

IMPROVING WRITING SKILLS BY MEANS OF READING ACTIVITIES WITH 10TH
GRADE FROM “NORMAL SUPERIOR SCHOOL” IN PAMPLONA, COLOMBIA: AN
ACTION RESEARCH.

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Enhancing Writing Skills Through Reading Activities

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Introduction

The world's frontiers may become shorter and more connected since people are able to comprehend between themselves, many languages coexist in the world, and human beings have always tried to understand each other. Learning a foreign language includes a set of abilities and knowledge that allows the learner to communicate in that language, in other words to understand and be understood in another tongue. Foreign language teachers need to be aware of it and implement different types of methodologies, tools, strategies and sources to develop students' abilities in a second language with the aim of communicating.

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Problem

Hence from the observations conducted in a high school in Pamplona pre-service teacher could notice that the English learning is seen as a course to overcome in the school due to the teacher continues having a teaching traditional method which gets the students boring: pupils from 9th to 11th grades have a low contact with the target language. Only in the activities implemented by the teacher during the English class, the teacher provides the students only with sentences. There are no activities of listening or reading comprehension, most of the class is developed emphasizing in grammar structures of a verbal tense, the students' production is very poor, they limit themselves to only repeating what the teacher says and solving out exercises of grammar sentences that do not let them feel neither in a real life situation nor to produce in the target language.

Pre-service teacher will implement a set of different readings (comics, articles, short stories, poems and so on) as an assessment tool for enhancing the writing skills, to allow students to record in second language from their L2 reading activity.

This pedagogical project proposal is divided into four chapters. The first one contains the pedagogical component of the project. In this chapter, the researcher will present the key concepts related to this project such as: The National Bilingual Plan Program, the Communicative Approach, writing skill and reading activities. The second chapter refers to the research component of the project. It explains the research questions, the type of research, and the information about the population, it also talks about the implementation of the project, it will be also present the instruments to collect the data, as well as the way the data analysis will be done. The third chapter will describe all the extra-curricular activities focused on improving the

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second language skills of students from the “NORMAL SUPERIOR SCHOOL, CARIONGO PRIMARY SECTION” . Lastly, the fourth chapter will show the institutional activities in which the pre-service teacher will take part as active members of this academic community.

General Objective

- To improve writing skills by developing different types of reading activities in the students of 10th grade in a public school in Colombia.

Specific Objectives

- To foster writing production skills through texts reading activities.
- To enhance the learners' vocabulary, pronunciation and writing skills.
- To promote students interest on reading and developing meaningfully writing skills in L2.

Institutional Observation

Localization

This project will be carried out in the “ESCUELA NORMAL SUPERIOR DE PAMPLONA” high school, a Colombian public school located in street 5n 12-3660 Neighborhood “El Romero” high side in Pamplona, Norte de Santander. According to the Decree No000932 on December 2007, which modifies the Decree No 000132 on January 28th 2003, the “ESCUELA NORMAL SUPERIOR DE PAMPLONA” was merged from different scholar institutions, which are “LA AURORA, ESCUELA NUEVA CARIONGO, and ESCUELA NUEVA ISER”.

School Authorities

Occupation	Name
Principal	Oscar Fabián Cristancho Fuentes
Escuela Normal superior Coordinator	Rubén Darío Jaimes Pulido
Escuela Normal superior Secretary	Martha Aidé Castellanos
Escuela Normal superior Coordinator	Carlos Arturo Hernández
Escuela Normal superior Secretary	Yolanda Contreras
Lic. Inglés- Francés Escuela Normal superior	Carmen Rosa Daza Montes
Lic. Inglés- Francés Escuela Normal superior.	Rosana Villamizar Rojas

Key Aspects of P.E.I

The “ESCUELA NORMAL SUPERIOR DE PAMPLONA” is based on the following philosophy, Mission and Vision (2011-2015):

Educational Institution Philosophy: Our educational institution expects with the development of its pedagogic offers and social conviviality to charge its efforts to the integral formation of its students with objective and concrete criteria such as the respect to the Social State of Law, the recognition of the fastened this individuality of the constitutional rule of the primacy of the

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general interest, of the competitive formation in the academic aspect and the emphasis to the formation in the labor field as alternative of individual and collective development, as well as the incorporation of all our students with limitations and / or special conditions or vulnerability; forming young women capable of turning into transformers agents of his environment with criteria of community organization.

Mission

To provide our students with the spaces of formation that guarantee them, their families, their city, their region and to Colombia learning and applicable experiences of life as alternatives labor to the solution of their economic problems, consolidating with responsibility their project of life. For it, the institution will foster projects focused on strengthening the human talent, the community participation, the preparation for the work, the incorporation of all without any type of discrimination in a frame of tolerance and respect to man and woman and of the natural environment.

Vision

By the end of the year 2015, the educational institution must have consolidated the processes of improvement of its physical and technological infrastructure, demonstrating academic competitiveness and gaining spaces of cultural and social recognition.

Rules and Handbook

The board of directors of the “NORMAL SUPERIOR” High School 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

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- Pacific and respectful coexistence.
- Parameters, procedures and mechanisms to solve academic and behavioral problems.

CHAPTER I

Pedagogical Component

Introduction

To develop good and meaningful writing skills it is fundamental to think about the reader, who is the one being in close contact with the written text. Therefore at the moment of putting ideas into a text, writer must be very careful and explain in detail the text's what and how for the reader to achieve the whole meaning of the text with no difficulties. Reading comprehension and writing production are strongly related and very important when learning a foreign language, as well as the other two skills (listening, speaking). This chapter aims to illustrate the meaning and the principles of the communicative approach; also it is important to explain the concept of reading activities and writing production skills.

Enhancing Writing Skills Through Reading Activities

Justification

This project will be centered in applying reading text activities in order to enhance the writing skills among the 9th and 11th, and specially 10th students from the “NORMAL SUPERIOR” high school. According to the two weeks of classroom observation done from February 19th to March 2nd, the pre-service teacher could identify that English classes are based on the grammar translation method in which teacher introduces the topic and teaches grammatical rules, students write on their notebooks, then teacher gives exercises about the topic studied and learners should apply the rules learned before, most of the exercises are translations from and into their mother tongue and answer to the sentences/questions that the teacher writes on the board to practice the topic studied.

Enhancing Writing Skills Through Reading Activities

Objectives

General objective

- To improve writing skills through different texts reading activities.

Specific objectives

- To write summaries of and responses to readings activities on different topics.
- To write supporting sentences using relevant examples, details, and specifics to develop points adequately from a reading activity.
- To foster writing skills through different types of texts reading activities (comics, articles, short stories, poems etc).

Enhancing Writing Skills Through Reading Activities

Theoretical framework

This proposal will enhance the students' writing skill. Before immersing on this pedagogical project it is important to highlight some concepts related to it: communicative approach, the Bilingual National Plan, writing skill, reading activity.

The Communicative Approach places emphasis on developing the communicative competence, with this approach students are involved in situations that they could face or apply in the real life, when learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow learners to use the language, (British council). In an educational context Nunan (1991) proposes five principles of the Communicative Approach: 1) An emphasis on learning to communicate through interaction in the target language, 2) The introduction of authentic texts into the learning situation, 3) The provision of opportunities for learners to focus, not only on language but also on the learning process itself, 4) An enhancement of the learners own personal experience as important contributing elements to classroom learning, 5) An attempt to link classroom language learning with language activities outside the classroom.

Classroom activities used in communicative language teaching:

-Role-play

-Interviews

-Information gap

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- Games
- Language exchanges
- Surveys
- Pair-works
- Learning by teaching

Bilingual National Plan

The Ministry of National Education (MEN) in Colombia, taking into account the Common European Framework of Reference (CEFR) in order to adapt it to the country's context has modified and published the document "Formar en Lenguas Extranjeras: Inglés, El Reto" (2006).

The main objective of the National Bilingual Plan is to create citizens who can communicate themselves and with foreign people in English language, with international comparable standards which add Colombia in a universal communication processes. In addition, the National Bilingual Plan uses the levels given by the Common European Framework of Reference (CEFR) to teach English by stages, adapting them to the Colombian educational system. The following chart explains in how these levels were adapted for schools.

TABLE 1. Levels of the CEFR

LEVELS ACCORDING TO THE CEF	LEVELS IN COLOMBIA	EDUCATIVE LEVEL	GOALS FOR THE EDUCATIONAL SECTOR 2019
A1	Beginner	1st to 3rd grade	
A2	Basic	4th to 7th grade	
B1	Pre-intermediate	8th to 11th grade	Requires Level for 100% of the graduates of secondary education.

Adapted from *Formando en Lenguas Extranjeras, Inglés: El Reto* (2006,) pg. 6. MEN

Enhancing Writing Skills Through Reading Activities

Writing skill: Writing is a challenging process whether in native or second language; writing is also a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings in a text. According to Bello (1997) Writing enhance language acquisition as learners experiment with words, sentences, and larger fragments of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class.

Reading skill: Reading is the process results from a negotiation of meaning between the text and its reader. Ríos & Valcárcel, (2005, p. 60) as cited in Calderon et al. (2006) define reading as a “receptive language process in which the reader recognizes and decodes any kinds of symbols, this process ends when the reader gives sense and meaning to the decoded written language and transfers the information understood into his experience and thought”.

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Methodology

This project will be conducted during 10 weeks. The teacher trainee will have 12 hours per week, with the groups from 9th to 11th grades of Normal Superior Institution; teacher trainee will work on the four skills during the different classroom activities but it will emphasize on the **writing skill** through the comprehension of different reading texts activities.

Lesson plan

The pre-service teachers' lesson planning will be based on the stages proposed by Brown (2001):

Warm-up/Review: It encourages learners to use what they have been taught in previous lessons.

Teacher will ask student for the topic presented in the previous class e.g. direct question or asking for the homework.

Introduction to a new lesson: It focuses learners' attention on the objective of the new lesson and relates the objective to their lives. To continue pre-service teacher will perform games or open questions to students in order to create an appropriated environment in which students become interested in the new topic, teacher will introduce the topic by giving some clues to the students for them to infer what is the topic about e.g. a phrase, images, a question, a listening, a reading, etc.

Presentation: It introduces new information, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage. Teacher will explain the new

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lesson by using materials which help them acquire new language abilities such as: different types of text, flashcards, posters, videos and others.

Practice: it provides opportunities to perform and apply the new language or information. The students will do exercises in order to apply all what they learned from the teacher explanation. E.g. information gap activities, Notebook workshop for creating proper sentences and paragraphs summarizing and/or responding to readings on different topics.

Evaluation: it enables the instructor and learners to assess how well they have grasped the lesson. The teacher trainee will follow the institutional test, to examine the students' notebook, to apply a reading, listening or oral production quizzes.

Writing Process

The pre-service teacher will use a writing process based on the stages proposed by Bello (1997):

Pre-writing activity: Learners work together in groups or individually to generate ideas about a particular topic.

First draft: Students concentrate on getting ideas down on paper to show the first composition.

Revising: It is based on comments and responses; the main concern is clarity as the writer looks at organization and sequencing of ideas, the need for additional information or examples, areas of confusion, and words or phrases that can make the writing clearer.

Editing: The focus moves to spelling, grammar, punctuation, transition and signal words.

Learners should be encouraged to edit what they know or have studied.

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English Class Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:50 a.m.	9B	10C	11B	9B	11A
7:50-8:40	9B	10C	11B	9B	11A
8:40-9:30	10C	10B	10B	Componente de extension.	-
9:30-10:20	-	11A	10B	Componente de extension.	9A
10:20-10:50	Break	Break	Break	Break	Break
10:50-11:40	-	10A	10A	- Componente de extension.	9A
11:40-12:30	9A	10A	10A	- Componente de extension.	-
12:30-1:20 p.m.	9A	-	-	10A	11B

CHAPTER II

Research Component

Introduction

For learning a foreign language it is important to master the four competences (listening, speaking, reading and writing) and EFL teachers have the big challenge to teach students those competences. Writing whether in native or second language is an intricate and complex task, it is considered as the most difficult of all the four competences to acquire. Teaching English writing has many issues and challenges, Gomaa (2010) as cited in Adas and Bakir (2013) states that we cannot really teach language, we can only create conditions in which it will develop spontaneously in mind in its own way. In this segment of this proposal the pre-service teacher will present the background, the important definitions, the type of research, and the research procedures that will be applied whether the application of this proposal.

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Problem

Taking into account the classroom observations carried out by the pre-service teacher in the “NORMAL SUPERIOR” Institution, it was found that the teacher practices a traditional method to teach English in which she only explains grammar and does not emphasize in anything else. Furthermore, most of the problems students have are the followings: the lack of vocabulary to express some ideas in the English language (oral or written), the weakness on learners’ pronunciation and the lack of abilities to produce meaningful written sentences with background knowledge. In the educative institution “NORMAL SUPERIOR”, the sentences that the students produce are translations from and into second language, most of the sentences do not imply a real context, and the students’ writing production is reduced to translation and mechanization.

Justification

The foreign language learners’ problems observed from 9th to 11th grades in the “NORMAL SUPERIOR” Institution such as the lack of students’ oral and written production, the lack of students’ vocabulary, the reduced use of the L2 to communicate in the course and the focus on teaching grammar structures by teachers. No doubt, it is evident that pupils require to be trained in different forms to develop a set of abilities that allow them to communicate in a new language. Parsons and Brown (2002) stated that an action research is a way of investigation used by teachers to attempt to solve out problems and improve professional practices in their own classrooms. For that reason, this action research will be focused on enhancing English writing production inside the classroom. Also, this research proposal will attempt to accomplish the whole goals taking into account the procedures one researcher should assume when one population shows an issue which deserves its appropriate outcome.

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Research questions

Grand tour question

- How can the writing skill be improved by the use of reading activities at a public school?

Sub Questions

- What are the advantages and disadvantages of applying reading texts activities to improve writing skills?
- How do students react towards reading and writing activities?
- What challenges do students face when reading and writing?
- What changes can the pre-service teacher observe in the students' performances?

Objectives

General objective

- To inquire in what way reading texts activities enhance the writing skills.

Specific Objectives

- To foster the learners' writing skills through reading different types of texts.
- To improve students' writing and reading skills.
- To promote the reading comprehension skill by means of writing production.

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Literature Review

In this segment it is necessary to do an overview of the theoretical foundations on which this project will be based, some relevant papers will be found, especially those which have a relationship with this research proposal based on the writing production and reading activities. All of them are related with the importance of writing skills and reading activities, in this sense, it is necessary to understand the value that has the reading skill. Pre-service teacher conducted a review of some previous studies that analyze key aspects related to the writing and reading skills in foreign language.

Firstly, according to Krashen (1987) as cited in Durán (1999) “Writing is, however, a powerful intellectual tool for cognitive development – it can make you smarter.” It helps to improve and recognize the language abilities acquired. Further, writing enables communication through the recording of messages, at work Writing is a gateway for employment and promotion, especially in salaried positions, employees in business as well as government must be able to create clearly written documents, memoranda, technical reports, and electronic messages. Moreover, Graham (2008) stated that the ability to write participation in civic life and the community at large has increasingly been required, especially as the use of email and text messaging has become so widespread. Writing is a complex and continuing process whether in native or foreign language, also it is a challenging activity which consist on finding the better vocabulary and most effective language to transcribe one’s thought into a paper text, further writing enhance language acquisition as learners experiment with words, sentences, and larger fragments of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class, Bello (1997). Then writing production is a hard job to do, even more if the writing task is to be developed in a second language, English in this case. It has been said that

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teaching writing skills is the most difficult among the four competences (reading, listening, speaking and reading), Furthermore teaching foreign language writing skills is even harder, Gomaa (2010) as cited in Adas and Bakir (2013) states that we cannot really teach language, we can only create conditions in which it will develop spontaneously in mind in its own way. In this way foreign language learners are the only ones concerned in their abilities as writers.

Furthermore, Melgarejo (2009) exposes that “writing in a foreign language becomes more complex because it requires composition skills in a language different from the mother tongue, a mastery of the rhetorical patterns of the foreign language and an awareness of the differences that exist among languages”. On the other hand, at the moment of writing in a second language, students think in native language, so their writing production is a mixture of mistakes from native and second language, Gomaa (2010) as cited in Adas and Bakir (2013), indicated that “students’ first language affects learning the target language”. This is why students make certain mistakes and repeat them.

Secondly, this proposal is based on Writing reading-based compositions by writing in response to an earlier Reading, thus among the many definitions of reading comprehension that have arisen in recent decades, three prominent ideas emerge as most critical for understanding what learning to read means: Reading is a process undertaken to reduce uncertainty about meanings a text conveys. Reading is the process results from a negotiation of meaning between the text and its reader. Reading is the knowledge, expectations and strategies a reader uses to uncover textual meanings all play decisive roles way the reader negotiates with the text’s meaning. Reading does not draw on one kind of cognitive skill, nor does it have a straightforward outcome most text are understood in different ways by different readers, (Foreign Language Teaching Methods). On the other hand, for foreign language learners to read, they have to be prepared to use various abilities

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and strategies they already possess from their reading experiences in their native language. They will need the knowledge they possess to help orient themselves on the many dimensions of language implicated in any text. Researchers have established that the act of reading is a non-linear process that is recursive and context-dependent. Readers tend to jump ahead or go back to different segments of the text, depending on what they are reading to find out, (Foreign Language Teaching Methods). Finally Reading is the process results from a negotiation of meaning between the text and its reader. According to Ríos & Valcárcel, (2005, p. 60) as cited in Calderon et al. (2006) reading is a “receptive language process in which the reader recognizes and decodes any kinds of symbols, this process ends when the reader gives sense and meaning to the decoded written language and transfers the information understood into his experience and thought”.

In addition, taking into account that reading and writing skills are activities specifically concerned with a written text rather than with the spoken word; Durán (1999) went on to explain that through reading we have the opportunity of being exposed to well-organized and well-written pieces of writing which help us to improve our language abilities and to build writing schemata. Through writing we acquire the habit of expressing our ideas in a clear, correct and coherent way, fulfilling a double purpose: to be a medium of communication with others and a means of personal intellectual growth. Durán (1999) suggested reading skill as an important step toward good writing; the author stated that the teaching of writing skills should be preceded by good reading ability. Reading is the recognition of a written text meanwhile Writing is the production of a written text, both activities are similar, one author writes to be read further one author reads to write.

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Methodology

This study adopted an action research design which offers to the teachers a way to solve classroom problems and also to improve teaching process. It is essential to define action research, the instruments which will be used as non participant and participant observations, journal, semi- structure interviews and questionnaires. Moreover, pre-service teacher will specify the number, profile, sample he needs to get the project objective.

Action research: Action research is known by many other names, including participatory research, collaborative inquiry, and action learning. In simply words, action research is “learning by doing”. A group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. There is a dual commitment in action research: to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Gilmore et al (1986) state "Action research aim to contribute both to the practical concerns of people in an immediate problematic situation and to go further the goals of social science simultaneously”. Accomplishing this twin commitment requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process.

Participants

This project will be conducted in a public high school in Pamplona. Participants will be 27 students (females and males) from 10th C grade, at “NORMAL SUPERIOR” High School. Their ages range from 14 to 17 years old, whose English levels is A1- A2 (CERF).

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Data Collection Instruments

When conducting an action research project, data collection techniques are important in order to identify and justify by monitoring or observing what happens in connection with the research problem itself (Burns, 1999). That is why pre-service teacher used non participant and participant observations, journal, semi- structure interviews and questionnaires as the main techniques or instruments.

Non-Participant Observations

The meaning of non-participant observation according to Atkinson (2003) is that the purpose of a non-participant observation is to collect evidence of achievement by watching a learner's performance while they take part in an activity, but without interfering in their work. For this study, at the very beginning of the process five non-participant observations were carried out in order to recognize the problems presented in the EFL classroom to support this proposal in order to present solutions from this research.

Participant Observations

The researcher will use participant classroom observations because through them he will be able to abstract real data from real situations, as teacher trainee researcher will be in contact with his students participating actively in the classes. Becker (1958, p. 652) as cited in Mac an Ghaill (1994) pointed out that the participant observer collects data by participating in the daily life of those he or she is studying. 'The approach is close to everyday interaction, involving conversations to discover participants' interpretations of situations they are involved in'.

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Journal

The pre-service teacher will use a daily journal for keeping all about his experiences and expectations of the classroom (planning, classroom management, materials, and classroom interaction) and/or the educative community in order to put out positive and negative aspects related to it, looking for ways to achieve this proposal purposes. As Nunan (1992, p.56) said “diaries, logs and journals are important introspective tools in language research”.

Semi-Interview

Noor (2008) stated that “the choice of semi-structured rather than structured interview was employed because it offers sufficient flexibility to approach different respondents differently while still covering the same areas of data collection” At the middle and at the end of the project, The researcher will conduct one interview with open-ended questions; it will be carefully designed to provide adequate information for the purpose of this project.

Questionnaire

According to Richards & Lockhart (1996) “A questionnaire is a useful way of gathering information about effective dimensions of teaching and learning, such as beliefs, attitudes, motivation and preferences, and enable a teacher to collect a large amount of information relatively quickly”. The researcher will apply a questionnaire in order to find out students’ assessment using texts reading activities to enhance writing skills, and to know about their attitudes, expectations and experiences towards these activities.

CHAPTER III

Outreach Component

Introduction

In this chapter teacher trainee will explain the extracurricular activities he will carry out to motivate and invite the students into the English foreign language learning, taking into account the teacher's role in the society (not only as knowledge guides), this extracurricular support to the educative community of "ESCUELA NORMAL SUPERIOR" high school is an opportunity for involving students to work and discover other abilities that they might pull them out, also to practice English reading, and to fortify the social values through the English language learning.

Justification

In this project, it is important to highlight that reading activity is not one of the strongest abilities of "ESCUELA NORMAL SUPERIOR" high school learners, in order to empower the students to read and have constant relationship with reading texts, teacher trainee will create a "reading group" where all the students from the different grades can interact and learn English through little reflective messages English cards.

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Objectives

General Objective

- To promote students participation in the extracurricular activities as part of the school plan community improvement in order to improve their English learning process.

Specific Objectives

- To motivate students of “CRISTO REY” high school to learn English and improve their reading and writing skills.
- To create an environment where the learner can participate and express their opinions and doubts related to their EFL learning processes.
- To motivate the students to recognize and overcome their English Language difficulties.

Methodology

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“Reading group”

Every day in the school daily break the pre-service teacher will develop an activity called “reading group” where it will be handed out a piece of paper with a reflective, simple and short message in English related to values or a socio-cultural aspect. For this activity teacher trainee will take into account a plan based on three stages: introduction to the reading part in order to contextualize students; then the development which is the reading part and comprehension of the text; and, finally the closure, where students will make dynamics about the topic with the helping hand of the preservice teacher, in English. Furthermore, this “reading group” will take place in the Normal Superior High, Cariongo subsidiary school on Thursday from 8:40 am to 12:30 m. Also, the pre-service teacher will decorate the classrooms with idioms and expressions, and all the rooms of the school sticking posters with the appropriate names in English language. Every activity will be focused on inviting all the members of the Cariongo school Institution to have a closer contact with the English language.

Tutorials

The English tutorials will be developed in the daily classes, with students who have low academic performance, some problems or doubts about the topics viewed in the classes and their academic processes. The pre-service teacher will apply different activities with the purpose of reinforcing the topics viewed in the classes.

CHAPTER IV

Administrative Component

Introduction

This section will illustrate about academic and cultural schedule of the school and the pre-service-teacher interaction with the institution during the practicum period, Also, the present component will be related to different activities held by the institution in its regular operation. Each one of the educational communities has a schedule of cultural and academic activities in which students, teacher and parents interact and strengthen the relationships into the school. Likewise the student-teacher will take part of each one of the events that will be carried out inside the ““NORMAL SUPERIOR” High School by collaborating in the organization and execution of each activity.

Justification

The “NORMAL SUPERIOR” High School created its own activities schedule to be developed during the scholar year, as part of student-teacher last stage of teacher-trainee and as future teacher it is very important to participate in each one of the activities which will be carried out inside of the “NORMAL SUPERIOR” High School high school, in order to be involved in the

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development of the institution activities, that allows the student-teacher to get to know the regular conduit in an Educational Institution.

Objectives

General Objective

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- To actively participate by demonstrating interest and respect for each activity that will be carried out by the Educational Institution during the teaching practice.

Specific Objectives

- To be in touch with all educational community.
- To take part of the organization of the activities planned by the institution during the practicum period.
- To highlight the importance of English in the educational community.

Methodology

As the pre-service teacher have to make part of the High School in all the academic and cultural activities planned for the scholar year. Teacher trainee will be involved in all the events developed by the school during the practicum period as member of the educational community, through the participation in different activities such as mother's day, teacher's day, flag raising ceremonies, meeting English area, celebrations, supervision of discipline, religious ceremonies,

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meeting information for the students and also parents' meetings(Academic calendary included in the references as a link).

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