FOSTERING WRITING SKILLS THROUGH THE USE OF NEWSPAPER FROM 6TH TO 9TH GRADERS AT THE CRISTO REY HIGH SCHOOL: AN ACTION RESEARCH STUDY

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First and foremost, I would like to thank God for giving me the ressources, means and the strength necessary for finishing this journey.

I would like to express my sincere thanks to my family, for giving me their unconditional love and support through this entire process that was essential for my future labour.

I also take advantage of this opportunity to thanks my mentor Daniel Ricardo Pedraza for taking some of his time to share his advice, his expertise and constructive criticism to orientate my teaching process. Also for his facilities in the accomplishment of this project.

Approval Comment

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Practicum Committee Signature

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Supervisor's signature

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Introduction

Nowadays, learning a second language has become widely learnt worldwide in over 100 countries. It has become a necessity for people to interact in different fields such as business, education, sports and tourism in order to have more opportunities to take advantage of. Work opportunities are important for this globalized society where people must be competent and communicative and much more important, w11hen they speak a second language, hence, it is more important to speak two languages rather than those who just speak one single language.

On the other hand, in terms of education, English must be adequately taught, and for this, teachers must implement pedagogical projects so as to innovate how to teach a second language to improve education in every single country to help students to learn in an interactive way. Else, students must feel motivated to easily learn a second language. In order to do so, the newspaper is an essential and pedagogical tool for the teachers to improve students' skills such as reading and writing, which are crucial elements for students to promote participation, critical thinking, and help them to be analytical.

Within pre-service teachers' most important tasks, there is one that is to supply the educative community with a tool that allows to mitigate certain types of backgrounds, as well as prepare students to face today's requirements. For this reason, motivated by the real need within the educational field, the preservice teacher manifested a growing interest in developing a project in which autonomy, as a fundamental element for students' learning could be fostered through the execution of practical strategies based on news.

Statement of the problem

After conducting 9 classroom observation at 6th 7th 8th and 9th groups at the San Francisco de Asís, sede Cristo Rey, it was identified that students have a low level of reading and writing. Moreover these students do not take advantage of the media classroom and they have to stay during their whole classes seated on their chairs looking at the teacher writing on the blackboard. Furthermore, the student teacher realized that both the teacher and the students use the mother language when speaking, which could be an obstacle for advancing on the language learning. Another essential point I noticed during the class observation was the lack of authentic material to practice reading comprehension and good methods to read, therefore the students are not provided with attractive material to learn vocabulary so as to use it when writing on their notebooks.

Justification

With regards to the classroom observations of the four grade groups from San Francisco de Asís high school, it is important to express that they showed a lack of motivation to participate in the English classes because of the lack of knowledge they had of English. It is why, as an English teacher, there must be found new strategies and techniques in order to change their attitude within their English learning process. In this sense, an authentic material like a newspaper can serve to this purpose and can fix in an accurate way aimed at solving their learning problem.

By using newspapers, student feel engaged to learning in an interactive way since the diversity of topics found on it can make student feel confident and comfortable to learn

what they are interested in. Within this authentic material there is a great diversity of materials available in terms of advertisements, cartoons, bulletins, horoscopes, weather reports etc. Such materials are familiar to them not only with the language but also with the culture and value system of the country concerned.

This proposal is aimed at improving the writing and reading skills by arousing students' curiosity, making them feel more motivated to learn the language skills, bring something of the everyday world into the classroom and to remove the repeated activities done in their everyday classroom activities.

The current study is breaking down into four chapters; the first one is the Pedagogical Component, the second chapter is the Research Component, the third chapter is the outreach Component, finally, the fourth chapter is the Administrative Component.

Objectives

General objective

- To foster students' writing and reading skill at a public school, by implementing the use of a newspaper.

Specific objectives

- To foster English reading and writing activities by the use of newspapers
- To understand the way of using newspapers to help student improve reading and writing skills.

Institutional observation

Topographical Location of the School

The Instituto Arquidiocesano San Francisco de Asís is placed in the city center of Pamplona Norte de Santander but one of its branches is Cristo rey high school where this project will be developed. This is a Colombian public secondary school, which is located in 5n street Nº 12-3660 "Cristo Rey" neighborhood high side in Pamplona, main high School institution located in the 3rd street 8-204, "Los Cerezos" neighborhood. According to the government Decree No000932 on December 2007, which modified the Decree No 000132 on January 28th2003, that establishes "Institución Educativa Instituto Tecnico Arquidiosesano San Francisco De Asís" is a set of different scholar Institutions, which are "Sede Central, Rafael Afanador Y Cadena, José Antonio Galán, Cuatro De Julio" and "Santa Marta".

School authorities

The institution authorities are organized thus: head of the educative institution, the principal Bernardo Wilches Gelvez, who is on the top of the administrative component and the person who authorizes and gives organization logistically and academically the high whole school. The chain of command does not change inside the facilities of the institution, the principal functions, and the committees are ensued by the coordinator, of the institution of the high school José Joaquin Rincon, teachers and the student's representative. The scheming permits supervising and coordinating the fulfillment of the students and of all the people who cooperate in the learning and organization process in the Cristo rey high school.

NAME	OCCUPATION
Bernardo Wilchez Gelvez	Rector
Jose Joaquin Rincon	Coordinador
Carmen Rosa Daza	Lic. Lenguas Extranjeras Ingles– Francés

Specific Objectives:

1. To favor a co-educational model toward the construction of real spaces of equality in opportunities, respect, and integration of the differences between men and women.

2. To develop communicative skills to read, comprehend, write, listen, talk and express correctly in the student's first language and in a foreign one (English).

3. To stimulate the development of activities and habits that enhances the conservation of physic and mental health and the rational use of free time.

4. To promote the capacity to create, adapt and transfer the required technology in the development processes of the country.

5. To enhance the study of values and the knowledge and respect of the characteristic differences of each social group.

6.   The "Institución Educativa Instituto Técnico Arquidiocesano San Francisco De Asís" bases its doctrine on the following philosophy:

Mission

Contributing our students the formation spaces which guarantee them and their families, the city, the region and Colombia, learning and life experiences, which can be applicable as labor alternatives to solve their economic problems, so that they consolidate responsibly their projects of life. Thereby, the institution will impel projects directed to strength the human talent, the communitarian participation, the preparation for work, the inclusion of all without any type of discrimination in a tolerated and the respectful scope of man and woman and the environment.

Vision

By the end of the year 2020, the educational institution must demonstrate competitiveness in the social, cultural, sporting and academic gaining recognition in the local, regional and national scope.

Code of conduct

The board of directors of the Cristo Rey institution adopted a unique rulebook which establishes the general basic criteria of institutional coexistence; the rulebook is based on the following

Characteristics:

• All educative communities participate.

• Rights, duties, and inhibitions of all educative members

• Pacific and respectful coexistence.

• Parameters, procedures and mechanisms to solve academic and behavioral problems.

Maintenance

This educational institution is composed by one stage. This floor comprises 10 classrooms, Cafeteria, Coordination office, Teachers´ office, 1 Computing lab, 1 Playing Field and a band´s room.

Organization Chart of the Institution

According to the Ley 115 de 1994 in the Articulo 142, the school government of all the public schools in Colombia must be organized in this way:

THE PRINCIPAL	THE BOARD OF THE DIRECTORS	The academic councils
		Two representatives of the teachers
		One representative of the students
		Two representative of the parents

PRE-SERVICE TEACHER SCHEDULE

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
SEPTIMO 7 00-8 50 am	SEXTO 7 00 – 8 50 am		OCTAVO 7:00-8:50 am	
		OCTAVO 8:50 – 9:45 am		8:50-9:45 am noveno
DESCANSO	DESCANSO	DESCANSO	DESCANSO	DESCANSO
	SEPTIMO 1015- 11:10am			
	NOVENO 11:15 -12:50 pm	SEXTO 12:00–12:50 pm		

Chapter I - Pedagogical component

Introduction

According to the Bilingual National Plan (2006) to be competent in a second language is essential in this globalized world, which requires people to communicate better, to open borders and understand other contexts. This is why the National Education Ministry (MEN) (2015) launched a bilingualism plan called "Colombia very well", where the Common European Framework of Reference (CEFR) was adopted as a guiding model for the educational area which has six levels of foreign language proficiency in the four skills.

The Pedagogical component of this project will be developed through the use of newspaper in order to improve students' writing and reading skills, and using technology devices as an important tool to encourage student's attitude when learning a foreign language at a public school of Colombia.

Justification

Based on the nine classroom observations which were conducted, the pre-service teacher could realize that there is a lack of vocabulary to comprehend short readings which they are supposed to understand easily. This proposal will involve the communicative approach so as to make student enhance the communicative skills, those that are affected by the lack of motivation to participate and to communicate by using a second language being afraid of making mistakes when writing or giving oral responses from short paragraphs or readings.

Through this proposal, the reading and writing skills will be prioritized because they are the skills under investigation during the research process.

Objectives

General objective

- To foster writing skill through the use of a newspaper.

Specific objectives

- To implement the use of a newspaper in order to develop students writing skills.
- To involve students in their learning process through the use of the newspaper

Theoretical framework

The theoretical framework of the pedagogical component of this action research was based on the main concepts that were involved in the application of this strategy: the Bilingual National Plan (BNP), the communicative approach, integrated skills, writing skill, and the newspaper.

The bilingual national plan

"The Ministry of Education" (MEN) proposes some basic competences for the Bilingual National plan in Colombia, in which the main purpose is that by the year 2019, 11th grade students in all Colombian institutions should be able to communicate in English, with international standards, to insert the country into the universal communication processes, the global economy and cultural openness. To measure this purpose, the MEN adapted the levels indicated in the Common European Framework of Reference for Language (CEFR).

In the following table it is presented the levels according to the CEF and its relation with the educative levels in Colombia.

English Proficiency Levels Adaptation for Colombia

LEVELS ACCORDING TO THE CEF	COMMON LEVELS' NAME IN COLOMBIA	EDUCATIVE LEVEL TO DEVELOP EACH LANGUAGE LEVEL
A1	Beginner	1st to 3rd grade
A2	Basic	4th to 7th grade
B1	Pre-intermediate	8th to 11th grade

Table Nº1 *Levels of the CEFR (Adapted from the document "Formando en Lenguas Extranjeras, Inglés: El Reto" (2006,) pg. 6. MEN)*

Communicative Approach

Taking into account that this action research prioritized communication, especially in the writing and reading context, it is important to stand out that this project is based on the communicative approach.

According to Brown (2007), the communicative Language Teaching is a theoretical position about the nature of the language and its learning and teaching process. Besides, it establishes five characteristics that define this approach and that allow us to understand how it can be used in the classroom. 1) the goals of the classroom should be focused on the development of communicative competences and not just grammatical aspects, 2) the language techniques are focused on develop students' competences that allow them to use the target language in a meaningful way, 3) fluency and accuracy are considered as the

main aspect of this approach, 4) students in a communicative class have to use the language, productively and receptively in unrehearsed context outside the classroom, 5)students are given opportunities to focus on their own learning process through raising their awareness in order to help to develop autonomous learners able of keeping working beyond the classroom.

Besides, the main purpose of the communicative approach is to communicate effectively with others. According to Richards & Schmidt (2002) Communicative Approach is "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competences and to achieve meaningful communication among foreign languages learners".

Consequently, the student teacher decided to implement the communicative approach in the teaching process wherein the main concern was to articulate theory with practice for developing students' competence in the foreign language. Therefore, in any attempt to integrate the four skills to build a foreign language communicative environment in class, the student teacher determined that this approach could be useful for this purpose.

Integrated skills

It is essential to acknowledge that there are many important aspects involved in the English teaching and learning processes. One of these aspects is the integration of the four skills that students need to develop when learning a foreign language. (Speaking, Reading, Listening and Writing).

The integration of the four language skills allows students to learn the language as a whole aspect, and where the authentic language takes the principal role. According to Brown (2007), it is important to highlight the four language skills because through this aspect, learners are able to discover the differences and relationships between them. Consequently, they will be able to perform the different activities that each one of them requires.

It is why we highlight the important of select the most appropriate materials, activities and techniques employed in the teaching process. In this regard, this project will be based on enhancing writing skills through the use of the newspaper; which has been useful to integrate the four skills.

Writing skills

One obstacle standing in the way of the success of ESL students is writing. Writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning (Jones, Reutzel, & Fargo, 2010). However, writing is something, which has a goal, purpose and meaning to convey. It is not just a grammatical exercise and a sequence of sentences. Thus, when writing, students are able to critically evaluate massive information they receive inside or outside the classroom.

However, Ericsson, (2006) affirmed that a central factor in the development of expert performance across a wide range of both physical and cognitive task domains is the use of deliberate practice of writing, that can reduce the intense demands of planning generating and reviewing.

Furthermore, according to Cassany (1999), "writing is the way of using the language, at the same time the form to do actions to win objectives", the concept of writing is showed as a the invention of script and a comfortable system of writing and archiving had bigger influence on the development of the human race than any other mental progress in the human history, Based on 0'Brien, T (2004) The process of writing is divided in five sections in which the students have to do during the process to write a story " Pre-writing: prepares the learners to write, First draft composing: learners produce their texts from the ideas generated in the previous stage, Feedback: learners receive comments from their teachers, Second draft writing: learners revise and produce a new draft, Proofreading: in this final stage the students use the appropriate vocabulary, layout and grammar". Those sections are the process at the moment to write a short story.

Writing techniques

Process writing approaches tend to be framed into in five stages of writing.

1) Prewriting

The prewriting stage, when you begin generating ideas on your topic without focusing too much on organization and correctness, allows you to begin creatively and to truly explore the scope and potential of your topic. Also, breaking the writing process down into stages makes it less stressful and more manageable and gives you time to figure out exactly what you want to develop and explore in your paper. (Gordon R. N. D)

2) Drafting

During drafting stage students simply pour out ideas from their minds and so, greater attention is paid to how students can work out with their ideas. By comparison, spelling, punctuation and mechanical mistakes should be of little concern. Drafts are written on every other line or double-spaced so as to give room for self-revising or comments from the teacher and/ or classmates. They may use circles, arrows and other pointing signs to move, delete, or add (parts of) sentences. Laksmi, E. D. (2006)

3) Revising

The revising stage, consisting of two activities the self-revision and the peer revision, is the stage at which the students make their ideas more refined by, just as the word revise suggests see again, seeing again their writings so that they can see weaknesses if there is any or to add more bits of information. Some students think that, as soon as they have finished jotting down their ideas, they have completed their tasks. Laksmi, E. D. (2006)

4) Editing

It is at this stage that the students attempt to make their writings optimally readable (Smith, 1982), and so, the focus is shifted to looking at mechanics of writing, which includes conventions of written Standard English: capitalization, punctuation, spelling, grammar, etc.… Laksmi, E. D. (2006)

5) Publishing

In this final stage, the students publish their writings. Their well-processed results of writing work are handed in to me for sharing. Although they need to be assessed for administrative reason, judgments about their progress are mostly obtained by observing their activities throughout the process. Moreover, my role is not limited to that of an evaluator, rather as the audience. Laksmi, E. D. (2006)

Reading skills

Reading comprehension is an important skill for students of foreign languages (LE), in its perception, it is considered a habit to read, which offers benefits to both intellectuals, according Forte Marmot, (2005) "reading has always been a passion, love that accompanies us since our earliest childhood and it is also the resource of our penchant professional life. ", also reading is considered as a habit that provides emotional and intellectual advantages, reading helps avoid stress, it is also used as a form of healthy entertainment, also it contributes to the angelical thought and at the same way, (Williams 2008), stated that "Acquiring a large vocabulary can have a huge effect on understanding and the ability to talk to others. One way to get vocabulary by reading a variety of texts. ".

Newspaper

The use of tools and materials is one of the major aids that teachers have when teaching a foreign language, considering that they are relatively easy and convenient way of improving not only your students' general skills but also it is a way to increase and improve student's attention and interest for learning a foreign language.

Although newspaper was not designed for educational purposes, newspaper has been used as an instrument in the teaching/learning processes as a way to employ new resources in educative environments. According to Newspaper Association of America Foundation (2007) the newspaper offers especial attraction for the teachers; the newspaper can be used to enhance skills in reading, writing, listening, speaking. One advantage of the newspaper is that the newspaper comes alive with information; it expands the curriculum with an unlimited amount of information to use as background for learning activities. These activities help students improve their skills in reading and writing. These skills are among the ones they can practice: how to find the main idea, how to increase vocabulary, how to compare readings, how to form sentences, how to ask a good question and how to write a great summary.

Methodology

Taking into account many advantageous aspects, the researcher implemented newspaper by adapting it according to the topic, students' level and interest. The use of the newspaper helped not only to enhance the writing skills, but to facilitate the integration of the others skills (reading, listen and speaking). Furthermore, newspaper was an effective tool for taking students out of the routine.

Besides, the use of the newspaper was a good idea to change students' perception about the learning process of a foreign language, since it was a technique for catching students' attention, to control the discipline and to explain the grammar rules in a good way.

For the teacher, methods prescribed what materials and activities should be used, how they should be used and what the role of the teacher should be.(Karavas 2.000) However, it was up to teacher to choose the correct methods, the techniques and the strategies to use, in order to reach the students' goals.

The socio-cultural evolution through time has demanded the change in teaching techniques to suit the needs and learning rhythm of the students, in which educators' perceptions deal with the classroom, how to teach the topics, how to evaluate and how to give feedback to learners.

Taking into account the student teacher's perspective, practicum was an opportunity to experience real classroom events and to implement fresh theoretical knowledge in practical situations. But taking into account that this proposal aimed to improve writing skill through the use of the newspapers, it was carried out in the following way:

Planning

With regards to the pedagogical concept that guided this educative project, the constructivist theory affirms that is the "humans that generate knowledge and meaning from an interaction between their experiences and their ideas." (Educational Broadcasting Corporation, 2004). Taking into account the teacher's aide in the construction and improvement of writing and reading skills in students, some studies argue for the importance of mentoring in the process of learning so as to review their potential learning (Archee and Duin 1995). The social constructivist model thus emphasizes the importance of the relationship between the student and the instructor in the learning process. In this sense the teachers' role was a meaningful aspect to consider in this action research since

their attitudes and teaching strategies were useful to accomplish the main objective of the present study.

Besides, another study carried out by Romaine (2013) pointed out that planning a lesson "helps us think through the course or lesson carefully in advance: to state objectives, plan time, list needed materials/ equipment, and anticipate problems". Due to this, classes were planned taking into account the "plan de area" and the supervisor's advice about the topics and the way to handle them. The pre-service teacher showed the planning to the supervisor before executing the classes, when she corrected it and gave the feedback, the pre-service teacher improved the aspects pointed by the supervisor in order to perform it in the class.

However, during the execution of this project, the classes followed the stages proposed by Brown (2001) in which classes should be developed following this order: (1) Warm-up/Review: It encourages learners to use what they have been taught in previous lessons. (2) Introduction to a new lesson that focuses learners' attention on the objective of the new lesson and relates the objective to their lives. (3) Presentation: introduces new information, checks out learner comprehension of the new material, and models the tasks that the learners will do in the practice stage. (4) Practice: provides opportunities to practice and apply the new language or information. (5) Evaluation: enables the instructor and learners to assess how well they have understood the lessons taught.

This study was an action research that was carried out at the Cristo Rey, a branch of the San Francisco de Asís in seven graders students. Bearing in mind the perspectives above mentioned and as a way to motivate students to write, Newspaper activities fostered articulating speaking, listening and reading activities during class. It means, learners will

familiarized with a topic applying reading, listening and speaking activities; and then, they will be asked to write a piece of paragraph related to the topic worked in classes.

In order to implement the authentic material proposed, the student teacher included the newspaper in each class plan so that it could serve as the reading part of the class during the seven weeks during the weeks raised for the professional practice.

Despite the fact that it was proposed to work more on writing skills, it is important to state that the student teacher have enhanced at the same way the speaking, listening and reading skills as it has been suggested by the supervisor

First stage

Due to the preparation of the students on reading newspapers that fix well with the stipulated topic in the classes it was necessary for the student teacher to implement a reading with an interesting topic the past simple. (This one was not a newspaper) In this stage it was noticeable the difficulties the students had to comprehend simple sentences in past simple, so was their attempts to write a simple sentence in past simple since their vocabulary was scarce.

In this activity the students had to answer five open questions according to the reading by using the vocabulary on it that was previously explained by the student teacher.

Second stage

During the class execution, in the las phase of it, the students had to read short reading about a famous film called "King Kong" having read the whole news which was in past simple, they had to transform five sentences that were in past simple into past simple continuous by following the structure that was written on the board and using the verb to be

as the auxiliary and the same verbs in the sentences chosen by themselves but now in gerund.

Third stage

Having explained the grammar the rules to make sentences in past continuous, and after doing an activity of mechanization, the students had to read an excerpt of an interesting newspaper called "clever cats" then they chose vocabulary from it and write a paragraph about what they were doing at 2 pm in the previous day.

LESSON PLAN Nº 1
GRADE: 7th
TEACHER: WILMER A. CONDA

GRAMMAR TOPIC: past simple
LINGUISTIC OBJECTIVE: The students will be able to make sentences with past simple in an event of their life when they were pretty young
COMMUNICATIVE OBJECTIVE: The students will be able to describe past actions with the past simple

EXPLANATION OF THE ACTIVITIES

1. The teacher will explain the past simple with the verb **"to be"**, its structure to make sentences, and the short answers **(appendix 1)**
2. The students will receive a sheet with eight activities, in seven of them they will have to choose the correct form of to be, then they will make three sentences. **(appendix 2)**
3. The teacher will explain on the board the "question words" and will give to the students a sheet where they will complete the sentences with them **(appendix 3)**

READING COMPREHENSION
4. The teacher will give a piece of reading to the students, after having read it they will answer five open questions **(appendix 4)**

HOMEWORK
The student teacher will give a sheet to the students in which there is a word search, they will find the verbs on it and will write them down in the blanks below. **(appendix 5)**

ACTIVITY N 1

Example by the teacher

1. I was a good student. (Yo era un buen estudiante).

2. We were old friends. (Nosotros éramos viejos amigos).

3. He was a student. (Él era un estudiante).

4. The pencil was on the desk. (El lápiz estaba sobre el escritorio).

5. She was absent from class yesterday. (Ella no estaba en clase ayer).

6. The sky was clear. (El cielo estaba limpio).

7. The child was in the garden. (El niño estaba en el jardín).

8. It was a pleasant day. (Fue un día placentero)

9. She was sick yesterday. (Ella estaba enferma ayer).

ACTIVITY Nº 2 by the teacher

DURATION IN PAST
The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

- I was in United states in 2012
- You were my English teacher two years ago

APPENDIX N 1

Grammar Rule

Examples

*I **was** at my Gran's house yesterday.*
*You **were** late for school this morning.*
*She **was** with her friends last Saturday.*
*We **were** tired yesterday.*

Remember!

*I **was***
*you **were***
*She **was***
*He **was***
*It **was***
*We **were***
*They **were***

Be careful!

For negatives add '*n't*' or '*not*':
*I was**n't** late for school this morning.*
*I was **not** late for school this morning.*
*She was**n't** with her friends last Saturday.*
*She was **not** with her friends last Saturday.*
*We were**n't** tired yesterday.*
*We were **not** tired yesterday.*

https://learnenglishkids.britishcouncil.org/en/grammar-practice/past-simple-verb-be

APPENDIX N 2

Exercise 6
Using the Verb "To be"
Choose the correct form of "to be" in *past tense.*

Example: You / We / They (be) <u>were</u> sick yesterday.
Example: I / He / She / It (be) <u>was</u> sick yesterday.

1) I (be) _____ tired yesterday.
   D. was
   E. were

2) You (be) _____ happy yesterday.
   A. was
   B. were

3) We (be) _____ sad yesterday.
   A. was
   B. were

4) They (be) _____ busy yesterday.
   A. was
   B. were

5) He (be) _____ angry yesterday.
   A. was
   B. were

6) She (be) _____ sleepy yesterday.
   A. was
   B. were

7) It (be) _____ cold yesterday.
   A. was
   B. were

Practice writing sentences using the verb "to be" in *past tense.*

1) _____
2) _____
3) _____

APPENDIX N 3

1. _____are you? (location / place)

2. _____are those people? (people)

3. _____is the time?(fact / truth /information)

4. _____ is he upset? (reason)

5. _____is the party? (date / time)

6. _____is the weather today? (quality)

7. _____ coffee is there? (amount)

8. _____oranges are on the table? (amount)

http://www.englishforeveryone.org/PDFs/To_Be_Print_All.pdf

APPENDIX N 4

Aren't firefighters cool?

Yesterday I was playing videogames in my room when I heard people screaming. I went out and saw: my neighbors' house was on fire!

In less than 10 minutes the firemen arrived and fought against the fire for one hour until they made it. Wow! They are really brave! One of them entered the house and saved the Johnson's dog that was trapped in the fire.

I made a decision: I want to be a fireman when I grow up. I'll be strong and brave enough to fight against the fire, to save people's lives and property. I can't wait! I can already see it in the newspaper: "Brave fireman rescues a family of four", Mom will be really proud.

ACCORDING TO THE READING, ANSWER THE FOLLOWING QUESTIONS:

1. What was the boy doing when the neighbor's house caught fire?

   _____
   _

2. Where was he when he heard people screaming?

   _____

3. Were the firemen brave?

   _____

4. Who was the owner of the dog?

   _____

5. What was the decision (profession) the boy took?

APPENDIX 5

IRREGULAR VERBS

```
O  U  Q  M  T  Z  S  J  S  G  F  V  C  W  I
R  A  J  P  I  H  E  E  Z  K  O  A  D  A  U
D  M  E  V  O  S  W  M  U  O  R  N  T  R  R
O  L  N  W  O  E  T  K  N  U  G  E  E  D  W
S  C  E  R  D  G  O  A  O  R  E  V  Z  H  T
W  D  Q  Y  U  O  Y  M  K  K  T  I  K  T  M
D  O  P  T  T  R  M  B  E  E  Q  G  R  I  K
L  F  R  R  M  L  E  Q  G  K  V  C  B  W  N
O  W  E  G  X  C  A  E  Y  V  X  G  Q  J  X
S  V  Z  L  S  Y  N  K  Z  B  R  Z  H  O  C
O  T  W  K  I  P  T  T  E  A  T  E  N  J  J
W  F  Z  A  P  B  O  K  L  X  T  N  T  I  S
K  B  N  Y  J  L  M  I  S  E  K  C  U  T  S
D  A  E  R  P  S  E  F  L  D  N  D  I  D  L
E  Z  P  D  W  R  I  T  T  E  N  K  V  W  U
```

DID	EATEN	FORGET
GIVEN	GROW	KNELT
LET	MEANT	MISTAKE
OVERTOOK	ROSE	SEWED
SHOWED	SLEPT	SOLD
SPOIL	SPREAD	STUCK
WITHDRAW	WRITTEN	

LESSON PLAN Nº 2
GRADE: 7th
TEACHER: WILMER A. CONDA

GRAMMAR TOPIC: Present simple continuous
LINGUISTIC OBJECTIVE: The students will be able to make sentences
COMMUNICATIVE OBJECTIVE: The students will be able to describe past actions with the past simple
Phrase: **No pain, no gain**

EXPLANATION OF THE ACTIVITIES

1. The teacher will explain what present simple continuous is, its structure to make sentences, and the short answers with the auxiliary "to be" **(appendix 1)**
2. The students will receive a sheet with eight activities, they will choose the correct

form of the present progressive to complete the sentence. Then, the teacher will correct the exercise in the oral way **(appendix 2)**

3. The teacher will give a list of verbs to each student and will explain the rules for adding "**ing" (appendix 3)**

READING COMPREHENSION

4. The teacher will give a sheet to the students in which they will choose the correct verb from the box to fill the gaps with itself and the correct form of past continuous **(appendix 4)**

EVALUATION

The students will make couples and will prepare a short conversation about what they or they parents are doing. For this preparation, the students will have six minutes.

APPENDIX N 1

Past   Present   Future

Use the Present Continuous with Normal Verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples:

- You **are learning** English now.
- You **are not swimming** now.
- **Are** you **sleeping**?
- I **am sitting**.
- I **am not standing**.
- **Is** he **sitting** or **standing**?
- They **are reading** their books.
- They **are not watching** television.
- What **are** you **doing**?
- Why **aren't** you **doing** your homework?

USE 2 Longer Actions in Progress Now

Past   Present   Future

In English, "now" can mean: this second, today, this month, this year, this century, and so on. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

APPENDIX N 2

Present continuous

| | Choose the correct form | |

I _____ football.
- am playing
- is playing
- are playing

You _____ tennis.
- am playing
- is playing
- are playing

He _____ video games.
- am playing
- is playing
- are playing

She _____ rugby.
- am playing
- is playing
- are playing

It _____ golf.
- am playing
- is playing
- are playing

We _____ the guitar.
- am playing
- is playing
- are playing

You _____ the piano.
- am playing
- is playing
- are playing

They _____ basketball.
- am playing
- is playing
- are playing

APPENDIX N 3
Adding –ing

GENERAL RULE: just **add –ing** to the end of the base form (work > working / play > playing / open > opening), including:

Verbs ending with –ee A**dd –ING**	Verbs ending with one consonant and –y Add –ING	Verbs ending with two vowels and one consonant Add –ING
- agree – agreeing - flee – fleeing - see – seeing	- carry – carrying - study – studying - reply – replying	- need – needing - beep – beeping
	Verbs ending with one vowel and –y Add –ING	Verbs ending with two consonants Add –ING
	- enjoy – enjoying - stay – staying	laugh – laughing

Exceptions:

-ing	
Verbs ending with one consonant one vowel and one consonant (with the exception of w, x, and y): For **one syllable** verbs => *double the consonant and add –ING* • jog – jogging • sit – sitting • run – running • stop – stopping • hop – hopping • tap – tapping	Verbs ending with one consonant and –e (except verbs ending in –ee and –ie) Drop the –e and add –ING • dance – dancing • skate – skating • 39one – phoning • make – making • rake – raking • dye – dying
Verbs ending with one consonant one vowel and one consonant (with the exception of w, x, and y): For two syllable verbs: *If the <u>2nd syllable is stressed</u>, double the consonant and add –ING* • ad**mit** – admitting • pre**fer** – preferring • be**gin** – beginning ***If the <u>1st syllable is stressed</u>, just* add ING** • **an**swer – answering • **of**fer – offering • **o**pen – opening • **lis**ten – listening • **vis**it – visiting • **ha**ppen – happening • **en**ter – entering • *<u>Exception</u>: <u>travel</u> – travel<u>l</u>ing*	Verbs ending with –ie Change the –ie to –y and add –ING • lie – lying • die –dying

APPENDIX N 4

6.1 Complete the paragraph with the past continuous form of the correct verb.

| ~~rain~~ | smoke | hold | wear | eat | sleep | bark | walk | drink | walk | read |

It was exactly ten o'clock. Outside, it was *raining*. We (1) [_____] our books in the living room, and our 9-year-old twins (2) [_____] quietly in their bedroom. My husband (3) [_____] a cup of tea, and I (4) [_____] a cigarette. Our 16-year-old daughter (5) [_____] towards the door. She (6) [_____] her dark blue raincoat and she (7) [_____] an umbrella. She (8) [_____] a chocolate bar. Our cats (9) [_____] beside her, and our dog (10) [_____] loudly. It was a normal evening. Suddenly, two men jumped through the window!

APPENDIX N 5 (Researh Project)

ENTERTAINMENT

King Kong's New Leading Lady

TFK talks to Oscar-winning actress Brie Larson about her starring role in *Kong: Skull Island*

MARCH 09, 2017 | By Glenn Greenberg | Print

CHUCK ZLOTNICK

Brie Larson plays a photojournalist on a mission to a mysterious island in *Kong: Skull Island*. The movie reintroduces audiences to the giant ape King Kong.

King Kong is one of the first—and one of the *biggest*—movie monsters. The giant ape made his screen debut in 1933, and has appeared in five more films since then. In one, made in 1962, he fought Godzilla.

The original *King Kong* was based loosely on the fairy tale "Beauty and the Beast," with Kong falling in love with a beautiful young woman. It is filled with moments and images that endure to this day. They include Kong's battles with prehistoric creatures on his island home and with military airplanes on top of the Empire State Building, in New York City.

LESSON PLAN N 3
GRADE 8th
TEACHER: WILMER A. CONDA

GRAMMAR TOPIC: Past continuous and verbs in infinitive
LINGUISTIC OBJECTIVE: The students will be able to write a past fact in their childhood

EXPLANATION OF THE ACTIVITIES
Phrase:
The best time to plant a tree was 20 years ago, the second best time is now

ACTIVITY N 1
1. The teacher will explain the structure of past continuous and will ask some students to go to the board to complete a table with sentences in the three forms **(appendix 1)**
2. The teacher will give a list of verbs to the students. **(appendix 2)**
3. The teacher will ask the students to make five groups, then he will give an envelope to each group with some common verbs cut in half, they will find the missing parts of each one and they will match them **(appendix 3)**

   READING COMPREHENSION

4. The teacher will give a sheet to the students with a text composed of two paragraphs. After reading it, students will list the verbs and will make a sentence in past continuous **(appendix 4)**

EVALUATION
5. The students will receive a sheet in which they will put in practice the structure of past simple continuous by making sentences in the three forms. **(appendix 5)**

APPENDIX N 1

FORMING THE PAST CONTINUOUS

The past continuous of any verb is composed of two parts : the past tense of the verb *"to be" (was/were)*, and the base of the main verb *+ing*.

Subject	was/were	base + ing
They	were	watching
Affirmative		
She	was	reading
Negative		
She	wasn't	reading
Interrogative		
Was	she	reading?
Interrogative negative		
Wasn't	she	reading?

FORMS

1. The telephone was ringing. (El teléfono estaba sonando)
2. He was knocking the door. (Él estaba tocando la puerta)
3. They were waiting for you. (Ellos te estaban esperando)
4. It was raining. (Estaba lloviendo)
5. He was sleeping. (Ella estaba durmiendo)
6. She was cleaning the room. (Ella estaba limpiando la habitación)
7. She was looking for the book which she lost. (Ella estaba buscando el libro que perdió)
8. He was taking a bath. (Él se estaba bañando)

Complete the table in past progressive.

positive	negative	question
It was raining.	_____	_____
_____	They were not playing.	_____
_____	_____	Was I listening?
_____	Caron was not eating.	_____
You were singing.	_____	_____

APPENDIX N 2

IRREGULAR ENGLISH VERBS

Las Reglas: 1) Muchos verbos tienen más de un significado, y la lista no abarca todos. 2) La pronunciación es muy importante y tiene que aprenderse. 3) Memorizar vocabulario es bueno 4) Hay muchos verbos irregulares que no están en la lista. La mayoría no son necesarios.

Infinitive	Past Simple	Past Participle	Spanish
be	was / were	been	ser, estar
become	became	become	convertirse en, hacerse
begin	began	begun	empezar, comenzar
bite	bit	bitten	morder
blow	blew	blown	soplar
break	broke	broken	romper
bring	brought	brought	llevar, traer
build	built	built	construir
buy	bought	bought	comprar
can	could	been able	poder
catch	caught	caught	coger, atrapar, tomar
choose	chose	chosen	elegir, escoger
come	came	come	venir
cost	cost	cost	costar
cut	cut	cut	cortar
do	did	done	hacer
draw	drew	drawn	dibujar
drink	drank	drunk	beber
drive	drove	driven	conducir
eat	ate	eaten	comer
fall	fell	fallen	caer
feel	felt	felt	sentir
fight	fought	fought	pelear, luchar
find	found	found	encontrar
fly	flew	flown	volar

Infinitive	Past Simple	Past Participle	Spanish
forget	forgot	forgotten	olvidarse
forgive	forgave	forgiven	perdonar
freeze	froze	frozen	congelar
get	got	got / gotten	recibir, conseguir, llegar, etc
give	gave	given	dar
go	went	gone	ir
grow	grew	grown	crecer
hang	hung	hung	colgar
have	had	had	tener
hide	hid	hidden	esconder
hit	hit	hit	pegar, golpear
hold	held	held	sostener
hurt	hurt	hurt	hacer daño
keep	kept	kept	guardar, continuar
know	knew	known	conocer, saber
lead	led	led	liderar, guiar, conducir
leave	left	left	irse, dejar
lend	lent	lent	dejar prestado
let	let	let	permitir, alquilar
lose	lost	lost	perder
make	made	made	hacer
mean	meant	meant	significar, querer decir
meet	met	met	conocer, reunirse, encontrarse
pay	paid	paid	pagar
put	put	put	poner, colocar
read /ri:d/	read /red/	read /red/	leer
ride	rode	ridden	montar (en transporte)
ring	rang	rung	llamar, sonar

Infinitive	Past Simple	Past Participle	Spanish
rise	rose	risen	levantarse, alzarse, subir
run	ran	run	correr
say	said	said	decir, contar
see	saw	seen	ver
sell	sold	sold	vender
send	sent	sent	enviar, remitir
set	set	set	poner, colocar
show	showed	shown	mostrar, enseñar
shut	shut	shut	cerrar
sing	sang	sung	cantar
sink	sank	sunk	hundirse
sit	sat	sat	sentarse
sleep	slept	slept	dormir
speak	spoke	spoken	hablar
spend	spent	spent	gastar dinero, pasar tiempo
steal	stole	stolen	robar
swim	swam	swum	nadar
take	took	taken	tomar, llevar
teach	taught	taught	enseñar
tell	told	told	decir, contar
think	thought	thought	pensar
throw	threw	thrown	lanzar, tirar, arrojar
understand	understood	understood	entender, comprender
wake	woke	woken	despertarse

APPENDIX N 3

Play

Agree

Allow

Answer

Believe

Call

Cry

Copy

Cook

Paint

Receive

Relax

Remember

Prefer

Rain

Wash

Watch

Walk

Work Destroy

Smile

Smoke

Study

Start

Want

APPENDIX N 4

Clever Cats
A new study finds that cats may be just as smart as dogs

JANUARY 25, 2017 | By Rebecca Katzman 🖶 Print

MARK TAYLOR—GETTY IMAGES

A new study has found that cats match dogs in some memory tests.

Cats are as good as dogs at certain memory tests, according to a new Japanese study published in the journal *Behavioural Processes*. The study findings suggest that cats are just as smart as dogs, researchers say.

The study was conducted using 49 domestic cats and different bowls of food. The findings shows that cats can recall memories of positive experiences, such as eating a delicious snack. The experiment was a test of episodic memory, or memory of past events and experiences that occur at a particular time and place. It was modeled off of a similar 2012 study conducted on dogs.

Write a paragraph in past continuous about what you or a friend were doing yesterday at 2 pm.

_____
_____
_____
_____
_____

APPENDIX N 5

Write sentences in past progressive.

1. he / the car / wash → _____
2. she / home / go → _____
3. they / not / the match / watch → _____
4. you / in the shop / work → _____
5. I / not / a magazine / read → _____

Write questions in past progressive.

1. she / on a chair / sit → _____
2. you / your bag / pack → _____
3. his head / ache → _____
4. we / tea / drink → _____
5. you / the bike / repair → _____

Ask for the information in the bold part of the sentence.

1. Jamie was doing a language course **in London**. → _____
2. Andrew was carrying **a heavy box**. → _____
3. **The teacher** was testing our English. → _____
4. **At six o'clock**, we were having dinner. → _____

DATE	ACTIVITY
First week	Reading news **Four picture-perfect pueblos to visit in Colombia** (the city paper Bogotá)
Second week	Understanding news **(What are the world's safest airlines for 2017?** (cnn international)
Third week	How to write news **"IRAQ WAR ENDS"**(the new york times)
Fourth week	**"Scientists have just detected a majorchange to the Earth's oceans linked to a warming climate**" (The Washington post)
Fifth week	My favourite writer **(Gabriel García Márquez)**
Sixth week	What about you? **Out of the Classroom and Into the Garden**
Seventh week	What did you do last holiday? **(Students write about their week's holiday)**
Ninth week	Being art critics **(students choose one picture they love watching, then, they will describe it).**

Results

Through the development of the pedagogical component, several aspects were evidenced by the end of the practicum. In first instance it is essential to highlight the importance of the use of authentic material as the newspaper since it was an essential and evaluative tool as a means to supply vocabulary and grammar structures to the students. However it was remarkable that some students did not take it as interesting as the others did.

Positively, it is also important to state that the main objective which was to foster writing skill through the use of a newspaper was successfully reached; most of

the students' performance in the English area was better than the starting week when the student teacher evaluated the writing skill when he had just started the practicum. This improvement may be attributed to the change in the way previous readings had been developed during the class and the measures applied for every single task the students did after reading related to the information on the newspaper and the forms of putting into words their understanding of the news by following steps and grammar rules previously explained by the student teacher.

Most of eighth and ninth grade students were satisfied with the topics worked on because most of the newspapers used in class were related to famous films, agreeable topics about pets and attractive curiosities. Furthermore it is important to highlight the increasingly improvement in writing skills in the students thanks to this authentic material since the comprehension from the newspaper in a tense to transform it into another one accurately has been noticeable.

Satisfactorily, all the students were engaged in the oral, writing, listening and reading activities so that they took advantage of this material the student teacher took for them and the activities designed so as to promote good learning environments in Cristo rey high school.

Inconveniences when working writing skill strategies

Despite the results achieved, certain inconveniences were presented during the development of the project. One of them was related to the lack of time to develop the free writing technique as expected. This drawback was mainly related to the large number of administrative meetings executed and missatendances of the whole group through the end of the week in the first period of the school year. Moreover, the prevalence of indiscipline among some students also resulted to be a key factor as the

culmination of all the activities prepared for the class concerned. Indeed, despite

predicting the time it would take to develop a particular topic and their respective

activities, some of these could not be culminated due to problems directly related to

their behavior.

Chapter II – Research component

Introduction

In the formation context of the Foreign Language program, the pedagogical practices of the pre-service teachers are outlined as one of the focal points of interest and update to be studied and documented so as to improve the teaching-learning process, for the educational qualification.

While there is a manifest interest towards the evident necessity to comprehend and transform the pedagogical practice, it is also known that most of the local studies are especially focused on the learning problems rather than the teaching itself.

In order to address this inescapable need, it is considered appropriate to formulate a project involving a reflective approach to practice as a way of objectifying knowledge, behaviors and attitudes that will guide the educational work; an exercise of inwardness, immersion and conscious exploration of teaching by asking questions and finding information for solving-problem.

Justification

The formulation of this project in the practicum context of foreign languages pre-service teachers, is framed within a professionalizing conception of practice as a spearhead to improve educational processes in the locations where such practicum will be carried out. It is also considered that giving importance to the reflection role in the teaching process is the first step in comprehend the difficulties linked to the profession, one's own actions and to inquire about the knowledge offered by the models and approaches in order to deal with a problematic situation and establish an analytical look into the incident.

In fully agreement with the stablished by the educational philosopher John Dewey (1933), pioneer in the reflective thinking field applied to teaching, we justify the need for this project to equip students with analytical tools and self-observation that allow them to distinguish between routine action and reflective action. It is believed, therefore, that a reflective approach protects agents against the inertia of the traditional context, and authority that permeate the school.

Statement of the problem

Fundamental aspects dealing with the individuals' human dimensions and their institutional life are assumed by the school realm with no concern, they are regarded as distinctive marks, stable and invariable features which make up the school identity and culture. When events unfold without major alteration, the teacher, runs the risk of establishing himself in a logic of action that does not allow the pedagogic evolution and renewal of school culture. A practicum process lacking of reflection does not propitiate the analysis of problematic situations; these realities are ignored, remain invisible. Seen this way, the pedagogical practice is assumed from reproductive codes that install teachers in a traditional protocol of cultural reproduction, turning into a barrier for the development of emergent practices, tending to generate transformations of thought and of knowledge, to meet the social needs.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the teacher's training process, promotes in the pre-service teacher, a critical thinking and reflection that contributes to the teaching practices improvement, so that, they in turn, become essential elements that impact and transform their work and their future professional performance. In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a key exercise that allows the pre-service teacher to evaluate his or her own performance doing their comprehensive practice and install a critical and constructive look about their teaching role.

Objectives

General objectives

- To implement reflection as a transformative tool of the pedagogical processes within the practicum.

- To promote in the pre-service teachers the development of a critical spirit enabling them to analyze their teaching practices

Specific objectives

- To identify and analyze the strategies and teaching methods used by the pre-service teachers in their pedagogical practice.

- To implement reflection workshops and development of teaching units that guide reflection in pre-service teachers.

- To analyze one's beliefs that emerge from the teacher's work and students'.

Theoretical framework

The teaching profession, reflection, reflective practice and teaching practice theory, constitute the conceptual framework of this component. To have a greater degree of clarity on the concepts involved, in a nearer connection with this research project, it is presented an approximation to each one of them.

The teaching profession

One of the fundamental members of any educational institution is the teacher who is charged to impart   knowledge in a particular science or art, but who also has among its responsibilities the students' integral formation.

The teaching profession requires a set of skills, which constitutes a conceptualization and a way of operating in the planning and human resources management orientated to facilitate a link between management, labour and education. Thus we find that every teacher must possess certain competences in the discipline that enable him to master of a set of knowledge and specific area skills, since the first intellectual requirement of a professional is the level at which he operates. Similarly, every teacher must have some skills in the organization of content, i.e. teaching practice requires not only organize the components to be learned by students, but to provide the conditions of education in the educational context or outside it. The most immediate role should develop teachers is to design or provide the practice of teaching.

Reflection

When talking about reflection, it is involved different conceptions of this notion. For this reason, in order to provide a broad definition, two aspects are taken into account: reflection as a process, and reflection as a theme: (Correa Molina et al 2010)

The reflection as a process

Reflection is performed from a series of steps cyclically resulting process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the experience involves "a kind of reflective dialogue with the situation, where language would

promote access to the experiences of the individual, which would extract a new structuring situation.

The stages of reflection as process is evidenced in the following scheme:

Figure 1. *Reflection as a process*

Reflection as a theme

The concept of reflection is based on a theme linked to such a concept. According to Grimmett et al (1999) cited by Correa Molina et al (2010), reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction experience. Regarding the first two perspectives, they refer to the knowledge source that allows reflection; and contextual aspects, allow the exercise of reflection from a third perspective. At the same time, these perspectives have mediators ensuring process execution: the action, context, colleagues and the same person who reflects.

Reflective practice

In order to address the students to the new ways to link to the world; it is necessary that the teachers wonder about their own practice and the impact it generates, to objectify their own behaviors and assume the different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; he acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" Ebutt and Elliot, (as cited in Torres et all, 2016) In this context, the practicum issues require special treatment aimed at understanding and to social interaction.

Pedagogical practice

For analysis and reflection on practice, it is considered appropriate to resort methodologically to a classification of a conceptual framework; for this purpose, it is assumed the Zeichner proposal, who has established several modes of practice:

Academic practice

It aims to prepare teachers who are able to reflect on their courses, and transform those reflections into understandable structures for the students.

Efficiency social practice

It refers to achieve and effective teaching by applying didactic techniques derived from general principles extracted from educational research. In this case,

reflection is a strategic decision "to select from the range of techniques available which is considered most effective."

This is the procedure involved in technical rationality:

Developmental

The teaching process is based on the students' interests and development, and at the same time considers the teacher's development as a teacher and as a human being.

Social reconstruction

The object of reflection is the social, economic and political context, so that truly democratic relations in the classroom are encouraged, and equal and fair in the social sphere.

Generic

Programs refer to the reflection process in a more generic way, but without specifying the programs' pretensions and the contents on which the reflected process could be based.

Activators of reflection

According to Schulman, (as cited in Torres et all, 2016) these activators are the teachers' cognitive basis about classroom life; they are essential as they refer to the reflective knowledge element that the process provides.

Critical element of reflective thought

This element of reflective thinking makes relation to "the moral and ethical aspects of compassion and social justice" as raise Sparks-Langer and Colton, (as cited in Torres et all, 2016). Interest in it pertains to social justice and ethics in education. These above-mentioned authors established some classificatory categories of knowledge

 1. Content knowledge

2. General pedagogical knowledge

3. Curriculum knowledge (materials, programs, etc.)

4. Teachers own professional knowledge and configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational texts

7. Fundamental Knowledge: philosophical, historical, and axiological

Methodology

The methodology had a central axis, the continuous reflection which contemplates holding meetings for strengthening the collective of practice as initial space for boarding the education and labor issues. To review the impact of the proposed reflection on this practical process, it just took a process of socialization and systematization of it.

This study was a qualitative research, from the perspective of the reflection as professionalizing the space that contributes greatly to the description, identification and analysis of pedagogical practice itself.

Participants and population

This research was conducted in a public Colombian school located in Pamplona city in Norte de Santander department. It was carried out in San Francisco de asís "Cristo rey" This educative institution is characterized for offering a quality education to students who wish to continue their elementary studies. Moreover, the institution is divided into primary school, high school and the supplementary cycle, with almost 300 hundred students. The research group was composed by 27 students from 7th (one group) between 12 to 15 years old among them there were both males and females.

<center>**Design**</center>

Action Research

According to Parson & Brown, (2002) Action research "was a form of investigation designed for teachers' use, attempting to solve problems and improve professional practices in their own classrooms". It involves systematic observations and data collection.

J McNiff (2016) describes action research as being about: evaluating the practice to check whether it is as good as you good would like it to be, identifying any areas that youfeel need improving and finding ways to improve them.

Donato, (2003), says that an Action research is conducted by teachers and for teachers. It is small scale, contextualized, and localized, and aimed at discovering, developing, or monitoring changes to practice. The defining features of action research also reflect the qualities of leaders in collaborative cultures of change. These qualities include a deep understanding of the organization, vision and insight, a quest for new knowledge, a desire for improved performance, self-reflective activity, and a

willingness to effect change. In order to develop this study, an action research design was chosen as a method to find out how the use of newspaper improves the students' writing skills. An action research allowed the teachers-trainees to reflect on their teaching, to analyze the problematic situations that could present within a classroom and also to promote actions to change them or find possible solutions to them.

Data analysis

The analysis of data is a complex process because it implies a set of actions carefully arranged; noticing things, collecting things and thinking about things. Thorne (2000) states "unquestionably, data analysis is the most complex and mysterious of all of the phases of a qualitative project, and the one that receives the least thoughtful discussion in the literature".

To analyze the data I selected the typological analysis model suggested by Hatch (2002). This interpretive analysis includes nine steps:

1. Identify typologies to be analyzed

2. Read the data, marking entries related to your typologies

3. Read entries by typology, recording the main ideas in each entry on a summary sheet

4. Look for patterns, relationships, themes within typologies

5. Read data, coding entries according to patterns identified and keeping a record of what entries go with what elements of your pattern 6.

Decide if patterns are supported by the data, and search data for nonexamples of your patterns

7. Look for relationships among the patterns identified 8. Write your patterns as one-sentence generalizations

9. Select data excerpts that support your generalizations

Data collection instruments

To collect data in this project, the application of the following instruments were proposed:

Reflection workshops

Three reflection workshops were developed during the teaching practice. These ones allowed the student teacher to think and reflect about his teaching labor including (material use, teaching methods, techniques used in order so address a specific issue, discipline management). With regards to the first workshop, the student teacher could meet the new challenges which are necessary to deal with in this changing society. Furthermore, through this workshop the student teacher analyzed the changes undergone within the society and the impact they bring to the current education in today's society. The most remarkable of them was that that refers to the importance of technologies in education so as to transmit information accurately and attractively.

Concerning the second workshop, it made the student teacher think about the initiatives that would essential within the class so as not to merely transfer information and knowledge in through the educational work but to promote values and attitudes that can help the students to participate as good and competitive citizens that gain awareness in their daily activities and to become open-minded people by giving priority to things

in institution according to the student teacher's experience and decisions that were helpful to become successful.

The third one emphasized the changes that should be done within the pensum of the foreign languages faculty so as to improve the program and overcome the aspects that perhaps do not fix well during the studies. The student teacher managed to suggest what it important in the faculty and what should be modified.

Self-observation sheet

The pre-service teacher undertook a self-observation sheet in order to identify the different areas that should be improved. This self-observation sheet, was divided into three main areas. The planning, where the pre-service teacher could estimate if the classes were planned in agreement to the pedagogical project and the programming area. The execution, where the preservice teacher could examine her to the interior of the class and the evaluation, which led the pre-service teacher to question her-self about the effectiveness of assessment instruments used to   assure the fulfillment of the foreseen objectives.

Journal

The pre-service conducted weekly narrative reflections that led him to analyze every aspect that in detail was detrimental or beneficial individually or collective through the process involved within his practicum in the classroom activities. Evidently these served to deal with the continuous indiscipline by sixth graders at San Francisco de asís.

As mentioned above, at starting week of the practicum the anxiety was a huge obstacle to do the activities already planned due to the pre-service teacher's habit to calculate the time stipulated for each activity. Thanks to the supervisor's suggestion the

pre-service teacher realized that the most important thing was not to do all the activities but to be effective when teaching. During this week the preservice teacher felt depressed because of the sixth graders' behavior, but in spite of being upset; the student teacher looked for other ways to deal with their attitude for the next class.

With regards to the second reflection, the student teacher felt encouraged after seeing the importance of his work during the explanation of topics. He remembered topics that may have forgotten, furthermore the student teacher analyzed his mistakes when writing during the previous week and attempted to be more prepared when explaining in oral way the activities to do as well as the attractiveness that turned the class thanks to the material he took to the students. Unfortunately a huge problem found was the lack of authority of him to make respect the pacing of the class. Despite the fear of not being successful by reaching the goals of the class with one the groups due their behavior the student teacher found help from the supervisor.

During the third week the student teacher wrote a reflection based on the satisfaction he felt after having dealt with the worst skill in ninth graders that was "speaking". They showed that it is a huge necessity the oral skills, and the pre-service teacher prioritized the oral evaluation of each topic reviewed. Despite the fact that the oral exams were not included within the planning the student teacher took into account to supply the essential vocabulary to encourage such oral activity. Regarding this reflection, one aspect that affected the teaching process of such a week was a disappoint due to the badly-behaved students in sixth graders, for this the pre-service teacher made the correct decision of telling it to the supervisor.

Concerning the fourth reflection, it is important to affirm that the pre-service teacher emphasizes more the evaluation carried out during the whole week. The results of every evaluation was agreeable for the student teacher, so he felt motivated to

prepare authentic material for all the students and all the groups, however some of them did not appreciated the material the pre-service teacher had taken to them.

When writing the fifth reflection of what the pre-service teacher had analyzed of himself, it was remarkable the inconvenient he found during the week due to the bad economic situation of those days, it was a huge limitation to achieve goals that are already proposed, hence the student teacher wished he could take the complete material for all the activities but through writing this refection he wondered whether the content of the material was correct for the students. During this week the pre-service teacher was satisfied thanks to the value of sharing his knowledge with the students who appreciated his labour.

During one of the last weeks of the pedagogical practice, the pre-service teacher felt a big frustration because all the student were not respectful with him. In spite of being willing to teach and explain an interesting topic with agreeable activities the pre-service teacher had to go out of the classroom and replace another teacher that did not attend the his classes on that day. Since then he understood that all days are not nice to execute the planning whatever the activities are. On the other hand, the pre-service teacher did his best to create good learning environments in order to make the classes participative although the student seemed shy and quiet.

Results

To reflect critically in order to present proposals and alternative solutions to the problems presented within the pedagogical practice.

The process of reflection followed by the pre-service led him to ask himself whether his decisions and measures adopted during his teaching process were effective so as to solving problems that hindered the objectives to accomplish. As a way of

discovering the difficulties hindering the learning process, is in many ways the lack of motivation that hindered the personal and discipline development.

Long-term participation was jeopardized when implementing punishment as a means to control the discipline within the classroom. After reflecting, the pre-service teacher noticed that it was not correct to focus on negative reinforcement to attract the students' attention but he changed the way of identifying the kind of activities and methods to help the students to behave during each one of them. Therefore, when implementing wrong reinforcements there will be a gap between the students and the teacher which may abridge motivation and participation in the students, those drawbacks were necessary to change by the pre-service teacher by being aware that under any circumstances a student must be given a reprimand keeping the group in a constant tension.

Furthermore through reflections, it was noticeable that to make students to be interested in grammar rules, reading skills, vocabulary and encouragement to participate; it was essential that the teacher chose the kind of subject that they worked on. In return, the preservice teacher changed the way of teaching his classes by giving a smooth classroom activity due to the absence of the supervisor through reinforcing their speaking skills so that they could interact by pairs, this productive activity resulted on discussing ideas and ridding their limitations and recognizing their similarities and differences.

Conclusions

Along with the reflection workshops the pre-service teacher analyzed various methodological tools leading to questioning their effectiveness and adopting different ones that provided better outcomes. One example was the use of technologies instead of the traditional materials of instruction, which allowed the pre-service teacher to display information in a more effective and attractive way.

This experience constituted an invitation to the pre-service teacher to renew her teaching practices and dogmas, implementing change if it is possible. as this allows to avoid the implementation of techniques and strategies founded on tradition and instead, gives way to a more appropriate thinking of the profession and decision making.

Chapter III: Outreach component

The Teaching of a Second Language in Primary Graders through the use of didactic Material to foster interactive learning of English at the San Francisco de Asis sede Cristo Rey.

Introduction

To participate in global policies in the academic, cultural and economic fields, it is left to the Colombian Government that promotes foreign language learning in different educational sectors in the country, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equitable conditions facing the personal and social development.

In order to promote the learning of English in Colombia and make more competitive Colombian citizens, the Ministry of National Education launched in 2004 its policy of bilingualism whose main objective is "Tener ciudadanos y ciudadanas capaces de comunicarse en inglés, con estándares internacionalmente comparables, que inserten al país en los procesos de comunicación universal, en la economía global y en la apertura cultural".

In recognition of this reality and the problems it generates, this social project aims to address the needs in English in children of primary school, especially in the city of Pamplona. Integrating the students of program in foreign Languages English- French to the educational reality of this sector to be treated, to reduce the gap generated between public and private schools in the area of foreign language.

For years, the idea of teaching foreign languages to young children was considered to be a futile effort. However, evidence from numerous established lines of research indicate that precocious acquisition of a foreign language constitutes an invaluable tool not only in terms of cognitive development, but also in social and cultural skills acquisition, since among other benefits, it diminishes the ethnocentrism and allows individuals to respect and appreciate the value of their own world, as well as to promote respect for other cultures, to acquire an opened and critical spirit, to improve their ability to establish interpersonal relations and to be unrolled in new or unforeseen situations. On the other hand, previous studies indicate that children are better foreign language learners than their counterparts and consequently reach higher levels of proficiency in such a language.

In view of the foregoing, this component arises as a response to the need to create learning situations that propitiate and motivate learning EFL among elementary students making part of the Educational Institution San Francisco de Asis.

Justification

Teaching English as a foreign language in primary schools plays a central role on Colombian educational policies. Indeed, as a result of such educational policies, it has become mandatory for elementary students to learn at least one foreign language in almost all Colombian regions. With the introduction of the National Program of English. 2015-2025 Colombia Very Well, it is expected for both elementary and high school students to become familiar with the target language, its lifestyle, culture, and so on. However, the accomplishment of this goal is a serious challenge, especially in Colombia where children study this language for only one hour a week in a large

number of the Colombian institutions. On the other hand, most of the public Colombian primary schools do not possess adequate resources to use in an ESL classroom

In response to this phenomenon, it is proposed to provide the necessary assistance to elementary students through a diversity of EFL lessons, which will take place four times a week during the morning for a period of ten weeks. The development of these lessons will represent a valuable tool for the school community, especially for the students, those who desire to gain essential knowledge in the target language.

Objectives

General objective

- To and collaborate so as to supply students' pedagogical needs

Specific objectives

- To help the students improve their English learning through tutorials
- To take advantage of the time, the material and the activities to overcome learning needs.
- To promote the comprehension skills in each student to reach the appropriate performance to his or her grade to a basic lever according to their age or the study time.

Methodology

This outreach component was developed during the mornings from February 27th to May 12th from Mondays to Fridays with primary students in A and B groups of 5th grade at "San Francisco de Asís". The pre-service teacher was in charge of English classes during the academic period.

This outreach component will be carry out during the morning from Mondays to Fridays as follows:

DATE	GRADE	TOPIC	MATERIAL
First week	5A Monday 5B Friday	Spelling the name (the alphabet)	Video, computer, speakers and markers
Second week	5A Monday 5B Friday	Question formation and question words	Markers, worksheets
Third week	5A Monday 5B Friday	The members of the family and possessive adjectives	Flashcards, game activity
Fourth week	5A Monday 5B Friday	Seasons and days of the weeks	Markers speakers
Fifth week	5A Monday 5B Friday	My favourite food	Worksheets, cultural video
Sixth week	5A Monday 5B Friday	Domestic and wild animals	Recording, worksheet, markers, eraser
Seventh week	5A Monday 5B Friday	Numbers	Video, computer, speakers and markers
Nineth week	5A Monday 5B Friday	(if you're happy song) the moody	Sheets, flascard and markers

In this chapter the findings of a hard labor of working with primary student will be presented implementing several activities so as to supply pedagogical children's needs.

During the practicum, the student teacher did several activities to practice and promote English learning. These classes were taught by doing activities of mechanization an giving grammar rules to the fifth grade students as well as evaluations and homeworks. Every time the student teacher asked the students questions, all they wanted to participate by using the vocabulary already taught e.g. the greetings, giving quantities or giving information with the verbs.

This space to work with two primary groups is kind of heavy because it is necessary to look for material for the two groups which I have to teach twice in the same day. This schedule was proposed by the two teacher in charge of the fifth grade students however, the student teacher did his best to deal with the printing of the material for every student so as to achieve the goals that are to supply materials and overcome the predominant learning needs of the primary students.

Due to the job the teacher of fifth graders gave to the preservice teacher, which is to be in charge of the whole process of them, the student teacher had to be creative so as to help the student gain vocabulary and improve their skills.

Results

To help teachers in charge of 5th grades to teach English.

The pre-service teacher assistance to elementary students (fifth graders) making part of the Educational Institution San Francisco de Asís, resulted in a valuable tool for primary teachers due to several reasons, the majority of which were related to their perspective on teaching a foreign language. On the one hand, primary educators were

able to appreciate the importance of introducing various language teaching methods according to the interests and needs of their students, this rather than just focus on the use of traditional methods that are limited to teaching grammar and vocabulary. Moreover, the positive impact that generated the application of didactic materials in the motivation and participation of students allowed teachers to be interested about their use and future application. Finally, the use of spaces different from the classroom, for instance the language laboratory and the audio visual room allowed the professors to become aware of the importance of alternating the spaces of learning in order to avoid monotony.

It is necessary to highlight that not only the English primary teachers were satisfied with the labor performed by the pre-service teacher during the classes. Further, the pre-service teacher was equally benefited from the guide provided by experienced educators, which resulted in gaining a deeper understanding of the working context and an improvement in the management group.

Conclusions

When implementing attractive material like videos, audios, worksheets, or flashcards; it is easy to attract students' attention, preventing them from missing any important information and giving them the opportunity to have a deeper understanding of a particular subject. Moreover, the use of visual of aids facilitated the understanding of some words and concepts, avoiding an excessive use of the mother tongue. Ultimately, it was evidenced that when the student teacher applied this sort of teaching aids, the learner's motivation increased considerably and their interest of participating by using the target language to communicate basic needs and thoughts during the classes as the student teacher did. At last, most of the students showed the enthusiasm of

including in their talking, the vocabulary and expressions used by the pre-service

teacher like: how are you? Are you OK? I'm fine, please silence! Etc.…

Chapter VI: Administrative Component

Introduction

The administrative activities are the important spaces designated by the institutional administrators in order to supplement and complement the curricular or main activities. Its overwhelming importance lies in the fact that these play an important role in catering the many facets making part of the students' personality, as they are particularly good at providing opportunities for them to exercise leadership, work in teams, develop a sense of belongingness, take the initiative themselves as well as exhibit both, their academic and non-academic abilities. On the other hand, in some opportunities, such activities allow to strengthen the theoretical knowledge when organization is related to the content taught in the classroom.

With regards to their importance as an essential element of an educational institution, it remains an imperative for the pre-service teacher to be actively immersed both, in the organization (if it is a requirement) and development of such administrative activities that may include attending staff meetings, writing reports, documenting students' performance and progress, flag raising and cultural events as well as attendances to additional activities assigned spontaneously by the administrators.

Justification

The participation of the preservice teacher into the administrative activities and the curriculum taking place in educational institution becomes a requirement since these complementary spaces enhance students' formation and de development of their skills in terms of both, their educational and sociable skills that are otherwise the success expected for each student fostering their cultural education, and the conceptions towards the social welfare.

Through this component it is represented the constructive experience that the preservice teacher acquire in a deeply way by regarding the managing of the administrative matters of the determined institution as well as the basic knowledge of the smooth running of it.

Objectives

General Objective

- To fulfill the administrative responsibilities delegated by the institution and the administrators

Specific objectives

- To encourage student's participation in the activities planned in the educative institution.
- To participate actively as a collaborative and participative member of the activities raised by the institution.

Methodology

As preservice teacher, it was important to take an active part and consider myself as a member of the institution. For this, is in the activities proposed by the institution that the student teacher managed to carry out some activities linked to this component. The preservice teacher was ready to face and to work on all the events and activities which supported the assignments of the institution by offering his services when it was necessary and by organizing, decorating and participating in extracurricular activities in order to express their commitment with the community and the institution. Suh activities were:

- **Prueba academica de calidad from 6th to 10th graders:** During this week, the preservice teacher took control in the classrooms where the exams were presented. Moreover, the preservice teacher was in charge of the grades of the two groups in fifth grade. Moreover he had to qualify most of them due to the lack of education

- **Language Day:** During this event the preservice teacher had to control students' discipline while the cultural activities were carried out. (songs, poems, recitation of texts, dances) furthermore, the pre-service teacher revised the common and representative words of every region of the country that were mentioned in every activity even in the poems recited by the participants.

Results

The preservice teacher was enabled to involve the educational aspects of the academic English process thanks to the activities mentioned above. The students were stimulated not only by the activities carried out within the classrooms but in the activities that required their effort, abilities, creativity, discipline and goals. During all those activities; the preservice teacher could acquire a deep perspective of the administrators, teachers and the students during his teaching practicum allowing him to be aware of the importance of them to analyze the managing of administrative matters that is required to manage an educative institution.

The activities done in the institution during the practicum were meaningful for both the students and the student teacher. However the time foreseen for the preparation of such events restricted the accomplishment of the whole activities that the student teacher had previously prepared, as a result these were not fully developed.

On the other hand, it also prevented the pedagogical project to meet the dates raised beforehand, which may suggest that there is a prime need of striking a balance between curriculum, academic and administrative activities in order to accomplish all the targets outlined by the institution.

Conclusions

As a preservice teacher, it has been satisfactory to collaborate with students that seem to have more difficulties in English learning than others in other institutions of Pamplona. More than an obligation for the student teacher, this exercise of practicum has become a means to gain experience and many abilities to solving problem and making decisions that will be helpful to overcome his own daily problems when dealing with students that may be conscious of the importance of studying or so far not to like the English language.

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ANNEXES

Annexe 1 - Physical facilities

1.5 Teachers' office

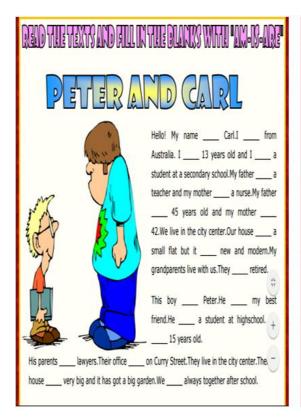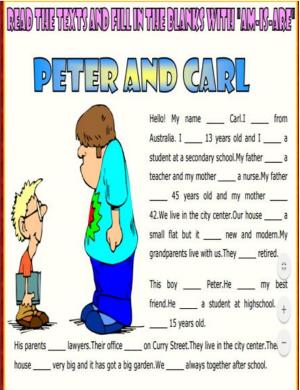**1.2 Seventh grade classroom**

1.3 Fifth grade classroom

1.4 Outdoor court
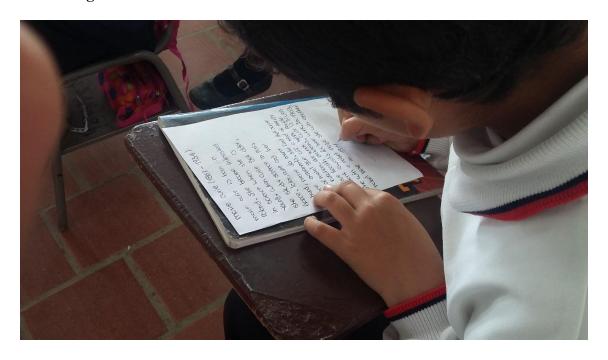
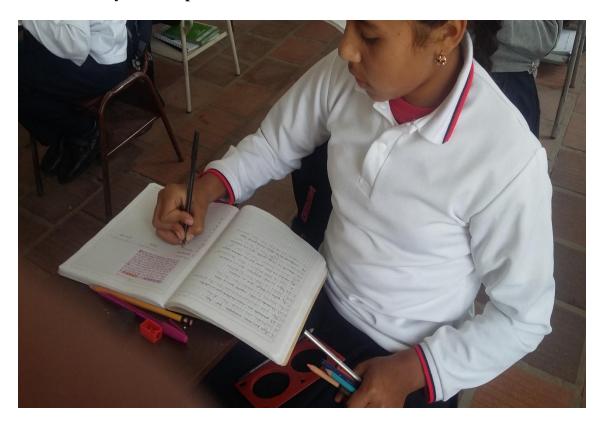**Annexe 2 - Pedagogical component Annexes**
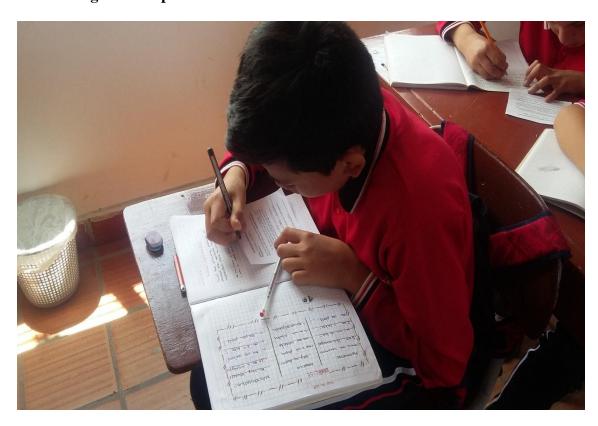
2.1 worksheet verb "to be"

2.2 writing

2.3 Vocabulary workshop

2.4 Reading workshop

2.5 grammar explanation (ninth grade)
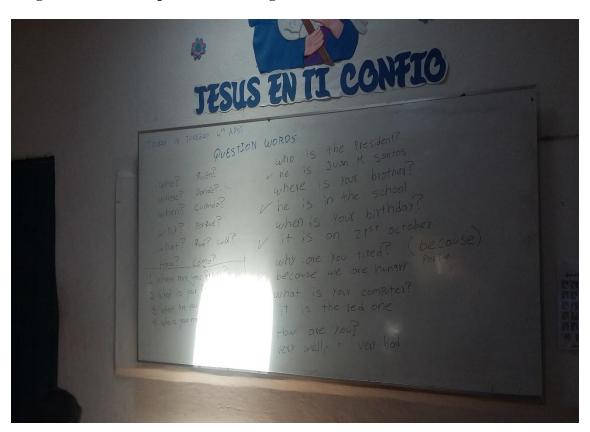
Annexe 3 – Research component

3.1 Reading news

3.2 writing news

3.3 talking about news on the movie "King Kong" (warm up, seventh grade)

3.4 grammar rules explanation (sixth grade)

Annexe 4 – Outreach component

4.1 Watching videos (professions)

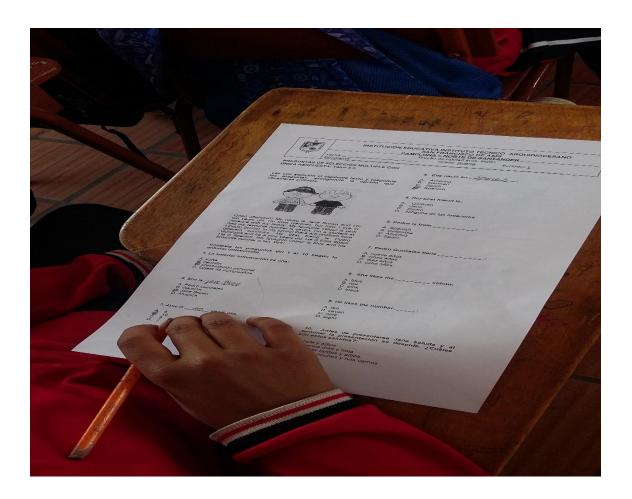## 4.2 Worksheet (question formation)

4.3 Reading comprehension (fifth grade)

4.4 Evaluación de calidad (fifth grade)

4.5 Class activity (fifth grade)

4.6

Annexe 5 – Administrative component

5.1 teachers'meeeting

5.2 Language's day