)**

Due to the environmental disasters that have taken place during the last few weeks, the educational institution decided to develop an earthquake drill in order to teach students what to

do in case of emergency. In order to do so, members of the civil defense were invited to the school; they chose some students from each course to hide themselves around the school and some others to be the searching squad. When the earthquake drill started, the teachers in charge removed students from their classrooms in an organized way and the searching squads started their job around the school. At first moment, students were afraid but then they knew it was false. After the earthquake drill, the members of the civil defense explained students why it is important to know what to do in case of earthquake or another emergency. Additionally, they gave students some advices to take into account if it occurs. **(Annex 27. Earthquake drill)**

Additionally, the talent show was planned to be carried out on November 2<sup>nd</sup>, for that reason, rehearsals were retaken in order to prepare the students for the final presentation. In order to do so, the pre-service teacher had to work with participants from sixth and ninth grade; she helped them with their pronunciation, performance and staging. **(Annex 28. Talent Show rehearsals).**

During the last week of the practicum process it was carried out not only the Talent Show, but also the closure of October, month of Mother Incarnation. For this closure, students from fifth grade organized the holy rosary in order for all the school to pray together. Students brought white roses for the Virgin Mary. Additionally, some students from these courses recited poems for her. This activity was done both in Bethlemitas Brighton High School and in the elementary school. In this way, all the students said goodbye to October and welcomed November. **(Annex 29. Closure of October).**

Finally, the last activity in which the practitioner made part of was the Talent Show. The Talent Show was first scheduled for May of the current year but, due to the teachers' strike, it was postponed until November. For this event, both the English teachers and the pre-service

teachers worked together in the organization, decoration and rehearsals. The day of the event, everything was as planned except the starting hour. However, it was an event full of talent and fun that everyone in the school enjoyed. The work done by the pre-service teachers was remarkable by the other teachers and the principal of the school. This event served as the closure of the practicum process from the part of the practitioners. **(Annex 30. Talent Show)**

## **Conclusions**

During all the practicum process, the pre-service teacher was treated as a proper teacher by all the members of the school community including not only the students but the rest of the teachers, and the administrative staff. As time went by, the practitioner learnt the way in which the school managed and organized different activities which varied from meetings to celebrations and to other kind of activities such as flag-raising, earthquake drills, among others.

Additionally, it was evidenced, from the part of the practitioner, why every institution developed these activities since they served as another way to build and train students but from other perspectives because they were prepared in order to teach important things that students might need in their lives. Likewise, those activities were made in order to fulfill the school academic year since it did not focus only on teaching students about different subjects but building them as correct people for our society and future.

It was really significant as a practitioner to be part of the school since as a member of it, she was working not only on teaching English to students but also to collaborate and help in the organization of some important activities that not only concerned the English area but also the whole school.

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## Annexes

## Annex 1. Journals

## Journal N°1: First writing workshop: we're all dressed up!.

<b>Date:</b> 18 <sup>th</sup> September to 29 <sup>th</sup> September	<b>Course:</b> Sixth grade 03
<b>Topic:</b> Clothes  <b>Communicative objective:</b> Students were able to describe what they were wearing and to tell a penfriend the dress code in some countries all around the world through an informal email letter.  <b>Linguistic objective:</b> Students were able to use expressions and vocabulary to talk about clothes in present.  <b>Sociocultural objective:</b> Students learnt how the dress code works on some famous places from different countries of the world.	
<b>Writing Workshop #1</b>  <b>Name:</b> We're all dressed up!	
<b>METHODOLOGY</b>  <b>Opening:</b>  <b>Researcher's reflection:</b>  <p>The opening stage served as an introduction to the writing workshop because it gave students a clue about the work for that day and the objectives they had to accomplish at the end of it. During this step it was noticed that students remembered what they were told in the introduction week because they already knew that the first written production was the informal email letter; they also remembered that they were going to work on different countries so that they could a lot of information from different places around the work to include in their travelogues.</p>	
<b>Step 1: Modeling a text</b>  <b>Researcher's reflection:</b>  <p>After carrying out this step, it was evidenced that most of the students had seen an email letter before, and recognized most of its parts such as the addressee, the sender, the greeting phrase and the closing phrase. However, it was needed an in-depth explanation of all the parts in order for students to fully understand the structure of the letter and how to write correctly one of them.</p>	
<b>Step 2: Joint construction of a text</b>  - <b>Bottom up:</b>	

**Researcher's reflection:**

By recognizing those expressions, it was noticed that most of the body letter content was easy to understand for the students, proving that they only needed to look for few words to totally understand it. This demonstrated that the topics of the email were learnt by the students in their previous English classes and that it was something they had already studied with their English teacher. During this activity the pre-service teacher noticed how the topics that were learnt by students before served as a way for them to understand the text and recognized that what they had learnt before was useful later.

- **Pre-teaching vocabulary:**

**Researcher's reflection:**

Initially, this activity seemed to be easy for the students because they only had to use the dictionary, however, it resulted to be really slow and unproductive because most of them did not have their dictionaries, for this reason, they asked the pre-service teacher to work on teams; it was not a good idea because students took advantage from that and worked in a disorder manner. Moreover, this activity seemed not working since students just focused on translating the words but without having any interest in knowing its meaning.

- **Top down:**

**Researcher's reflection:**

During this activity it was perceived that students did not focus on understanding the questions but just on answering them by looking at the key words from the questions which were related to Rosa's information. By carrying out this activity, the pre-service teacher realized that students did not actually work on reading comprehension, because they just looked at the numbers separately and checked what question matched with that number, but they perceived it as a different activity apart from what it was being done. At the end of this activity, it was evidenced that students needed to do activities in which they had to think more of what they had to do and reflect on that.

**Step 3: Independent construction of a text**

- **Planning:**

**Researcher's reflection:**

This step was perfectly carried out because during this step students just had to focus on identifying the information they had to use such as the country in which they were, the clothing, the weather, and the famous place or monument. One of the reasons why this step worked out was because students had the model text as reference so they just compared their information with the one in the model text.

- **Drafting:**

**Researcher's reflection:**

In this step, the students began to write their emails by taking into account the structure. For them, the structure of the email was clear and they totally understood each part of it when the pre-service teacher first explained it, however, at the moment of writing their emails, they got confused with the information they put on it. In this step, students were asked to imitate the model text but with the information they were given.

- **Editing:**

**Researcher's reflection:**

As aforementioned, students were given with the necessary information to create their own texts. However, during this step, it was evidenced that most of the students got confused and were just writing what it was on the model text without even using the information they had on the worksheets. For that reason, it was necessary to explain students once again that they had to use the information they were given and not to transcribe the model text.

- **Final version:**

**Evaluation and feedback**

***Reflection.***

During the implementation of the first writing workshop, it was evidenced many things that needed to be improved for further writing workshops. First of all, the pre-teaching activities had to be more significant for students because since they just used the dictionary to look for the unknown words, they were just looking for the translation and did not pay attention to why that vocabulary needed to be learnt before the reading comprehension. Secondly, most of the students did not have dictionary, for that reason, they had to work with their classmates; unfortunately team work did not work with them because they were working in a disorderly way and not working too much. Moreover, when students had to create their own text, most of them only focused on writing what it was on the model text and not even trying to use the information they were given, for that reason, it was perceived that instructions were not clear enough for students. After carrying out the first writing workshop, the pre-service teacher noticed that there were

many mistakes in terms of developing some steps. However, these mistakes allowed the pre-service teacher to reflect on the work done and to take it into account to not repeating those mistakes in the following writing workshops so that the work could be done better.

### Journal N°2: Second writing workshop: how's the weather?.

<b>Date:</b> October 2 <sup>nd</sup> to 13 <sup>th</sup> October	<b>Course (s):</b> Sixth grade 03.
<p><b>Topic:</b> Seasons, weather and clothes.</p> <p><b>Communicative objective:</b> Students will be able to write a postcard to a family member describing what the weather is like in some cities around the world according to the season.</p> <p><b>Linguistic objective:</b> Students will be able to use the expressions and vocabulary used to talk about the weather and seasons.</p> <p><b>Sociocultural objective:</b> Students will know how the weather is in some cities around the world when summer, winter, spring and fall in different months of the year. Additionally, they will compare how the weather is in Colombia in the same months.</p>	
<p><b>Writing Workshop #2</b></p> <p><b>Name:</b> How's the weather?</p>	
<p><b>METHODOLOGY</b></p> <p><b>Opening:</b></p> <p><b>Researcher's reflection:</b></p> <p>During the opening stage, the teacher asked students if they remembered what the second writing workshop was going to be about taking into account what it was presented during the introduction to the project. Most of them remembered that for the second writing workshop they had to write a postcard. Additionally, they speculated about the countries they were going to work on this time; once again most of the students guessed some of the countries. The opening stage led students speculate about the work they had to do during this writing workshop.</p>	
<p><b>Step 1: Modeling a text</b></p> <p><b>Researcher's reflection:</b></p> <p>During this step, students faster recognized the parts of the postcard and they tried to understand them without the help from the teacher. Unlike to the first writing workshop, during this one the students were more concentrated on the work proposed by the pre-service teacher because they were actively participating when they were asked about the postcards and its part. It seemed that they felt more motivated about writing the postcard than the informal email letter.</p>	



**Step 2: Joint construction of a text****- Bottom up:****Researcher's reflection:**

During this step, it was evidenced that for students it was easier to work on the postcard than in the informal email letter because its content was simpler than the email and because the vocabulary of the postcard was not difficult for them since almost all of it was taught by the pre-service teacher and was worked by the students in an exercise from the book that they had to work on; indeed, some students told the pre-service teacher that the content of the postcard was the same as the one from the book which meant that students did pay attention to the classes and to the work they had to do.

**- Pre-teaching vocabulary:****Researcher's reflection:**

During this activity, students performed better than in the first writing workshop because if they did not know the meaning of the word, they had the opportunity to use the picture that was printed there and then, try to guess taking into account the picture. Almost all the students matched the words because they were already learnt during previous classes, however, it was evidenced that students did not practice at home and they were just limited to what it was learnt at school. Finally, something to highlight was that most of the students did know and recognized the vocabulary during the memory game; additionally, carrying out the pre-teaching vocabulary in this way, students worked in a neater way, and faster than during the first writing workshop.

**- Top down:****Researcher's reflection:**

Carrying out the reading comprehension in this way and having students answer different type of questions, not only closed ones, led them to write and to think more about the answers because they had to re-read the text and analyze it in order to correctly answer. Additionally, it was evidenced that students worked better when they did not have to answer the whole questions at once but by points and by having the time to carefully read the questions.

**Step 3: Independent construction of a text****Researcher's reflection:**

After watching the video the teacher noticed that it was necessary to do something like this in the first writing workshop because it caught students' attention and motivated them to write their postcards. Additionally, when students finished the postcard example with the teacher, she realized that it was necessary that students fully understand what they had to do before doing it because if they did not know what to do and how to use the information, the final product would not been the same; additionally, it was remarkable that while doing this exercise students were understanding what to do, and at the end they were doing it by themselves.

- **Planning:**

**Researcher's reflection:**

When carrying out this exercise, the pre-service teacher noticed that the students were identifying and comparing their information to the one presented in the example they did together. In other words, students were matching the information to have an idea for their postcards before even starting the writing process which meant that students really understood the purpose of the writing workshop and what they had to do.

- **Drafting:**

**Researcher's reflection:**

During this step, the teacher led students start to write their own postcards, to do so, the model of the example they just created with the teacher was projected on the board in order for students to use it as a guide for their texts. The idea of this step was that students started to write by themselves and then, show the teacher their progress. As the students were writing, none of them asked the teacher for help but they waited until she asked them to show what they had written within 5 minutes.

- **Editing:**

**Researcher's reflection:**

It was evidenced that the exercises done before starting to write really helped them in the creation of their texts. However, few of them still had some problems with the creation of their texts, for that reason, the teacher made a first correction, individually, and then, since students were sitting two in a one desk, the teacher asked them to revise what their partner was doing in order to make them some suggestions or corrections. The peer-correction really worked out because since most of the students had already written their postcards, they helped their partners to finish theirs.

- **Final version:**

**Evaluation and feedback**

*Reflection.*

During the second writing workshop many aspects were identified and totally changed in comparison to the first one. First of all, the presentation of the model text caught students' attention from the very beginning because it was made through a power point presentation and it was made in a different room from their classroom, for that reason, students felt more motivated because they really enjoyed when they had to go to other rooms and change the climate of the

class. Secondly, the students did recognize the postcard and it was much easier for them to understand its parts and its communicative purpose because they already knew some parts that were the same as in the informal email letter, so they did a recognition which meant that they did pay attention to the first writing workshop. In addition, the pre-teaching vocabulary was much more significant and took less time than in the first time because students were attentive to play the memory game correctly; furthermore, they already knew most of the words from the game, for that reason, it was much faster. Another aspect to highlight was the writing exercise; making an example the teacher and the students together was a great help because it allowed students to better understand what they had to do and to understand how the information they got had to be used in the postcard. And indeed, the students' final written production were totally as expected by the teacher because even though they have not been revised yet, before the class finished the teacher had the opportunity to check each students' final version of the postcard and all of them were perfectly written and the information was used as it was planned. During this writing workshop it was evidenced that students need to be clear about the work they have to do in order for them to do it as the teacher demands.

### **Journal N°3: Third writing workshop: let's celebrate together!.**

<b>Date:</b> 23 <sup>rd</sup> October to 27 <sup>th</sup> October	<b>Course (s):</b> Sixth grade 03.
<b>Topic:</b> Days of the week, months, time, holidays.	
<b>Communicative objective:</b> Students will be able to write an invitation to celebrate a special holiday in a specific country worldwide.	
<b>Linguistic objective:</b> Students will be able to use different expressions to talk about the days, months, time and even about special celebrations or holidays around the world.	
<b>Sociocultural objective:</b> Students will be able to know how some holidays are celebrated around the world and which ones are more important in specific places.	
<b>Writing Workshop #3</b>	
<b>Name:</b> Let's celebrate together!	

## METHODOLOGY

### Opening

#### Researcher's reflection:

During the opening stage, it was evidenced that students did pay attention to the introduction week when they were presented the project and when they were told about the three written productions they had to do because they noticed that there was a change in the last production. When the teacher told the students that the final written production would be an invitation card, they answered that in the introduction week the last written production would be a greeting card; which meant that students did pay attention and thought that they were going to write a greeting card for a birthday greeting. It was good to know that even though it has been six weeks since the presentation of the project, the students remembered what it was presented in that time. Additionally, when they were told about the invitation cards, they immediately associated the invitation cards with the holidays which were taught in the previous class.

### Step 1: Modeling a text

#### Researcher's reflection:

During this step, it was evidenced that the easier the model text was, the easier students recognized and learnt its parts and structure. All along the writing workshops, the model texts went from the more complex to the simpler and this demonstrated that students easier understood when the text was simpler for them and had less parts than the ones from before. Additionally, the teacher realized that for students the invitations cards were very similar as in English as in Spanish which could be a reason why it was easier for them too. Likewise, since invitation cards were some of the most recognized type of written text for students, it allowed them to better understand its content.

### Step 2: Joint construction of a text

In order to start with the reading comprehension section, the students carried out the following stages so that they better understood the text and its communicative purpose.

#### - Bottom up:

#### Researcher's reflection:

During the bottom up step, the dynamic was the same as with the other two writing workshops. Students, had to do a first reading by themselves in order to check and to see if there was something that they could recognize from the text. After the first reading, few students recognized most of the content of the invitation cards; however, in order for all the students to understand it, the teacher read it aloud with some of them who followed the reading. Then, the teacher asked the students what individual forms they had recognized. Some students answered that they recognized the months, the days, and the hour which were the topics students were learning the days before the writing workshop.

#### - Pre-teaching vocabulary:

#### Researcher's reflection:

During this activity, there were not words in Spanish, for that reason students had to relate the images with the word they were completing in the hangman game. This game allowed students to reinforce their skills since they did not know all the vocabulary and they just had some pictures to help them guess the word. Some of the words were easier for them than others since they had the word in the picture such as "Easter". Some others were easier to recognize because of the images which were very accurate such as "basket" and "party". Nevertheless, the other words were really difficult for students since the images were not very clear for them and according to they, did not match with the word they were completing. Fortunately, it did not stop students from finishing the game since they completed some of the words and matched them by default. After matching and completing all the words with the images, the teacher explain students all the words with the images in order for students to fully understand its meaning. This activity allowed the teacher to see and to check that students worked very well when they had visual aids since it was easier for them to relate vocabulary with images than with descriptions. Visual aids were a big aid for the writing workshops since they were implemented all along the activities and favored students to achieve them.

- **Top down:**

**Researcher's reflection:**

During the joint construction of the text step, it was evidenced that students had fully understood the text and its communicative purpose. By this point of the writing workshop, students knew what they had to do in the next steps and properly used the new vocabulary. Carrying out reading comprehension activities in which students had more than one way to answer led students to explore their knowledge and think more about the answers.

**Step 3: Independent construction of a text**

**Researcher's reflection:**

Having students watch videos about the topic and about what they had to do was really significant for them because they felt closer to the situations and more motivated about doing it. It was evidenced that students really liked to work on culture because they had the opportunity to see other things different from the ones they were used to. Additionally, when working on culture, students got to compare how things were done in other countries with how things were done in Colombia. In this case, they were very amazed about seeing how famous holidays such as Halloween was celebrated in other parts. They were saying all the time that they would like to celebrate Halloween as the other people did. Furthermore, when developing the example of the invitation, students did it really faster and even, some of them were

writing their invitation at the same time the teacher and the students were writing the example. This demonstrated that students really understood what they had to do.

- **Planning:**

**Researcher's reflection:**

As it was mentioned before, by this point of the writing workshops, students already knew how to create their own invitation card which was very important because it demonstrated that the work done during the other workshops were useful for students and that what they learnt before had served to use it during this workshop.

- **Drafting:**

**Researcher's reflection:**

During this step, the students worked very well because they did not ask the teacher about how to correctly do it but they just followed the example they did before which meant that they paid attention to all the explanation. Additionally, they mentioned on several times that the text was much easier and understandable for them, for this reason, they could work better than in the other writing workshops.

- **Editing:**

**Researcher's reflection:**

As mentioned before, students were working really well during this writing workshop since for them the text was very easy. During the editing step, most of students had their texts ready without any mistake. It was very significant that students worked like this because it demonstrated that they really made efforts for working as the teacher expected. However, during this step it was necessary to revise the students' work in order to make them some suggestions not about the content but about the presentation of the text which meant to make it look like an invitation card.

- **Final version:**

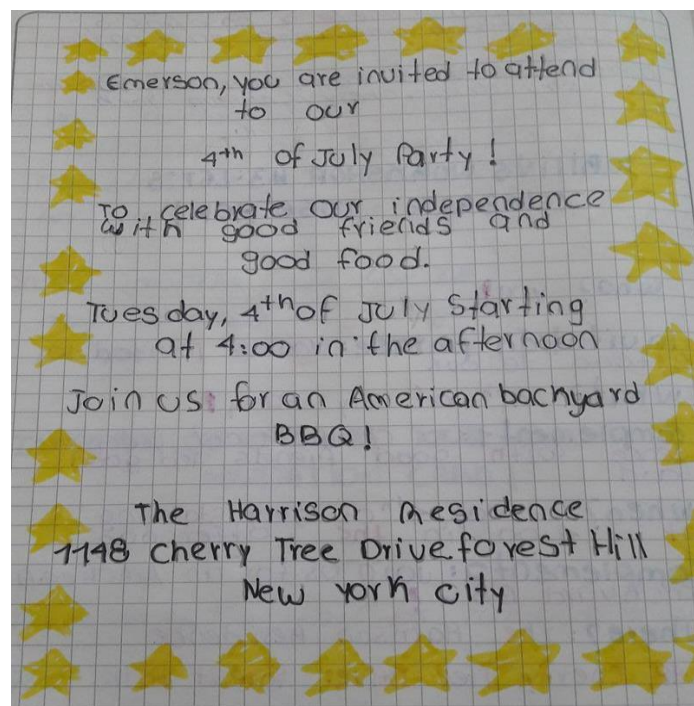
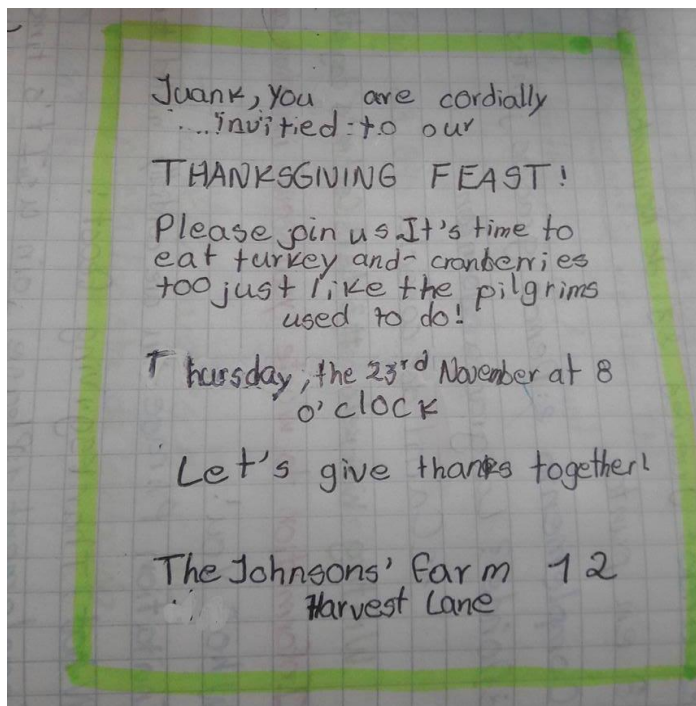
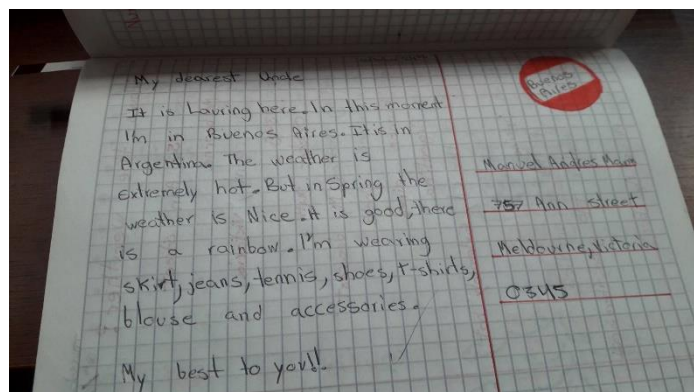
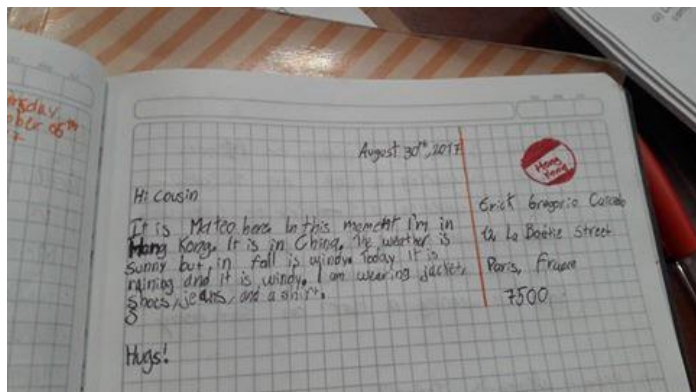
**Evaluation and feedback**

***Reflection.***

As well as in the second writing workshop, many aspects were identified. However, they did not vary at all from the second writing workshop since the procedure was almost the same, but it varied from the first writing workshop. During the third and final writing workshop, it was evidenced that students worked better when they experienced a sequence that went from the more complex to the simpler, in this case with the three written productions: the informal email, the postcard and the invitation card. In this writing workshop, the teacher perceived that students preferred to work with texts that were simple and more understandable because it motivated them more to develop all the activities and to write their own version. Students demonstrated a great management of the information and the time they had to finish their tasks. Additionally, it was evidenced that when students used and worked with visual aids, they better understood and liked more this way because they found it as a different way of learning. Likewise, students seemed to be really interested in culture when they watched the videos because they had a lot of questions about what they watched on the video; they wanted to know why those things were like that and why here in Colombia we did not do the same things. It was very meaningful that students showed interest in learning culture because that was an alternative way to catch their attention at the same time they were learning and working on the main focus of the project which was the written production. On the one hand, the changes made in the second and third writing workshops in comparison to the first one were very significant for students because even though they did not realize those changes, they were evidenced in their productions and in the work they did during those workshops. On the other hand, the teacher highlighted that during this writing workshop students faster and easier understood the topics and what they had to do, which meant that they were focused on the lesson and were attentive to everything they had learnt during the

previous classes. Finally, the goals for the writing workshop were achieved by the students since they accomplished all of them through the writing workshop by correctly developing the activities and exercises.

## Annex 2. Example of students' written productions



### Annex 3. Interviews Model

#### *First students' interview model*

**UNIVERSIDAD DE PAMPLONA  
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN  
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS  
PRÁCTICA INTEGRAL 2017-2**

**NOMBRE DEL PROYECTO:** A travelogue based on the Genre approach to develop Writing Skills of 6<sup>th</sup> grade students at Bethlemitas Brighton high school: an Action Research.

#### **OBJETIVOS DEL COMPONENTE PEDAGÓGICO:**

##### **Objetivo general.**

- ❖ Desarrollar la habilidad de escritura de los estudiantes de sexto grado a través de la creación de un libro de viajes.

##### **Objetivos específicos.**

- ❖ Diseñar talleres de escritura para unir la habilidad de escritura con un contexto de viaje que permita que los estudiantes aprendan inglés mientras experimentan un contexto real.
- ❖ Integrar actividades de comprensión de textos para complementar el desarrollo de la escritura.
- ❖ Incrementar los intereses de los estudiantes sobre el aprendizaje del inglés a través de la creación de un producto final, en este caso, el libro de viaje.
- ❖ Fomentar el uso de situaciones de comunicación reales.

**Responda a las siguientes preguntas con sinceridad. Recuerde que se guardará la información con suma confidencialidad, lo que diga en la entrevista no repercutirá en la nota de Inglés, sólo es para el proyecto.**

1. ¿Cuál es su opinión acerca de la escritura en inglés?
2. ¿Considera qué es importante aprender a escribir bien en inglés?
3. ¿Ha tenido otras experiencias con la escritura en inglés? Si es así, ¿cuáles?
4. ¿Cree que las actividades de escritura basadas en diferentes textos desarrolladas en clase han contribuido en su aprendizaje? Si es así, ¿de qué manera?
5. ¿La presentación del vocabulario antes de realizar el proceso de escritura le ha ayudado a que éste sea mejor?
6. ¿Hacer actividades de comprensión de textos ha contribuido en el entendimiento de los textos que se trabajan en clase? ¿Ha contribuido en el proceso de escritura?
7. ¿Cree que es importante trabajar en la cultura durante los talleres de escritura? ¿El uso de la cultura lo/la motiva?
8. ¿Los talleres de escritura lo/la han motivado? Si es así, ¿cómo?



*Second students' interview model*

**UNIVERSIDAD DE PAMPLONA  
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN  
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS  
PRÁCTICA INTEGRAL 2017-2**

**NOMBRE DEL PROYECTO:** A travelogue based on the Genre approach to develop Writing Skills of 6<sup>th</sup> grade students at Bethlemitas Brighton high school: an Action Research.

**OBJETIVOS DEL COMPONENTE PEDAGÓGICO:**

**Objetivo general.**

- ❖ Desarrollar la habilidad de escritura de los estudiantes de sexto grado a través de la creación de un libro de viajes.

**Objetivos específicos.**

- ❖ Diseñar talleres de escritura para unir la habilidad de escritura con un contexto de viaje que permita que los estudiantes aprendan inglés mientras experimentan un contexto real.
- ❖ Integrar actividades de comprensión de textos para complementar el desarrollo de la escritura.
- ❖ Incrementar los intereses de los estudiantes sobre el aprendizaje del inglés a través de la creación de un product final, en este caso, el libro de viaje.
- ❖ Fomentar el uso de situaciones de comunicación reales.

**Responda a las siguientes preguntas con sinceridad. Recuerde que se guardará la información con suma confidencialidad, lo que diga en la entrevista no repercutirá en la nota de Inglés, sólo es para el proyecto.**

1. ¿Por qué considera usted que se trabaja la escritura en la clase de inglés?
2. ¿Qué piensa del proyecto del diario viajero que se ha venido desarrollando en la clase inglés? ¿Le gusta?  
¿En qué le ha ayudado?
3. ¿Se siente motivado con el proyecto del diario viajero? ¿Sí?, ¿No? Justifique su respuesta ¿Cómo?
4. ¿Cree que estas actividades de escritura desarrolladas en clase han contribuido en su aprendizaje del inglés? Si es así, ¿De qué manera?
5. ¿Las actividades de vocabulario le han ayudado a la escritura en inglés de la carta o la postal? ¿Sí?, ¿No? Justifique su respuesta.
6. ¿Considera usted que los ejercicios de comprensión lectora le ayudan a la escritura de los textos? ¿Sí?, ¿No? Justifique su respuesta.
7. Con la escritura de estos textos ¿Qué usted cree que ha mejorado más?

Enumere de 1 a 4. Siendo 4 el mayor y 1 el menor. Justifique su respuesta.

\_\_\_ Reglas gramaticales

\_\_\_ Adquisición y uso de vocabulario

\_\_\_ Puntuación

\_\_\_ Conocimiento cultural de la lengua extranjera

8. ¿Cree usted que el proyecto del diario viajero permite trabajar la cultura de los países donde se habla el inglés en el aula de clase? ¿Sí?, ¿No? Justifique su respuesta.

9. ¿Usted considera importante el trabajo de la cultura en las clases de inglés? ¿Sí?, ¿No? Justifique su respuesta.

10. Con la implementación del proyecto el diario viajero ¿Usted porqué se ha motivado más? Enumere de 1 a

4. Siendo 4 el mayor y uno el menor. Justifique su respuesta.

\_\_\_ Actividades de vocabulario

\_\_\_ Actividades de comprensión lectora

\_\_\_ Conocimiento de la cultura

\_\_\_ La escritura de cartas, postales etc.

11. ¿Cree usted que el proyecto del diario viajero sirve para utilizar el inglés en la vida real? ¿Sí?, ¿No? Justifique su respuesta.

## Annex 4. Matrices for the analysis process

### Matrix – Categories.

CATEGORIES	SUB-CATEGORIES	DESCRIPTION
WRITING	Pragmatic Competence	
	Teaching Writing	Lack of Attention
	Evaluating Writing	Content
		Organization
		Vocabulary
		Language Use
		Mechanics
	Genre-based Approach	
	Writing Workshops	Reading Comprehension
	Writing	Content
		Organization
		Vocabulary

## Specific Matrix – Interviews.

\*P is an abbreviation for participant. P1 is for Participant number 1; P2 is for Participant number 2; P3 is for Participant number 3; P4 is for Participant #4; P5 is for participant number 5; and P6 is for Participant number 6.

### INTERVIEWS – SPECIFIC MATRIX

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	INTERVIEWS					
			Participant #1	Participant #2	Participant #3	Participant #4	Participant #5	Participant #6
WRITING	Pragmatic Competence		“Es necesario porque si se necesita viajar a otros países, saber hablar con esas personas” P1	“Debemos aprender a escribir en inglés para poder comunicarnos con las personas que usan esta lengua” P2  “Ya sé cómo se escriben y cómo puedo utilizarlo en la escritura” P2		“Nos permite que cuando viajemos no hagamos algo incorrecto en esos países. Sirve para no confundirse o cometer algún error”. P4		“Me dio nuevas aperturas para tener conocimiento sobre cómo escribir textos en inglés” P6  “Es muy importante porque de manera que yo viaje a un país pueda comunicarme y expresarme practicando las culturas y no siendo mal ejemplo” P6
	Teaching Writing	Lack of Attention						
	Evaluating Writing	Content						
		Organization						

		Vocabulary							
		Language Use							
		Mechanics							
	Genre-based approach		“Me ha ayudado a complementar mi escritura” “He aprendido mejor escritura” P1	“Me ha ayudado a entender mejor el inglés y a entender reglas desconocidas para mi” P2	“Me ha ayudado en la ortografía y comprender mejor los textos leídos y escritos en clase” P3	“En todos estos trabajos he desarrollado más la escritura y la fluidez” P4	“Mejora mi conocimiento basado en el inglés” P5	“Me dio nuevas aperturas para tener conocimiento sobre cómo escribir textos en inglés” P6	
	Writing Workshops	Reading Comprehension						“Es importante porque nos ayuda a la mejor comprensión de los temas de inglés ya que tenemos que escribir diferentes textos y comprenderlos” P6	
	Writing	Content	“Además la escritura en inglés me parece sencilla y bonita” P1	“Debemos aprender a escribir en inglés para poder comunicarnos con las personas que usan esta lengua, poder trabajar mejor en clase”. P2				“Además es muy fácil de aprender y es sencilla” P5	
		Organization							
		Vocabulary							

		<b>Language Use</b>	"Se necesita saber un idioma completo, no sólo aprender a hablar" P1			"Se trabaja para tener una mejor fluidez y poder escribir un poco más rápido" P4	"Si no sabemos escribir bien en inglés no nos sirve de nada" P5	"Es importante porque nos ayuda a la mejor comprensión de los temas de inglés ya que tenemos que escribir diferentes textos y comprenderlos" P6
		<b>Mechanics</b>			"Nos sirve para tener más conocimientos para hacer un texto con todos sus signos de puntuación y su correcta escritura. También nos ayuda a mejorar la ortografía" P3			
<b>READING</b>	<b>Vocabulary</b>	<b>Pre-teaching vocabulary</b>	"Aprendemos de una forma divertida y sin estresarnos" P1	"Ya sé cómo se escriben y cómo puedo utilizarlo en la escritura" P2	"Aprendemos más con juegos sobre el vocabulario" P3	"Es más divertido con las actividades sobre el vocabulario, aprendo más" P4	"Los temas para yo poderme saber mejor primero el vocabulario" P5	"Tengo mucho más conocimiento a la hora de tener que escribir en inglés" P6
	<b>Motivation</b>		"Me siento motivado porque me gusta, me ayuda a pasar tiempo en las tardes, a conocer de los países" P1	"Me gusta porque nos ha enseñado sobre las culturas de otros países, podemos aprender cosas mejores de otros países. Me siento muy motivado porque nos ha contribuido averiguando" P2	"Me ha gustado porque nos ayuda a conocer otros países y su cultura" P3	"Me gusta mucho porque me ayuda a recordar un viaje que tuve a México. Me alegra mucho hacerlo y es muy chévere" P4	"Me ha motivado por descubro más cosas de otras culturas" P5	"Personalmente, me gusta. Pienso que me ha ayudado en muchas cosas, en el dibujo y en la creatividad. Me siento motivado por lo que puedo expresar con más fluidez mi creatividad y como yo sé expresar el
								manera" P6
<b>TRAVELOCUE</b>	<b>Culture</b>	<b>General Knowledge</b>	"Es necesario porque si se necesita viajar a otros países, saber hablar con esas personas" P1  "Me siento motivado porque me gusta, me ayuda a pasar tiempo en las tardes, a conocer de los países" P1	"He mejorado más el conocimiento de otras culturas alrededor del mundo" P2  "Me gusta porque nos ha enseñado sobre las culturas de otros países, podemos aprender cosas mejores de otros países. Me siento muy motivado porque nos ha contribuido averiguando" P2	"Es importante para conocer otros países" P3  "Me ha gustado porque nos ayuda a conocer otros países y su cultura" P3	"Nos permite que cuando viajemos no hagamos algo incorrecto en esos países. Sirve para no confundirse o cometer algún error". P4  "Me gusta mucho porque me ayuda a recordar un viaje que tuve a México. Me alegra mucho hacerlo y es muy chévere" P4	"Da a conocer cosas que no sabíamos de otras culturas" P5  "Me ha motivado por descubro más cosas de otras culturas" P5	"Aprendí cosas que no sabía sinceramente sobre aquellos 3 países que me correspondieron. Es muy importante porque de manera que yo viaje a un país pueda comunicarme y expresarme practicando las culturas y no siendo mal ejemplo" P6
	<b>Creativity</b>		"No era tan creativo antes y ahora paso mi tiempo buscando sobre los países que me corresponden" P1	"Mi creatividad ha mejorado con este proyecto" P2	"Mi creatividad ha aumentado ya que tengo que buscar información e imágenes para completar el travelogue" P3	"La verdad mi creatividad si ha aumentado con el travelogue" P4	"He desarrollado más a fondo mis habilidades y capacidades artísticas" P5	"La creatividad es un buen sustento para darle al travelogue, entonces he tratado de exprimirme todo lo que pueda para ser lo más creativo posible" P6  "Personalmente, me gusta. Pienso que me ha ayudado en muchas cosas, en el dibujo y en la creatividad. Me siento motivado por lo que puedo expresar con más

								fluidez mi creatividad y como yo sé expresar el inglés, a mi manera" P6
	<b>Autonomous Work</b>	"No era tan creativo antes y ahora paso mi tiempo buscando sobre los países que me corresponden" P1	"Me siento muy motivado porque nos ha contribuido averiguando" P2	"Mi creatividad ha aumentado ya que tengo que buscar información e imágenes para completar el travelogue" P3			"He desarrollado más a fondo mis habilidades y capacidades artísticas" P5	"Personalmente, me gusta. Pienso que me ha ayudado en muchas cosas, en el dibujo y en la creatividad. Me siento motivado por lo que puedo expresar con más fluidez mi creatividad y como yo sé expresar el inglés, a mi manera" P6

## General Matrix – Interviews.

### INTERVIEWS – GENERAL MATRIX

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	INTERVIEWS	
WRITING	<b>Pragmatic Competence</b>		Some of the participants agreed that what they worked on the writing workshops is very useful for them to use it in real life contexts and in real communicative situations in which they have to give a message in English. "Es necesario porque si se necesita viajar a otros países, saber hablar con esas personas" P1 "Debemos aprender a escribir en inglés para poder comunicarnos con las personas que usan esta lengua" P2	
	<b>Teaching Writing</b>	<b>Lack of Attention</b>		
	<b>Evaluating Writing</b>	<b>Content</b>		
		<b>Organization</b>		
		<b>Vocabulary</b>		
		<b>Language Use</b>		
		<b>Mechanics</b>		
<b>Genre-based approach</b>		All the participants agreed that the use of the Genre-based approach has helped them to improve their English knowledge and has helped them to better comprehend the English language as well as grammar rules.		

			<p>“Me ha ayudado a entender mejor el inglés y a entender reglas desconocidas para mí” P2  “Me ha ayudado en la ortografía y comprender mejor los textos leídos y escritos en clase” P3  “Me dio nuevas aperturas para tener conocimiento sobre cómo escribir textos en inglés” P6</p>
	<b>Writing Workshops</b>	<b>Reading Comprehension</b>	<p>One of the participants believed that writing was important because it allowed them to better comprehend texts in English.  “Es importante porque nos ayuda a la mejor comprensión de los temas de inglés ya que tenemos que escribir diferentes textos y comprenderlos” P6</p>
	<b>Writing</b>	<b>Content</b>	<p>For some participants, writing in English is easy. Some others believe that writing is important because it allows them to communicate in the English language.  “Se necesita saber un idioma completo, no sólo aprender a hablar. Además la escritura en inglés me parece sencilla y bonita” P1  “Debemos aprender a escribir en inglés para poder comunicarnos con las personas que usan esta lengua, poder trabajar mejor en clase”. P2</p>
		<b>Organization</b>	
		<b>Vocabulary</b>	
		<b>Language Use</b>	<p>Some of the participants agreed that it is necessary to learn writing when learning a language because it allows them to communicate and understand texts in English.  “Se necesita saber un idioma completo, no sólo aprender a hablar” P1  “Es importante porque nos ayuda a la mejor comprensión de los temas de inglés ya que tenemos que escribir diferentes textos y comprenderlos” P6</p>
		<b>Mechanics</b>	<p>For one participant, writing served as a way to learn and improve his grammar in terms of punctuation and word spelling. He expressed that writing improved his knowledge in English.  “Nos sirve para tener más conocimientos para hacer un texto con todos sus signos de puntuación y su correcta escritura. También nos ayuda a mejorar la ortografía” P3</p>

<b>READING</b>	<b>Vocabulary</b>	<b>Pre-teaching vocabulary</b>	<p>All the participants think that learning vocabulary through different activities is better form them since they are learning in an amusing way.  “Aprendemos de una forma divertida y sin estresarnos” P1  “Aprendemos más con juegos sobre el vocabulario” P3  “Es más divertido con las actividades sobre el vocabulario, aprendo más” P4</p>
<b>TRAVELOGUE</b>	<b>Motivation</b>		<p>All the participants agreed that they felt motivated while developing the travelogues because as long as they searched information to create it, they learnt a lot about the culture of other countries. Additionally, they think that all the searching contributed to their learning process.  “Me siento motivado porque me gusta, me ayuda a pasar tiempo en las tardes, a conocer de los países” P1  “Me gusta porque nos ha enseñado sobre las culturas de otros países, podemos aprender cosas mejores de otros países. Me siento muy motivado porque nos ha contribuido averiguando” P2  “Me ha motivado por descubro más cosas de otras culturas” P5</p>
	<b>Culture</b>	<b>General Knowledge</b>	<p>All the participants believe that knowing about culture is important because they know what things they can do and what things they cannot. For them, learning culture allows them to go to other countries and know how to perfectly behave.  “Es necesario porque si se necesita viajar a otros países, saber hablar con esas personas” P1  “Nos permite que cuando viajemos no hagamos algo incorrecto en esos países. Sirve para no confundirse o cometer algún error”. P4</p>
	<b>Creativity</b>		<p>Most of the participants believe that during the creation of the travelogues, their creativity improved since they had to draw and decorate their travelogues. Furthermore, they express that they had to look for a lot of information which served as a way to increase their creativity too.  “No era tan creativo antes y ahora paso mi tiempo buscando sobre los países que me corresponden” P1  “Mi creatividad ha aumentado ya que tengo que buscar información e imágenes para completar el travelogue” P3  “He desarrollado más a fondo mis habilidades y capacidades artísticas” P5</p>

	<b>Autonomous Work</b>		<p>Through the development of this project, it was evidenced that students' autonomous work increased since they had to look for information and continue creating their travelogues not only at school but also at home.</p> <p>"Me siento muy motivado porque nos ha contribuido averiguando" P2</p> <p>"Mi creatividad ha aumentado ya que tengo que buscar información e imágenes para completar el travelogue" P3</p>

## Specific Matrix – Journals.

\*R is an abbreviation for Researcher.

### JOURNALS – SPECIFIC MATRIX

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	JOURNALS			
			Journal #4	Journal #6	Journal #9	Journal #10
WRITING	Pragmatic Competence					
	Teaching Writing	Lack of Attention	<p>"A pesar de que a los estudiantes se les de la información necesaria para trabajar, la falta de atención sigue siendo un problema grave entre ellos ya que les impidió hacer correctamente el ejercicio de escritura." R</p> <p>"algunos estudiantes no tuvieron en cuenta si quiera la información que les di sino que se limitaron a copiar al pie de la letra el modelo que tenían en el salón." R</p>	<p>"A diferencia del primer taller, durante el segundo taller los estudiantes estuvieron demasiado indisciplinados después de la presentación del texto" R</p>		<p>"los estudiantes hicieron un brainstorming de la información que cada uno tenía en su hoja de actividades. Después de esto, todos los estudiantes dijeron que ya habían identificado el texto que les correspondió ya que durante la primera parte del taller, la cual se llevó a cabo el jueves pasado, ellos la estuvieron leyendo y entendieron fácilmente." R</p> <p>"Cuando se les pidió realizar el primer draft de la invitación, los estudiantes no tuvieron ninguna pregunta y terminaron con facilidad el texto ya que para ellos este fue el más sencillo de redactar entre los tres que tuvieron que hacer en estos talleres." R</p>

<b>Evaluating Writing</b>	<b>Content</b>				
	<b>Organization</b>				
	<b>Vocabulary</b>				
	<b>Language Use</b>				
	<b>Mechanics</b>				
<b>Genre-based approach</b>					
<b>Writing Workshops</b>	<b>Reading Comprehension</b>	<p>“Después de la primera implementación, puedo concluir que las instrucciones deben ser más claras para la próxima implementación ya que la falta de atención es lo que más los afectó durante la creación de su propio ejercicio.” R</p> <p>“También, se debe trabajar más en mantener a los estudiantes atentos a las explicaciones para que cuando deban trabajar solos, lo puedan hacer de mejor manera y no cometer tantos errores, hacer que la actividad</p>	<p>“Efectivamente la falta de atención durante el ejercicio del ejemplo de la postal se vio reflejada en sus producciones escritas ya que la mayoría tuvo problema al momento de organizar la información en la postal. Sin embargo, es un grupo que se puede manejar mejor y la disciplina puede ser controlada porque son pocos los que no dejan dar clase. A pesar de la indisciplina de algunos, el trabajo se puede realizar.” R</p>		<p>“Cuando se les pidió realizar el primer draft de la invitación, los estudiantes no tuvieron ninguna pregunta y terminaron con facilidad el texto ya que para ellos este fue el más sencillo de redactar entre los tres que tuvieron que hacer en estos talleres. Todos los estudiantes manifestaron que la dificultad de los textos varió desde el primero hasta el último, siendo el último el más comprensible para ellos y por ende, más fácil de desarrollar.” R</p>

<b>Evaluating Writing</b>	<b>Content</b>				
	<b>Organization</b>				
	<b>Vocabulary</b>				
	<b>Language Use</b>				
	<b>Mechanics</b>				
<b>Genre-based approach</b>					
<b>Writing Workshops</b>	<b>Reading Comprehension</b>	<p>“Después de la primera implementación, puedo concluir que las instrucciones deben ser más claras para la próxima implementación ya que la falta de atención es lo que más los afectó durante la creación de su propio ejercicio.” R</p> <p>“También, se debe trabajar más en mantener a los estudiantes atentos a las explicaciones para que cuando deban trabajar solos, lo puedan hacer de mejor manera y no cometer tantos errores, hacer que la actividad</p>	<p>“Efectivamente la falta de atención durante el ejercicio del ejemplo de la postal se vio reflejada en sus producciones escritas ya que la mayoría tuvo problema al momento de organizar la información en la postal. Sin embargo, es un grupo que se puede manejar mejor y la disciplina puede ser controlada porque son pocos los que no dejan dar clase. A pesar de la indisciplina de algunos, el trabajo se puede realizar.” R</p>		<p>“Cuando se les pidió realizar el primer draft de la invitación, los estudiantes no tuvieron ninguna pregunta y terminaron con facilidad el texto ya que para ellos este fue el más sencillo de redactar entre los tres que tuvieron que hacer en estos talleres. Todos los estudiantes manifestaron que la dificultad de los textos varió desde el primero hasta el último, siendo el último el más comprensible para ellos y por ende, más fácil de desarrollar.” R</p>



			Este ejercicio les tomó un poco de tiempo ya que no sabían muy bien cómo usar el diccionario." R	imágenes. El vocabulario a través del juego les sirvió más ya que los estudiantes estuvieron más atentos" R		
TRAVELOGUE	Motivation					
	Culture	General Knowledge				
	Creativity					
	Autonomous Work					

## General Matrix – Journals.

### JOURNALS – GENERAL MATRIX

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	JOURNALS	
WRITING	Pragmatic Competence			
	Teaching Writing	Lack of Attention	The lack of attention and indiscipline were factors that appeared during the development of the writing workshops. However, just the lack of attention affected the students' performance because the indiscipline was easy to manage and at the end students performed very well. "A pesar de que a los estudiantes se les de la información necesaria para trabajar, la falta de atención sigue siendo un problema grave entre ellos ya que les impidió hacer correctamente el ejercicio de escritura." R	
	Evaluating Writing	Content		
		Organization		
		Vocabulary		
		Language Use		
		Mechanics		
	Genre-based approach			
			As it was mentioned in the "Teaching writing", the lack of attention was presented in the first and the second writing workshops. This led to the failure of some of the objectives of those workshops because students did not know what to do because they were not paying attention. However, another	

	Writing Workshops	Reading Comprehension	aspect to highlight was that the easier the text was, the better students performed and that was evidenced in the three writing workshops. "Después de la primera implementación, puedo concluir que las instrucciones deben ser más claras para la próxima implementación ya que la falta de atención es lo que más los afectó durante la creación de su propio ejercicio." R
	Writing	Content	
		Organization	
		Vocabulary	
		Language Use	
		Mechanics	
READING	Vocabulary	Pre-teaching vocabulary	It was evidenced that when vocabulary was taught through different activities in which students had to play or to do more things apart from looking for it in the dictionary, they learnt it better and felt more motivated to participate and to work on the writing workshop. "En comparación con el primer taller, los estudiantes entendieron mejor el vocabulario a través del juego de memoria que se llevó a cabo en el cual los estudiantes debían relacionar el vocabulario teniendo en cuenta las imágenes. El vocabulario a través del juego les sirvió más ya que los estudiantes estuvieron más atentos." R
TRAVELOGUE	Motivation		Since the first moment in which the project was presented to the students they seemed to be really excited and interested in it. Additionally, through the development of the writing workshops, the researcher noticed that students' motivation increased because they had to look for information to complete their travelogues and look for images, drawings, pictures and everything they needed to decorate them.
	Culture	General Knowledge	
	Creativity		
	Autonomous Work		

### Specific Matrix – Students' written productions.

\*R is an abbreviation for Researcher

\*P is an abbreviation for participant. P1 is for Participant number 1; P2 is for Participant number 2; P3 is for Participant number 3; P4 is for Participant #4; P5 is for participant number 5; and P6 is for Participant number 6.

### STUDENTS' WRITTEN PRODUCTIONS – SPECIFIC MATRIX

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	STUDENTS' WRITTEN PRODUCTIONS					
			Participant #1	Participant #2	Participant #3	Participant #4	Participant #5	Participant #6
WRITING	Pragmatic Competence							
	Teaching Writing	Lack of Attention						
		Content	<p>"The student accomplished the goal of writing a penfriend about the clothes he was wearing in the famous place where he was. The content of his email was perfectly understood." R</p> <p>"The communicative purpose of the postcard was clear and understandable. The student accomplished with the main goal of the writing workshop." R</p>	<p>"Even though the student had a few mistakes of spelling, the communicative purpose of his email was clear." R</p>	<p>"The student correctly accomplished the communicative purpose of the email and his text was understandable." R</p>	<p>"Even though the student had many mistakes, the communicative purpose was understandable." R</p>	<p>"The communicative purpose of the text was clear and understandable." R</p>	<p>"The student had few mistakes. However, the content was clear and its communicative purpose was accomplished." R</p>

<b>Evaluating Writing</b>	<b>Organization</b>	<p>"The student was very organized with the content of his email and his ideas were clear and well-organized." R</p> <p>"The ideas were well-organized and clear." R</p>	"The student wrote his ideas in a disorganized way." R	"The text was well-organized and his ideas were clear." R	"The student's ideas were not well-organized and the sequences were incomplete." R	"The student's ideas were clear and consistent." R	"Even though the content was clear, the organization of the text was very poor." R
	<b>Vocabulary</b>	<p>"The students correctly used the vocabulary he was provided during the writing workshop." R</p> <p>"The student used all the vocabulary he was provided and added more vocabulary to complete his postcard." R</p>	"The student did not use all the vocabulary he was provided during the writing workshop." R	"The student used the adequate vocabulary for the composition of his text." R	"The student did not use all the vocabulary she was provided; additionally, the vocabulary she used was misspelling." R	"All the vocabulary provided by the teacher was used by the student to complement his informal email." R	"Despite the student used all the vocabulary provided, he had some mistakes when writing it and confused some words." R
	<b>Language Use</b>	<p>"The student used all the things he was provided. However, he committed a few mistakes with word order/function." R</p> <p>"The construction of the text was simple but effective and the message was clear. However, there was few mistakes when</p>	"The student had few mistakes in the content of his text." R	"The student did not have any problem with the construction of the text." R	"The student was not clear in the construction of her text due to the mistakes she committed." R	"The construction of the text was clear and concise. Even though it was a simple construction." R	"The construction of the text was simple but good." R

		using the articles." R					
	<b>Mechanics</b>	<p>"The student had few mistakes in terms of the organization of the text such as some punctuation marks and capital letters." R</p> <p>"Even though the text was good, there were few mistakes of capitalization." R</p>	"The student had some mistakes in terms of punctuation, spelling and capitalization." R	"The student did not have any mistakes in terms of grammar aspects." R	"The student had a lot of mistakes in terms of spelling and punctuation." R	"The student did not have any mistake or problem in terms of grammar aspects." R	"The student committed many mistakes in terms of grammar aspects such as word spelling and capitalization." R
	<b>Genre-based approach</b>						
	<b>Writing Workshops</b>	<b>Reading Comprehension</b>					
	<b>Writing</b>	<b>Content</b>					
<b>Organization</b>							
<b>Vocabulary</b>							
<b>Language Use</b>							
	<b>Mechanics</b>						

READING	Vocabulary	Pre-teaching vocabulary						
	Motivation							
TRAVELOGUE	Culture	General Knowledge						
	Creativity							
	Autonomous Work							

### General Matrix – Students’ written productions.

#### STUDENTS’ WRITTEN PRODUCTIONS – GENERAL MATRIX

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	STUDENTS’ WRITTEN PRODUCTIONS
WRITING	Pragmatic Competence		
	Teaching Writing	Lack of Attention	
	Evaluating Writing	Content	With respect to the content of the texts, few students had problems with the first text which was the informal email letter. However, in the three written productions the communicative purpose of the texts was accomplished and understandable for the audience. “Even though the student had a few mistakes of spelling, the communicative purpose of his email was clear.” R “The student had few mistakes. However, the content was clear and its communicative purpose was accomplished.” R
		Organization	As it was mentioned before, all the students accomplished the communicative purpose of the texts. Nonetheless, the organization of some of the texts were not good and the ideas were not concise in the first writing workshop. “The text was well-organized and his ideas were clear.” R “The student’s ideas were not well-organized and the sequences were incomplete.” R
		Vocabulary	In all the three productions the students used the vocabulary they were provided with but some of them misspelled it and did not know its use in the texts. “The student did not use all the vocabulary he was provided during the writing workshop.” R “The student used the adequate vocabulary for the composition of his text.” R

		<b>Language Use</b>	<p>In the first writing workshops, some of the students had problems with the construction of their texts because of grammar mistakes. Nevertheless, this aspect was corrected in the second and third writing workshops.</p> <p>“The student used all the things he was provided. However, he committed a few mistakes with word order/function.” R</p> <p>“The student was not clear in the construction of her text due to the mistakes she committed.” R</p> <p>“The construction of the text was clear and concise. Even though it was a simple construction.” R</p>
		<b>Mechanics</b>	<p>There was an improvement since the first writing workshop to the third and last one regarding the mechanics since in the first one some of the students committed mistakes in terms of misspelling, punctuation and capitalization.</p> <p>“The student had few mistakes in terms of the organization of the text such as some punctuation marks and capital letters.” R</p> <p>“The student did not have any mistakes in terms of grammar aspects.” R</p>
	<b>Genre-based approach</b>		
	<b>Writing Workshops</b>	<b>Reading Comprehension</b>	
	<b>Writing</b>	<b>Content</b>	
		<b>Organization</b>	
<b>Vocabulary</b>			
<b>Language Use</b>			

		<b>Mechanics</b>	
<b>READING</b>	<b>Vocabulary</b>	<b>Pre-teaching vocabulary</b>	
<b>TRAVELOGUE</b>	<b>Motivation</b>		
	<b>Culture</b>	<b>General Knowledge</b>	
	<b>Creativity</b>		
	<b>Autonomous Work</b>		

## Summary - Matrix Interviews / Journals / Students' written productions.

\*R is an abbreviation for Researcher.

\*P is an abbreviation for participant. P1 is for Participant number 1; P2 is for Participant number 2; P3 is for Participant number 3; P4 is for Participant #4; P5 is for participant number 5; and P6 is for Participant number 6.

### GENERAL MATRIX – INTERVIEWS, JOURNALS AND WRITTEN PRODUCTIONS



CATEGORIES	SUB-CATEGORIES	DESCRIPTION	INTERVIEWS	JOURNALS	STUDENTS' WRITTEN PRODUCTIONS
WRITING	Pragmatic Competence		<p>Some of the participants agreed that what they worked on the writing workshops is very useful for them to use it in real life contexts and in real communicative situations in which they have to give a message in English.</p> <p>“Es necesario porque si se necesita viajar a otros países, saber hablar con esas personas” P1</p> <p>“Debemos aprender a escribir en inglés para poder comunicarnos con las personas que usan esta lengua” P2</p>		
	Teaching Writing	Lack of Attention		The lack of attention and indiscipline were factors that appeared during the development of the writing workshops. However, just the lack of attention affected the students' performance because the indiscipline was easy to	

				<p>manage and at the end students performed very well.</p> <p>“A pesar de que a los estudiantes se les de la información necesaria para trabajar, la falta de atención sigue siendo un problema grave entre ellos ya que les impidió hacer correctamente el ejercicio de escritura.” R</p>	
	Evaluating Writing	Content			<p>With respect to the content of the texts, few students had problems with the first text which was the informal email letter. However, in the three written productions the communicative purpose of the texts was accomplished and understandable for the audience.</p> <p>“Even though the student had a few mistakes of spelling, the communicative purpose of his email was clear.” R</p> <p>“The student had few mistakes. However, the content was clear and its communicative purpose was accomplished.” R</p>
					As it was mentioned before, all the students accomplished the communicative purpose of the texts. Nonetheless, the

		<b>Organization</b>			<p>organization of some of the texts were not good and the ideas were not concise in the first writing workshop.</p> <p>“The text was well-organized and his ideas were clear.” R</p> <p>“The student’s ideas were not well-organized and the sequences were incomplete.” R</p>
		<b>Vocabulary</b>			<p>In all the three productions the students used the vocabulary they were provided with but some of them misspelled it and did not know its use in the texts.</p> <p>“The student did not use all the vocabulary he was provided during the writing workshop.” R</p> <p>“The student used the adequate vocabulary for the composition of his text.” R</p>
		<b>Language Use</b>			<p>In the first writing workshops, some of the students had problems with the construction of their texts because of grammar mistakes.</p> <p>Nevertheless, this aspect was corrected in the second and writing workshops.</p> <p>“The student used all the things he was provided.</p>
					<p>However, he committed a few mistakes with word order/function.” R</p> <p>“The student was not clear in the construction of her text due to the mistakes she committed.” R</p> <p>“The construction of the text was clear and concise. Even though it was a simple construction.” R</p>
		<b>Mechanics</b>			<p>There was an improvement since the first writing workshop to the third and last one regarding the mechanics since in the first one some of the students committed mistakes in terms of misspelling, punctuation and capitalization.</p> <p>“The student had few mistakes in terms of the organization of the text such as some punctuation marks and capital letters.” R</p> <p>“The student did not have any mistakes in terms of grammar aspects.” R</p>
			All the participants agreed that the use of the Genre-based approach has helped them to		

	<b>Genre-based approach</b>		<p>improve their English knowledge and has helped them to better comprehend the English language as well as grammar rules.</p> <p>“Me ha ayudado a entender mejor el inglés y a entender reglas desconocidas para mí” P2</p> <p>“Me ha ayudado en la ortografía y comprender mejor los textos leídos y escritos en clase” P3</p> <p>“Me dio nuevas aperturas para tener conocimiento sobre cómo escribir textos en inglés” P6</p>		
	<b>Writing Workshops</b>	<b>Reading Comprehension</b>		<p>As it was mentioned in the “Teaching writing”, the lack of attention was presented in the first and the second writing workshops. This led to the failure of some of the objectives of those workshops because students did not know what to do because they were not paying attention. However, another aspect to highlight was that the easier the text was, the better students performed and that was evidenced in the three writing workshops.</p> <p>“Después de la primera implementación, puedo concluir que las instrucciones deben ser más claras para la próxima implementación ya que la falta de atención es lo</p>	

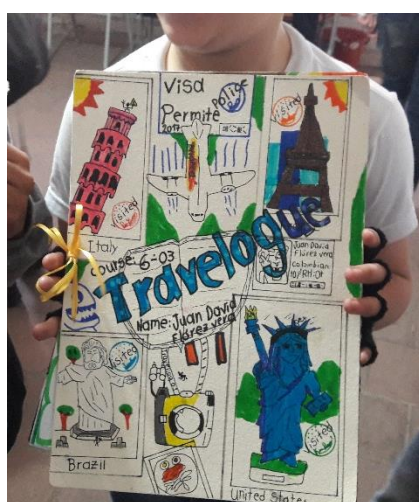
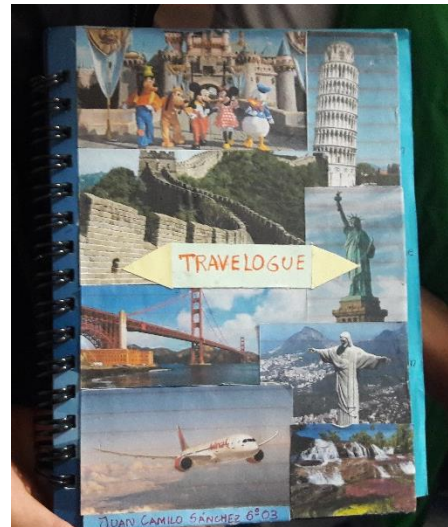
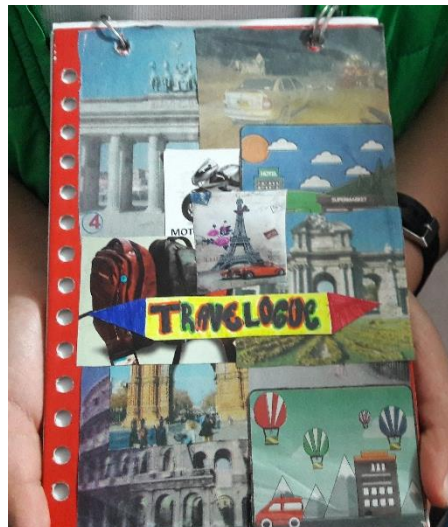
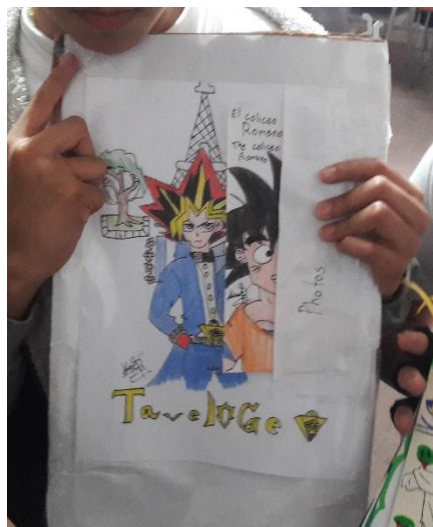
				que más los afectó durante la creación de su propio ejercicio.” R	
<b>Writing</b>	<b>Content</b>	<p>For some participants, writing in English is easy. Some others believe that writing is important because it allows them to communicate in the English language.</p> <p>Se necesita saber un idioma completo, no sólo aprender a hablar. Además la escritura en inglés me parece sencilla y bonita” P1</p> <p>“Debemos aprender a escribir en inglés para poder comunicarnos con las personas que usan esta lengua, poder trabajar mejor en clase”. P2</p>			
	<b>Organization</b>				
	<b>Vocabulary</b>				
	<b>Language Use</b>			<p>Some of the participants agreed that it is necessary to learn writing when learning a language because it allows them to communicate and understand texts in English.</p>	



				<p>“Se necesita saber un idioma completo, no sólo aprender a hablar” P1</p> <p>“Es importante porque nos ayuda a la mejor comprensión de los temas de inglés ya que tenemos que escribir diferentes textos y comprenderlos” P6</p>	
		<b>Mechanics</b>			<p>For one participant, writing served as a way to learn and improve his grammar in terms of punctuation and word spelling. He expressed that writing improved his knowledge in English.</p> <p>“Nos sirve para tener más conocimientos para hacer un texto con todos sus signos de puntuación y su correcta escritura. También nos ayuda a mejorar la ortografía” P3</p>
<b>READING</b>	<b>Vocabulary</b>	<b>Pre-teaching vocabulary</b>	<p>All the participants think that learning vocabulary through different activities is better form them since they are learning in an amusing way.</p> <p>“Aprendemos de una forma divertida y sin estresarnos” P1</p> <p>“Aprendemos más con juegos sobre el vocabulario” P3</p> <p>“Es más divertido con las actividades sobre el vocabulario, aprendo más” P4</p>	<p>It was evidenced that when vocabulary was taught through different activities in which students had to play or to do more things apart from looking for it in the dictionary, they learnt it better and felt more motivated to participate and to work on the writing workshop.</p> <p>“En comparación con el primer taller, los estudiantes entendieron mejor el vocabulario a través del juego</p>	
				<p>de memoria que se llevó a cabo en el cual los estudiantes debían relacionar el vocabulario teniendo en cuenta las imágenes. El vocabulario a través del juego les sirvió más ya que los estudiantes estuvieron más atentos” R</p>	
	<b>Motivation</b>		<p>All the participants agreed that they felt motivated while developing the travelogues because as long as they searched information to create it, they learnt a lot about the culture of other countries. Additionally, they think that all the searching contributed to their learning process.</p> <p>“Me siento motivado porque me gusta, me ayuda a pasar tiempo en las tardes, a conocer de los países” P1</p> <p>“Me gusta porque nos ha enseñado sobre las culturas de otros países, podemos aprender cosas mejores de otros países. Me siento muy motivado porque nos ha contribuido averiguando” P2</p> <p>“Me ha motivado por descubro más cosas de otras culturas” P5</p>	<p>Since the first moment in which the project was presented to the students they seemed to be really excited and interested in it. Additionally, through the development of the writing workshops, the researcher noticed that students’ motivation increased because they had to look for information to complete their travelogues and look for images, drawings, pictures and everything they needed to decorate them.</p>	
<b>TRAVELOGUE</b>			<p>All the participants believe that knowing about culture is important because they know</p>		

	<p><b>Culture</b></p>	<p><b>General Knowledge</b></p>	<p>what things they can do and what things they cannot. For them, learning culture allows them to go to other countries and know how to perfectly behave.</p> <p>“Es necesario porque si se necesita viajar a otros países, saber hablar con esas personas” P1</p> <p>“Nos permite que cuando viajemos no hagamos algo incorrecto en esos países. Sirve para no confundirse o cometer algún error”. P4</p>		
	<p><b>Creativity</b></p>		<p>Most of the participants believe that during the creation of the travelogues, their creativity improved since they had to draw and decorate their travelogues. Furthermore, they express that they had to look for a lot of information which served as a way to increase their creativity too.</p> <p>“No era tan creativo antes y ahora paso mi tiempo buscando sobre los países que me corresponden” P1</p> <p>“Mi creatividad ha aumentado ya que tengo que buscar información e imágenes para completar el travelogue” P3</p> <p>“He desarrollado más a fondo mis habilidades y capacidades artísticas” P5</p>		
	<p><b>Autonomous Work</b></p>		<p>Through the development of this project, it was evidenced that students’ autonomous work increased since they had to look for information and continue creating their travelogues not only at school but also at home.</p> <p>“Me siento muy motivado porque nos ha contribuido averiguando” P2</p> <p>“Mi creatividad ha aumentado ya que tengo que buscar información e imágenes para completar el travelogue” P3</p>		

### Annex 5. Students' final product: travelogues



### Annex 6. Lesson plan introduction to the project

LESSON PLAN		
Teacher: Bárbara Camargo	Grade: 6°01 – 6°02 – 6°03	Time: 4 hours
BASIC LEARNING RIGHTS (ENGLISH)	<ol style="list-style-type: none"> <li>Participates in a very short conversation.</li> <li>Requests and provide clarification on how names and unknown words are spelled.</li> </ol>	<ol style="list-style-type: none"> <li>Understands and uses familiar words and short phrases about routines, daily activities and preferences.</li> <li>Understands instructions and expresses them orally and written form.</li> <li>Describes the basic characteristics of people, things and places.</li> </ol>
MODULE 3 SUSTAINABILITY	<ul style="list-style-type: none"> <li>Especificar acciones de ahorro de energía en la comunidad.</li> <li>Specify actions to save energy in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Describe actions in a simple and logical sequence.</li> <li>Give and request information on a subject.</li> <li>Clarify information.</li> </ul>
Topic: Review of the topics and introduction to the research project.	Unit 5: We are all dressed-up	Material: Board, markers, flashcards, workbooks, computers.

**Opening:** In order to start the class, the teacher and students will pray "Our Father" and "Hail Mary".

**Warm up:** Before starting the class, the teacher will ask students if they remember what the project is about and what they will have to do during the development of it.

**Activities:** In order to contextualize students with the project, the teacher will carry out a listening activity about traveling with the use of a song called "Don't forget where you belong" by One Direction.

Before listening to the song, the teacher will write on the board the name of it in order for students to think of the title and speculate about the topic of the song, what it is about to write those speculations in the board. Then, the teacher will give students a sheet with the lyrics of the song and will give students the vocabulary of the song by using flashcards. Furthermore, while listening to the song, students will have to fill the gaps with the missing words of the

song, when finished, the teacher and students will correct the words. Subsequently, as a post-listening, the teacher will ask students if their speculations were true or false and then, she will ask them some questions about the topic which is traveling and about places they would like to go or places they have been to, additionally, she will ask them about their feelings towards the song.

## Annex 7. Information charts, first writing workshop

**Information to create your own text!**

**Different ways to say hello:** Hi, dear friend, good morning, good afternoon, good evening, hey! What' up?, hey friend!.

**Famous Place:** The Vatican

**Country:** Italy

**Weather:** windy

**Clothes:** warm clothes: shirts, blouses, pants, jeans, sweaters, jackets, coats, scarfs, sunglasses, tennis, boots.

**Different ways to say goodbye:** Best wishes, my best, my best to you, all the best, best regards, take care, be well, hugs.

**Information to create your own text!**

**Different ways to say hello:** Hi, dear friend, good morning, good afternoon, good evening, hey! What' up?, hey friend!.

**Famous Place:** Taj Mahal

**Country:** India

**Weather:** hot and sunny

**Clothes:** fresh clothes: dress, tank top, skirt, shorts, sandals, shoes, sunglasses, cap, hat.

**Different ways to say goodbye:** Best wishes, my best, my best to you, all the best, best regards, take care, be well, hugs.

**Information to create your own text!**

**Different ways to say hello:** Hi, dear friend, good morning, good afternoon, good evening, hey! What' up?, hey friend!.

**Capital city:** Doha

**Country:** Qatar

**Weather:** nice

**Clothes:** long clothes: shirts, blouses, pants, jeans, boots, shoes, tennis.

**Different ways to say goodbye:** Best wishes, my best, my best to you, all the best, best regards, take care, be well, hugs.



### Information to create your own text!

**Different ways to say hello:** Hi, dear friend, good morning, good afternoon, good evening, hey! What' up?, hey friend!.

**Capital city:** Riad

**Country:** Saudi Arabia

**Weather:** fine and sunny

**Clothes:** long clothes: shirts, blouses, pants, jeans, boots, shoes, tennis, dress, hiyab.

**Different ways to say goodbye:** Best wishes, my best, my best to you, all the best, best regards, take care, be well, hugs.



### Information to create your own text!

**Different ways to say hello:** Hi, dear friend, good morning, good afternoon, good evening, hey! What' up?, hey friend!.

**Famous place:** The Buckingham Palace

**Country:** England

**Weather:** cold and snowy

**Clothes:** warm clothes: sweaters, jeans, pants, jackets, gloves, shirt, blouse, coat, beanie.

**Different ways to say goodbye:** Best wishes, my best, my best to you, all the best, best regards, take care, be well, hugs.



### Annex 8. Students' written productions, first writing workshop

September-18<sup>th</sup>-2017<sup>th</sup>  
 From: Kevin [kvenasebas178@outlook.com]  
 To: Denry [denysander@hotmail.com]  
 Subject: Hi from India

Hi Denry

My name is Kevin, I'm 12 years old. I am from India and I live in New Delhi. I'm a student at Bethel's Brighton school. I study English in my free time.

I speak ~~Spanish~~ <sup>Indian</sup> and a little English. I want to learn English to travel around the world. In this moment, I am in <sup>the</sup> Taj Mahal. It is a famous place in India. Many tourists visit this <sup>place</sup>. New Delhi is hot and sunny. You have to wear fresh clothes. I am wearing a black and long shorts. I am wearing small and blue shoes.

From: Samuel [samedmex@hotmail.com]  
 To: Juan [juan.sc@hotmail.com]  
 Subject: Hi from England

Hi Juan

My name's Samuel. I'm 24 years old. I'm from England and I live in Manchester. I'm a student at the university. I study Spanish in my free time. I speak English and a little Spanish. I want to learn Spanish to travel around the world. In this moment I am in <sup>the</sup> Buckingham Palace. It is a famous place in England. Many tourist visit this place. This place is cold and you have to wear warm clothes. I am wearing blue jeans and black jacket. <sup>Buckingham</sup> is my favorite place in England.

My best to you

Samuel

From: Lauring [lauring@gmail.com]  
 To: Emerson [emersonputoano07@gmail.com]  
 Subject: Hi from Saudi Arabia

Hi my friend

Good day Emerson, my name's Lauring. I'm 12 years old. I'm from Venezuela, and I live in Saudi Arabia. I'm a student at the University. I study English and Art in my free time. I speak ~~Spanish~~ <sup>Arabic</sup> and English. I want to learn ~~Arabic~~ <sup>English</sup> to travel around the world. In this moment, I am in <sup>the</sup> Riad. It is the capital city of Saudi Arabia. It is fine and sunny. You have to wear ~~long~~ <sup>long</sup> clothes. I am wearing a t-shirt and shorts.

From: Mateo [breedmaster@icloud.com]  
 To: Keiver [3B2013268@gmail.com]  
 Subject: Hi from India

Hey friend!

My name's Mateo Pelego. I'm 11 years old. I'm from India and I live in New Delhi. I'm a student at the school. I study English in my free time.

I speak Spanish and a little English. I want to learn English to travel around the world. In this moment I am in <sup>the</sup> Mahal. It's a famous place in India. Many tourists visit this place. India is hot and sunny. You have to wear fresh clothes. I am wearing tank top, shorts, sandals, sunglasses and a cap. Mahal is my favorite place in India.

Please write soon  
 Like card  
 Mateo

Monday, September 18th, 2017

From: Javier [javier@icloud.com]  
 To: David [David10108@gmail.com]  
 Subject: Good morning from Qatar

Good morning David!

My name's Javier. I'm 12 years old. I'm from Qatar and live in Doha. I'm a student at the school. I study Spanish in my free time.

I speak Arabic and a little Spanish. I want to learn Spanish to travel around the world. In this moment, I am in Doha. It is the capital city of Qatar. Many tourists visit this <sup>place</sup>. Qatar is nice. You have to wear long clothes. I am wearing a shirt, ~~trousers~~ <sup>red</sup> pants, shorts.

From: Emerson [Emerson10108@gmail.com]  
 To: Louisa [Emmanuel10108@gmail.com]  
 Subject: Hi from the Vatican.

Dear friend Louisa,

My name's Emerson. I'm 13 years old. I'm from the Italy and I live in Roma. I'm a student at the school. I study English in my free time.

I speak Italian and a little English. I want to learn English to travel around the world. In this moment, I am in the Vatican. It is a famous place in Italy. Many tourists visit this place. Italy is windy. You have to wear warm clothes. I am wearing a red jacket. I am wearing black boots too.

Please write soon  
 my best to you  
 Emerson

Annex 9. Evaluation Rubric

Evaluation rubric (Jacobs et al. 1981)


COMMENTS	SCORE	LEVEL	CRITERIA
	CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
		26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
		21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas
		16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
	ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
		17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
		13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
		9-7	VERY POOR: does not communicate, no organization, not enough to evaluate
	VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
		17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
		13-10	FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
		9-7	VERY POOR: essentially translation, little knowledge of English vocabulary
	LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
		21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
		17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.
		10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
	MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

## Annex 10. Information charts, second writing workshop


**Information to create your own postcard!**

<p><b>Address:</b> 22 Jump Street  <b>City:</b> New York  <b>State or Country:</b> United States  <b>Code:</b> 10014  <b>Date:</b> December 21<sup>st</sup>  <b>Greeting phrase:</b> Hi my dear  <b>Family member:</b> Sister  <b>City:</b> Paris  <b>Country:</b> France  <b>Weather of the city:</b> Nice  <b>Season:</b> Winter  <b>Weather of the season:</b> Snowy  <b>Today's weather:</b> There is snow and it is freezing.  <b>Clothes:</b> Coats, beanie, pants, gloves, boots, scarf.  <b>Closing phrase:</b> Be well!</p>		
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**Information to create your own postcard!**

<p><b>Address:</b> 12 La Boétie Street  <b>City:</b> Paris  <b>State or Country:</b> France  <b>Code:</b> 7500  <b>Date:</b> August 30<sup>th</sup>  <b>Greeting phrase:</b> Hi  <b>Family member:</b> Cousin  <b>City:</b> Hong Kong  <b>Country:</b> China  <b>Weather of the city:</b> Sunny  <b>Season:</b> Fall  <b>Weather of the season:</b> Windy  <b>Today's weather:</b> It is raining and it is windy  <b>Clothes:</b> Jacket, shoes, jeans, shirts or blouses, beanies.  <b>Closing phrase:</b> Hugs!</p>		
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**Information to create your own postcard!**

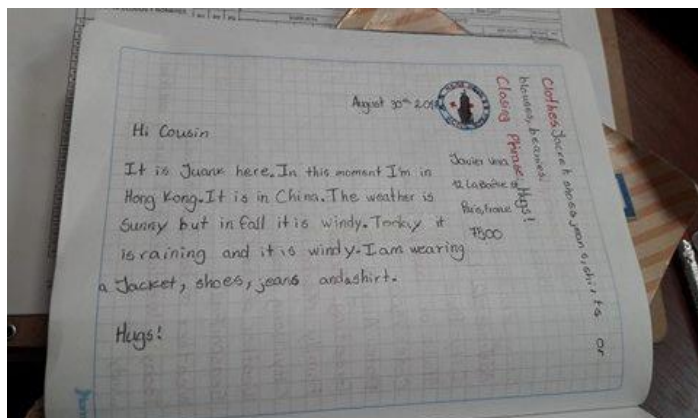
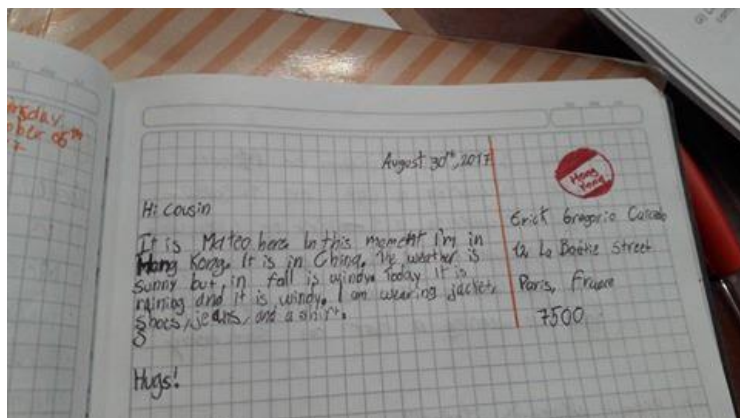
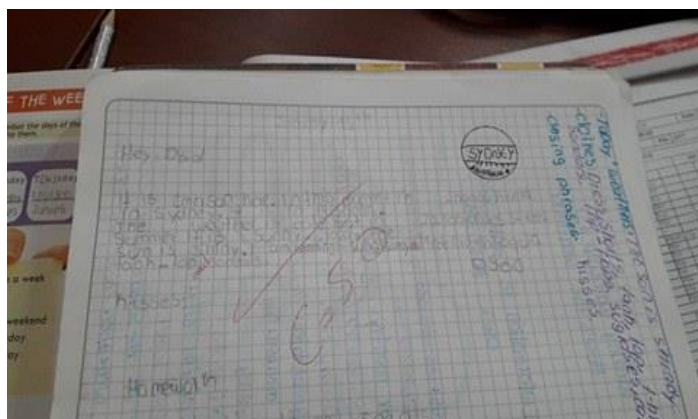
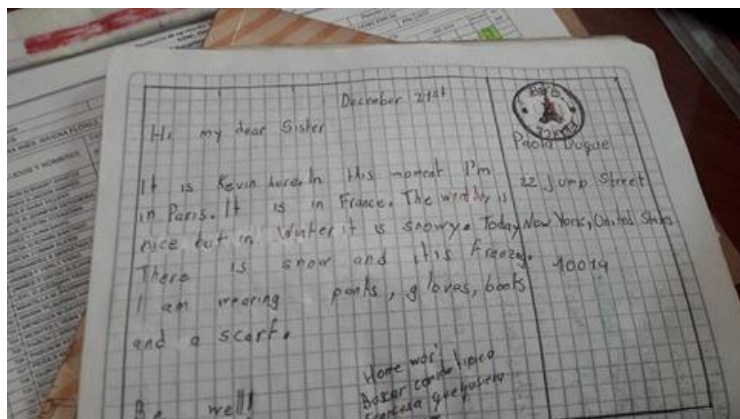
<p><b>Address:</b> 22 Los Alpes Street  <b>City:</b> Medellin  <b>State or Country:</b> Antioquia  <b>Code:</b> 0500  <b>Date:</b> January 15<sup>th</sup>  <b>Greeting phrase:</b> Hey  <b>Family member:</b> Dad  <b>City:</b> Sydney  <b>Country:</b> Australia  <b>Weather of the city:</b> Cold  <b>Season:</b> Summer  <b>Weather of the season:</b> Sunny  <b>Today's weather:</b> The sun is shiny  <b>Clothes:</b> Dress, shorts, tank-top, t-shirt, sandals, flip-flops, sunglasses, cap  <b>Closing phrase:</b> Kisses!</p>		
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**Information to create your own postcard!**

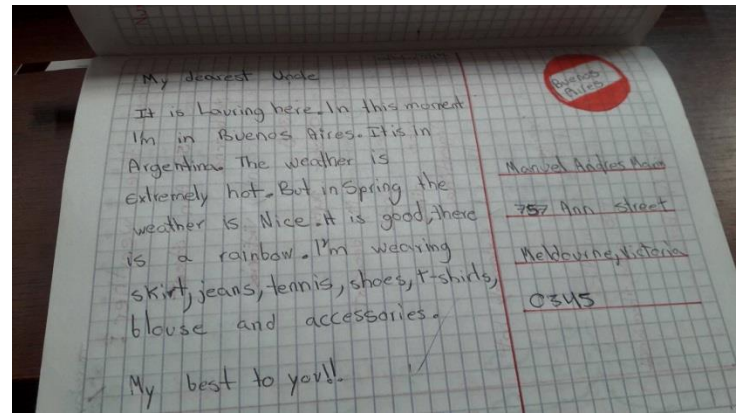
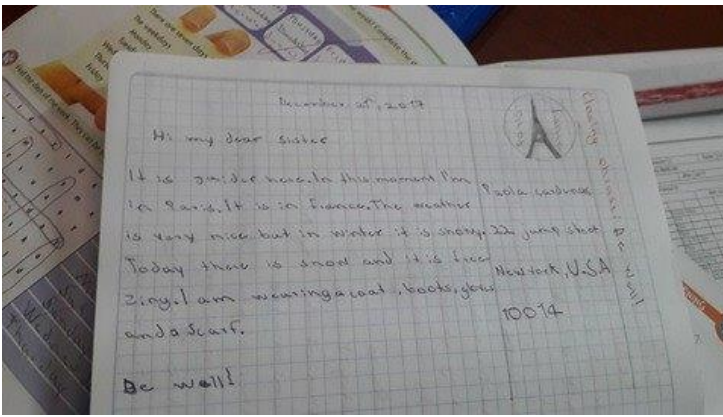
**Address:** 757 Ann Street  
**City:** Melbourne  
**State or Country:** Victoria  
**Code:** 0345  
**Date:** October 24<sup>th</sup>  
**Greeting phrase:** My dearest  
**Family member:** uncle  
**City:** Buenos Aires  
**Country:** Argentina  
**Weather of the city:** Extremely hot  
**Season:** Spring  
**Weather of the season:** Nice  
**Today's weather:** It is good, there is a rainbow.  
**Clothes:** Skirt, jeans, tennis, shoes, t-shirts, blouses, accessories.  
**Closing phrase:** My best to you!



**Annex 11. Students' written productions, second writing workshop**







## Annex 12. Information charts, third writing workshop

### Information to write your own invitation card!



**Who?:** you!

**Invitation phrase:** you have been summoned to Tom and Danielle's 1<sup>st</sup> Annual

**What?:** Halloween Spooktacular

**Complement 1:** Join us if you dare. Enjoy a bewitching evening.

**When?:** Tuesday, the 31<sup>st</sup> of October

**Complement 2:** From 7:00 in the evening until you float on home.

**Where?:** The Smith's hunted mansion  
123 Scary Street



### Information to write your own invitation card!



**Who?:** you!

**Invitation phrase:** Lucky you! Eat, drink and be Irish! Let's celebrate

**What?:** St Patrick's day!

**Complement 1:** Join us for a traditional Irish feast and celebration!

**When?:** Friday, March 17<sup>th</sup> at noon.

**Complement 2:** Wherever you go and whatever you do. May the luck of the Irish be there with you!

**Where?:** The Richard's home  
123 luckiest drive, anywhere Ireland



### Information to write your own invitation card!

**Who?:** you!

**Invitation phrase:** You are cordially invited to our

**What?:** Thanksgiving feast!

**Complement 1:** Please join us. It's time to eat turkey and cranberries too just like the pilgrims used to do!

**When?:** Thursday, the 23<sup>rd</sup> November at 8 o'clock

**Complement 2:** Let's give thanks together!

**Where?:** The Johnson's farm  
12 Harvest Lane



### Information to write your own invitation card!



**Who?:** you!

**Invitation phrase:** You are invited to attend to our

**What?:** 4<sup>th</sup> of July Party!

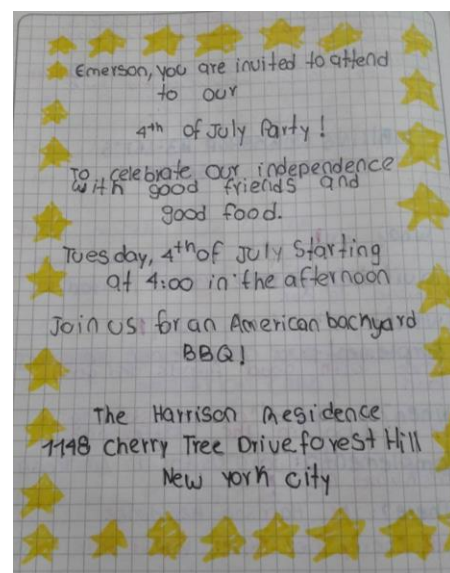
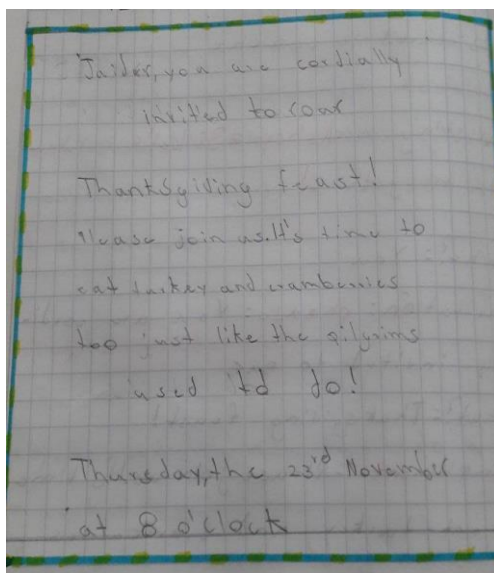
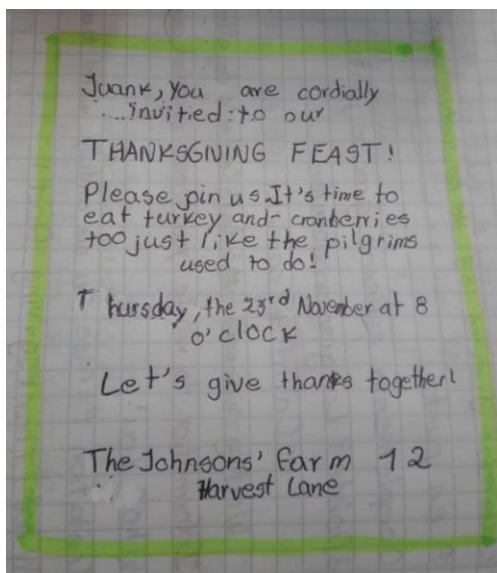
**Complement 1:** To celebrate our independence with good friends and good food.

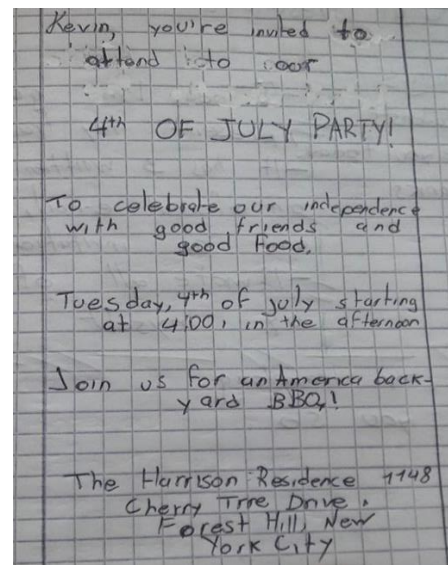
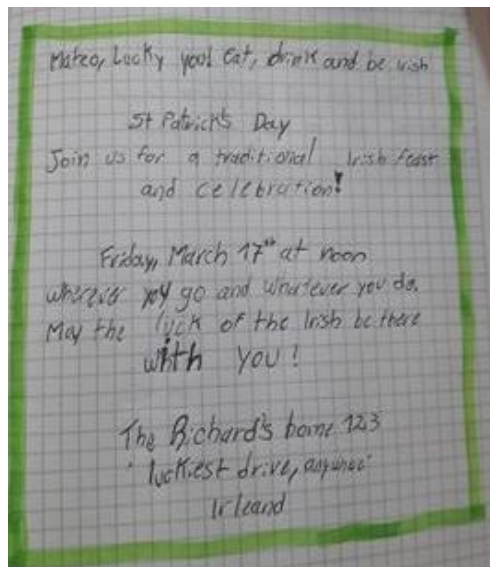
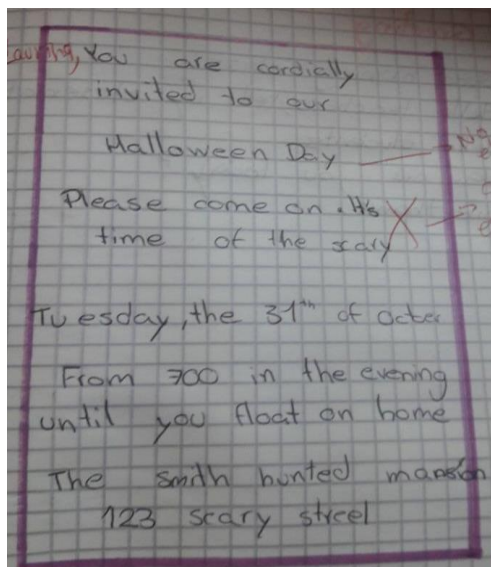
**When?:** Tuesday, 4<sup>th</sup> of July starting at 4:00 in the afternoon

**Complement 2:** Join us for an American backyard BBQ!

**Where?:** The Harrison Residence  
1148 Cherry Tree Drive. Forest Hill, New York city

### Annex 13. Students' written productions, third writing workshop





## Annex 14. Narratives

### UNIVERSIDAD DE PAMPLONA LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES

NARRATIVA #1 Semana del 28 de Agosto al 1 de Septiembre  
Bárbara del Pilar Camargo Pacheco – 1.094.277.719

El proceso de iniciación a la práctica integral en la institución educativa Bethlehemitas Brighton ha sido complejo porque es un cambio del cielo a la tierra ya que debemos acostumbrarnos no sólo a horarios diferentes a los que solíamos trabajar durante las clases de la Universidad, pero también a un ambiente de colegio que es todo lo contrario al de la Universidad, también, en este proceso cambiamos roles ya que estamos a cargo de ciertos cursos y debemos ser instructores allí para la formación académica de nuestros estudiantes. Durante este proceso estaré a cargo de los grados 6'01, 6'02 y 6'03 en la parte de la secundaria y 5'01 y 5'02 en la parte de primaria. A pesar de que estos grupos no pertenecen a la misma sede, el trabajo no es muy diferente y los temas que trabajan se complementan.

Con respecto a los grupos de sexto grado, el trabajo realizado hasta el momento ha estado bien ya que no son muy difícil de manejar, sin embargo, la indisciplina llega en cualquier momento y más porque aprovechan cualquier descuido para dejar de prestar atención y molestar durante la clase. Controlar la indisciplina es una tarea difícil ya que no es una sola persona la que lo hace, sino que se unen varias hasta que la mayoría del salón pierde el foco de la clase impidiéndome continuar con las actividades o la explicación al mismo tiempo que afectan a los estudiantes que sí están prestando atención. Con los estudiantes se debe buscar la manera de trabajar activamente ya que algunas clases son durante el último bloque lo que significa que ya están cansados para esa hora, haciendo que presten menos atención y que no participen en la clase. Por otro lado, la prosería es otro aspecto que llea a afectar

### UNIVERSIDAD DE PAMPLONA LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES

NARRATIVA #4 Semana del 18 al 22 de Septiembre  
Bárbara del Pilar Camargo Pacheco – 1.094.277.719

Durante la tercera semana, decidí que no iba a llevar a cabo mi proyecto pedagógico con los estudiantes de 6'01 y 6'02 ya que mientras presentaba el proyecto no vi mucho interés por parte de ellos ya que ni siquiera me hicieron preguntas sobre lo que tocaba hacer ni sobre cómo hacerlo, también porque mientras desarrollaba las actividades de introducción a lo que se haría durante el proyecto, estos dos grupos no me permitieron desarrollar bien las actividades ni prestaron atención al porqué estas actividades servían para el proyecto. A esto le agrego la indisciplina que se formó mientras trataba de explicar el proyecto y las actividades, los estudiantes no mostraban ni el más mínimo interés en ser parte del proyecto así que tomé la decisión de que ellos no trabajarían conmigo la creación del travelogue. Así que durante esta semana con estos dos cursos empecé a trabajar en la unidad 6 la cual hace referencia al clima, se les explicó estructuras sencillas y frases simples para referirnos al clima y cómo preguntar sobre el mismo. A pesar de que los estudiantes entendieron mientras se les explicó, cuando debieron hacer las actividades ellos solos, se notó la falta de atención durante la clase porque ni siquiera fueron capaces de mirar los ejercicios de ejemplo para poder completar los otros ejercicios.

Por otro lado, con los estudiantes de 6'03 se pudo llevar a cabo la primera implementación del proyecto ya que ellos inicialmente serían el único grupo con el que trabajaría, después decidí trabajar con todos los grados sexto pero me di cuenta que seguiría como lo había planteado al inicio, trabajar solamente con el grado 6'03.

Durante la semana de introducción al proyecto, los estudiantes de este grupo mostraron demasiado interés en la creación del travelogue ya que al mostrarles diferentes ejemplos de travelogues, a ellos les llamó la atención que podían decorarlo de diferentes maneras, agregarle todas las cosas relacionadas a los viajes, también, porque para aquellos estudiantes que han tenido la oportunidad de viajar al extranjero, se les permitirá agregar cosas reales de sus viajes al travelogue,

### UNIVERSIDAD DE PAMPLONA LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES

NARRATIVA #2 Semana del 04 al 08 de Septiembre  
Bárbara del Pilar Camargo Pacheco – 1.094.277.719

Durante la segunda semana de clases, el ambiente se tornó más pesado y fue mucho más difícil trabajar con los estudiantes porque mi profesora supervisora estuvo enferma y no pudo acompañarme durante las clases del lunes y martes. El lunes es mi día más pesado ya que tengo clase con los 3 sextos. Durante la jornada del lunes, específicamente con el grupo 6'1, los estudiantes como sabían que la profesora no iba a estar presente se comportaron de manera muy inadecuada porque no me dejaban dar clase y eran muy irrespetuosos, no paraban de hacer comentarios y formar indisciplina durante las explicaciones, luego cuando tenían que trabajar en alguna actividad no la hacían ya que no entendían lo que debían hacer. A parte de hacer comentarios durante la clase, no la tomaban en serio ya que tomaban las explicaciones para hacer chistes indebidos que tenían doble intención. En una oportunidad tuve la necesidad de llamar a la coordinadora para que me acompañara ya que no veía la forma de mantener a los estudiantes concentrados en clase, en otra ocasión durante la misma clase otra profesora del área de Inglés me acompañó. Luego, durante la clase con 6'2, al principio pude mantenerlos concentrados para la explicación y que trabajaran en los ejercicios, sin embargo, una profesora del área de sociales tuvo que entrar al salón y acompañarme porque los estudiantes nuevamente empezaron a desordenarse. La clase con 6'2 se divide por el recreo, una hora antes del recreo y otra después, por lo tanto, cuando ellos llegaron de nuevo al salón, querían seguir molestando y jurando y estaban indispuestos a seguir con la clase. Finalmente, durante la clase

### UNIVERSIDAD DE PAMPLONA LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES

NARRATIVA #5 Semana del 25 al 29 de Septiembre  
Bárbara del Pilar Camargo Pacheco – 1.094.277.719

Durante las cinco semanas que han pasado, el comportamiento de los estudiantes ha cambiado bastante en comparación a como era cuando comencé la práctica integral, sin embargo, en las ocasiones en las que la profesora supervisora no ha podido estar presente, este comportamiento cambia y vuelve a ser como el del primer día. El lunes que tuve clase con los tres sextos, las profesoras de inglés fueron invitadas a una capacitación en el colegio Agueda Gallardo, por tal motivo mi profesora supervisora no pudo acompañarme en las tres clases del día que eran con los tres grados de sexto. Durante las primeras dos horas que tenía con el grado de 6'01 se presentó la prueba de calidad de biología, por tal motivo, sólo quedé 30 minutos de clase. Los estudiantes al notar que la profesora no iba a acompañarnos decidieron no prestar atención a la explicación que les iba a hacer ya que al siguiente día tenían la prueba de calidad de inglés. Ellos decidieron levantarse de sus puestos, ponerse a hablar con los amigos, hacer desorden y ruido y no a prestarme atención, al ver que yo no los regañaba para que se quedarán en silencio ellos siguieron en desorden. Decidí no regañarlos más ni gritarlos para que presten atención ya que así solamente me desgastó yo y ellos no van a prestar atención. Como vieron que yo simplemente estuve parada al lado del pupitre de la profesora sin decirles nada, pensaron que yo les permití el desorden en el que estaban, sin embargo, cuando iban a tocar el timbre les dije que por la clase del día tenían mala calificación ya que no permitieron dar clase. Después, con el grado 6'02, hubo bastante desorden pero a pesar de eso, la mayoría de los estudiantes sí estuvieron atentos a las explicaciones de la clase ya que era un repaso para la prueba de calidad, de ese modo los estudiantes estuvieron atentos porque sabían que necesitaban ese repaso antes de presentar la evaluación. Finalmente, con los estudiantes de 6'03 se pudo trabajar mucho mejor en comparación con los estudiantes de 6'01 y 6'02. Hubo indisciplina pero nada que no se pudiera controlar, además como era revisión y repaso para la prueba de calidad, todos estaban interesados en responder a sus dudas y estar más preparados.

### UNIVERSIDAD DE PAMPLONA LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES

NARRATIVA #3 Semana del 11 al 15 de Septiembre  
Bárbara del Pilar Camargo Pacheco – 1.094.277.719

Durante la tercera semana de clases, decidí introducir mi proyecto pedagógico a los estudiantes de sexto ya que el día lunes tengo clase con los tres grados. Les expliqué que el proyecto consiste en la creación de un travelogue (libro de viajes) por parte de ellos para desarrollar su competencia escrita. Para esta presentación, decidí mostrar a los estudiantes unas diapositivas en las que les planteé los objetivos, el cronograma y, además expliqué los términos básicos del proyecto los cuales son: taller de escritura y travelogue. Después de haber presentado la parte teórica, expliqué a los estudiantes el proceso del proyecto el cual consiste en la creación de 3 diferentes tipos de textos: un correo electrónico informal, una postal, y una tarjeta de felicitación; así mismo, les dije que yo sería una guía en este proceso y les expliqué de qué manera se iban a llevar a cabo los talleres de escritura. Para que los estudiantes entendieran mejor el proyecto, decidí mostrarles cómo crear la portada del travelogue, les mostré muchas imágenes de diferentes travelogues para que ellos tuvieran una idea más clara del trabajo que van a desarrollar. También, les expliqué que aparte de las tres producciones escritas que van a trabajar conmigo, ellos eran libres de agregar más cosas que tuvieran relación con la temática del viaje, para esto, les hice una lista de cosas que pueden agregar al travelogue como tickets de viaje, recibos, monedas, fotos, dibujos, mapas, tickets de museos, menús de restaurantes, etc. Adicionalmente, para motivarlos un poco más, les pregunté si alguna vez alguno de ellos habían tenido la oportunidad de viajar al extranjero, para sorpresa mía, algunos de ellos han salido del país, así que les dije que podían agregar recuerdos que tuvieran de esos viajes al travelogue.

Después de la introducción del proyecto, me pude dar cuenta que los estudiantes se sintieron bastante motivados con el proyecto y que la idea de crear este libro de viajes les llamó mucho la atención porque al finalizar la presentación, muchos tenían diferentes dudas sobre qué cosas podían agregar o me decían sus ideas para crear la portada; esto me llenó mucho de emoción porque me hizo saber que el proyecto

### UNIVERSIDAD DE PAMPLONA LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES

NARRATIVA #6 Semana del 02 al 06 de Octubre  
Bárbara del Pilar Camargo Pacheco – 1.094.277.719

El trabajo que se ha realizado hasta el momento se ha visto interrumpido por la gran pérdida de clase que hay en el colegio. En muchas ocasiones surgen diferentes actividades que reemplazan estas clases. La mayoría de las veces, por no decir que siempre, los lunes se pierde una hora de clase debido a la formación que está programada. Esta formación debería durar máximo 15 o 20 minutos pero casi siempre se toma 40 minutos o más. Los estudiantes de sexto grado también se presentaron los valores del mes de octubre los cuales son creatividad y emprendimiento, entonces, aparte de hacer la formación semanal en la que hacen la oración y se discuten algunos aspectos importantes del colegio, también la profesora encargada de los valores presentó la cartelera del mes con su eslogan y la reflexión sobre estos valores. Esta actividad tomó toda la primera hora, por lo tanto sólo pude trabajar 1 hora con los estudiantes de sexto 01, esto fue un problema porque aparte de que era poco tiempo, los estudiantes estaban en indisciplina. La indisciplina de este grupo no dejó dar clase y el poco tiempo que quedó del lunes no se pudo aprovechar del todo porque aunque algunos sí intentaron mantenerse callados y trabajando, otros simplemente no acataron órdenes y no respetaron la clase. Para finalizar la clase con sexto 01 decidí hacerles un juego en el que también practicaron lo que se había visto en la clase, afortunadamente a los estudiantes les gustó la actividad y estaban emocionados en responder bien y ganar puntos, pero como siempre hubo un poco de indisciplina que igualmente se pudo controlar. Con el grado sexto 02 se trabajó de la misma forma que con sexto 01 pero la disciplina fue mucho mejor en cuanto a la explicación del tema porque cuando llegó el momento del juego, estuvieron incluso más indisciplinados que los estudiantes de sexto 01, aun así, me di cuenta que a los estudiantes les gustó salir de la rutina de simplemente hacer ejercicios en el libro y en el cuaderno; ellos se divirtieron al mismo tiempo que repasaron lo que se explicó en clase.

En la segunda clase con los estudiantes de sexto 01, el trabajo mejoró bastante y al menos indisciplina que en otras ocasiones y sin embargo, al desorden llegó de todas formas pero esta vez fue a pocos minutos de terminar con la clase. A pesar de que esta semana estuvieron trabajando mejor que en las otras cinco, se

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**NARRATIVA #7** Semana del 09 al 13 de Octubre  
Bárbara del Pilar Camargo Pacheco – 1.094.277.719

Después de haber pasado siete semanas desde que este proceso comenzó, se ha notado un cambio en la actitud de los estudiantes de sexto, no en todos los grupos, pero sí en la mayoría. La indisciplina ha disminuido en estos grupos y han trabajado de mejor manera; sin embargo, cuando se salen de control y empiezan a molestar mucho, ya no los regaño tan fuerte sino paro la clase y espero a que ellos mismos se den cuenta y hagan silencio, pero, cuando no funciona, simplemente les digo que les bajo la nota del día de la clase. Cuando los estudiantes ven que la nota les afecta, cambian de actitud y hacen caso, sin embargo, a los estudiantes de 601 ni siquiera que se les afecte la nota los hace estar juiciosos.

Esta semana por ser la semana institucional, las clases solo iban hasta las 12:15 y las horas se volvieron de 45 minutos nada más. Esto afectó las clases porque las horas eran más cortas, sin embargo, el trabajo se pudo realizar con todos los estudiantes. Para salir un poco de la rutina, decidí que esta semana explicaría los temas de la clase a través de diferentes juegos en los que los estudiantes tuvieran que ganar puntos en grupo y así trabajar en conjunto. Esto pareció ser una buena idea ya que a ellos les llamó mucho la atención no tener que estar frente al tablero viendo como yo les explicaba sino que les gustó ser ellos mismos los que iban descubriendo los temas. Ya que el tema era los números ordinales, primero decidí repasar los números cardinales con los estudiantes ya que era necesario chequear si los sabían bien. Para este repaso también decidí hacerlo en forma de juego y que los estudiantes trabajaran por filas, es decir, ganaban puntos por grupo. Durante este trabajo me di cuenta que la mayoría de los estudiantes no recordaban los números así que eso me impidió continuar con la explicación central que eran los números ordinales; en cambio, me tocó repasar todos los números cardinales con

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**NARRATIVA #8** Semana del 16 al 20 de Octubre  
Bárbara del Pilar Camargo Pacheco – 1.094.277.719

Durante esta semana, sólo tuve dos horas de clase con cada grupo ya que el lunes fue festivo haciendo que perdiera las otras dos horas que corresponden a cada grupo; además, la metodología cambió un poco para los estudiantes de sexto grado ya que en vez de explicarles en el tablero con marcadores y con el libro en mano, decidí mostrarles un video y unas diapositivas relacionadas con el tema para que así los estudiantes aprendieran al mismo tiempo que participaban sobre las diapositivas. El tema para esta semana fue los meses del año; en las diapositivas les mostré una celebración importante e internacional que representa a cada mes y en el video les mostré cómo celebraban cuatro de ellas en algunos países: St Patrick's day, 4th of July, Halloween and Thanksgiving. Al primer grupo al que le presenté esta actividad fue a sexto 01. Con ellos el trabajo siempre ha sido difícil porque por más actividades diferentes o cambiarlos de salón, ellos siempre van a molestar y eso quedó evidenciado en la actividad de esta semana. La idea de presentarles las celebraciones de cada mes era para que ellos conocieran un poco más de cultura anglofrontera ya que no sólo eran celebraciones de Estados Unidos sino que también celebraciones propias de otros países de habla anglofrontera como Irlanda. Se evidenció que a los estudiantes sí les interesó saber sobre la cultura de otros países y ver cómo celebraban las fechas importantes o especiales. Sin embargo, la indisciplina no faltó; al momento de presentarles los videos, los estudiantes tomaban como burla a las personas que salían en él ya fuera porque estaban disfrazados o tenían maquillaje diferente. Ellos encontraban bromas y querían comentar todo lo que salía en el video pero no para aportar algo a la clase sino para hacer chistes y hacer que todos sus compañeros se rieran promoviendo no sólo el desorden y la indisciplina sino también molestia por parte de la profesora ya que este tipo de actividades son hechas para salir de la rutina y acercar a los estudiantes de alguna manera a la cultura de dichos países. A pesar de la indisciplina, pude notar que la mayoría de los estudiantes sí estuvieron interesados y participaron en la clase cuando se les preguntaba si conocían alguna de esas fiestas, lo que se hacía en ellas y por qué eran celebradas. Con los estudiantes de

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**NARRATIVA #9** Semana del 23 al 27 de Octubre  
Bárbara del Pilar Camargo Pacheco – 1.094.277.719

Nuevamente durante esta semana sólo tuve dos horas de clase con cada grupo ya que el lunes no hubo clase porque los docentes estaban invitados a una jornada de salud en el colegio la Normal, por tal motivo, los estudiantes no fueron citados y las horas de ese día se perdieron. Adicionalmente, con los estudiantes de sexto grado 02 no tuve clase ningún día de la semana ya que el viernes, que es la segunda clase con ellos, hubo una misa de la Madre Encamación, una izada de bandera y el cuarto taller de Bethlemitas por la Paz. Lo cual tomó las otras dos horas que tenía para sexto 02. Debido a esto, los temas trabajados con los estudiantes de sexto variaron unos de los otros porque no todos vieron lo mismo. Empezando con sexto 01, los cuales van al día en cuanto los temas que deben ver; se pudo trabajar lo que estaba estipulado para las cuatro horas de clase en las dos que tuvimos esta semana. Con ellos se trabajó cómo decir la hora en inglés y cómo preguntar sobre la misma. Al principio pensé que iba a ser un tema difícil para ellos ya que eran varias cosas que componían este tema, sin embargo, todos estuvieron muy juiciosos y atentos a la explicación y entendieron rápido el tema. Hubo que hacer segundas explicaciones y dar más ejemplos a los estudiantes para que entendieran mejor pero en general todos agarraron con facilidad el tema y los ejercicios que realizaron para practicarlo estuvieron bien. Después de este ejercicio me di cuenta que uno de los aspectos que más afectaron a los estudiantes durante todo este periodo de practica fue la falta de atención; en la mayoría de las clases siempre estaban en demasiada indisciplina y no prestaban atención a las explicaciones, esto los llevaba a que no hicieran bien los ejercicios y no responderían bien en las evaluaciones; en cambio, durante la clase de esta semana estuvieron muy atentos y no hicieron indisciplina, preguntaban cuando no entendían muy bien y querían participar con los ejemplos, demostrando que cuando no molestan y están juiciosos los resultados son mejores.

Por otra parte, con los estudiantes de sexto grado 03 se tenía pensada la tercera y última implementación del proyecto la cual toma toda la semana, sin embargo, como el lunes no hubo clase, fue necesario correrla para el jueves ya que es el segundo día que tienen los estudiantes. No obstante, el jueves mi profesora supervisora le

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**NARRATIVA #10** Semana del 30 de Octubre al 03 de Noviembre  
Bárbara del Pilar Camargo Pacheco – 1.094.277.719

A pesar de que durante la última semana de este proceso hubo varias actividades que impidieron el desarrollo de algunas clases, el trabajo que se tuvo que hacer fue bastante ya que no sólo teníamos las clases finales sino que también la presentación final del Talent Show. Empezando por las clases, después de dos lunes de no haber tenido clase, volví a tener una jornada completa de clases en todas las horas de la mañana lo cual fue bastante difícil ya que es muy desgastante estar hablando por casi seis horas durante toda la mañana y, lo hizo aún más difícil el hecho de que estaba enferma entonces el desgaste de la voz fue aún mayor. Con los estudiantes de sexto grado 01, se tenía pensado hacer un repaso de los temas de la unidad 7 para una evaluación que tenían, sin embargo, durante la formación semanal se perdió una hora completa de clase y la otra se tomó para desarrollar un taller de lectura en español el cual forma parte de un proyecto de lectura. Con los estudiantes de sexto grado 02 se llevó a cabo una explicación de los temas finales de la unidad 7 para así terminar con ellos y hacer la evaluación. Esta explicación se pudo llevar a cabo como se esperaba ya que los estudiantes estuvieron muy atentos a la explicación y participaron durante toda la clase; sin embargo, cuando se les preguntó si tenían dudas o preguntas todos dijeron que no, pero a la hora de realizar los ejercicios pude notar que muchos no entendieron bien. Después de este ejercicio, se pudo percibir que por miedo o pena de preguntar, muchos estudiantes prefieren quedarse callados y sin entender, siendo uno de los motivos por los cuales los estudiantes no rinden bien en actividades, tareas, o evaluaciones.

Por otra parte, con los estudiantes de sexto 03 se realizó la parte final del taller de escritura número tres. Durante este parte, los estudiantes sólo se iban a enfocar como tal en la escritura del texto porque ya había trabajado todo lo demás. Primero los estudiantes hicieron un brainstorming de la información que cada uno tenía en su hoja de actividades. Después de esto, todos los estudiantes dijeron que ya habían identificado el texto que les correspondía ya que durante la primera parte del taller, la cual se llevó a cabo el jueves pasado, ellos la estuvieron leyendo y entendieron fácilmente. Cuando se les pidió realizar el primer draft de la invitación

## Annex 15. Self-observation cards

**Camargo Pacheco Bárbara Del Pilar**  
5 respuestas

Escoja de 1 a 4, según el criterio descrito. Siendo 1 el más bajo y 4 el más alto

5 respuestas

Month	1	2	3	4
sept. 2017	8	21		
oct. 2017	4	20		
nov. 2017	2			

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.

5 respuestas



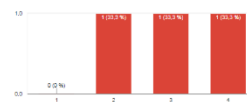
Planteo situaciones introductorias previas al tema que se va a tratar.

5 respuestas



Favorezco la elaboración de normas de convivencia con la aportación de todos y reacciono de forma ecuánime ante situaciones conflictivas.

5 respuestas



Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.

5 respuestas



### Annex 16. First class recording



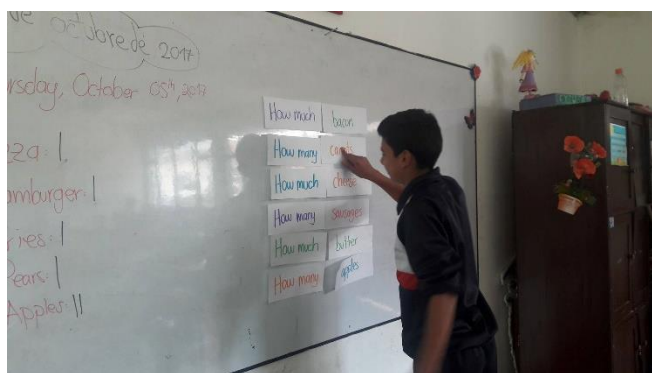
### Annex 17. Second class recording



**Annex 18. Third class recording**



**Annex 19. Outreach Component**



**Annex 20. Presentation of the values for September and October**



**Annex 21. Bethlemitas por la Paz workshops**



**Annex 22. Flag-raising seventh grade 03 and eighth grade 03**



**Annex 23. Flag-raising pre-scholar students**





**Annex 24. Flag-raising sixth grade**



**Annex 25. Friendship day celebration**



**Annex 26. Reparation day 25<sup>th</sup> September**



**Annex 27. Earthquake drill**



**Annex 28. Talent Show rehearsals**





**Annex 29. Closure of October**





**Annex 30. Talent Show**

