The implementation of authentic materials using the task-based Learning approach to enhance written skills of 8th grade students at “Escuela Normal Superior de Pamplona”: An action research

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APPROVAL NOTE

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Presentation of the proposal

This study attempts to improve 8th graders written production through authentic materials using the task-based learning approach at "Escuela Normal Superior de Pamplona." The current study is broken down into four chapters.

Firstly, the Pedagogical Component includes the implementation of a proposal which aims at enhance student's writing skill through the implementation of authentic material, using the task-based learning approach. Additionally, this component focuses on the improvement of the writing skill but at the same time to work on reading comprehension.

Subsequently, in the Research Component, pre-service teachers implement the self-reflection in order to assess their work and attitudes during the practicum process; also they analyze their own teaching process in the educational setting with the purpose of becoming an integral teacher.

Afterwards, the Outreach Component focuses on giving a help to the school's needs, teaching in elementary grades. The pre-service teachers attend to engage students with the learning of English vocabulary by using creative flashcards and other different materials.

Finally, for the Administrative Component, the pre-service teachers are part of different activities stated by the institutional authorities in order to have a real experience of teacher role in extra-curricular events.

Introduction

As a country that is in constant development and globalization, Colombia needs a better teaching of English since the Inter-American Dialogue analysis center published in the year 2017, a study that showed that Colombia is in the last place of all the countries that have a low level of English. For this reason, it is vitally important that the government is concerned for improving this level and as a result provide benefits and new opportunities for people and for the country.

So, it is a fact that Colombia has a very low level in English, which is caused by the lack of trained teachers and the traditional methodology used by them. This is why Colombia needs teachers who provide quality English education to improve the level of children, youth and adults. This traditional model, caused by lack of institutional support and learning resources and teachers' lack of expertise, creates passive consumers of educational knowledge.

Through a series of observations carried out in the English classes of 7th and 8th students from "Escuela Normal Superior de Pamplona", it was notorious the lack of implementation of strategies that enhance writing skills was noted. Although they already had notions of vocabulary and grammatical structures, students were not motivated to write or the teacher to encourage this competition.

Thus, as a strategy to encourage students to write in English, it is proposed the implementation of authentic materials attempting to improve students' written production and reading comprehension. Working with these competences provides many valuable purposes: they give learners support, opportunities to create, and contexts in which to use the language for

exchanges of real information. On a first side, reading is fun-way to knowledge hunt. And writing skill is the 'hard copy' of intellectual level or the level of expression. (Manaj, 2015)

Justification

The implementation of this project was very productive because it was not only benefit the pre-service teacher, but also all the participants. As for the pre-service teacher, this project allowed working with a type of population that is not so common; in turn, this helped the personal and professional training, since it was possible to work with new methodologies and strategies that improved English in each of the students.

On the other hand, students are the beneficiary population because with the proposal surely, they improved problems related to the writing competences such as write grammatically correct sentences, use and understand appropriate vocabulary and write ideas or thoughts in English. Additionally, the use of authentic materials allowed students to participate in different activities which promoted participation and creativity; students also acquired a communicative and intercultural competence. As Andrijević (2010) states "the authentic materials detect the needs of the students, bring to light their previous knowledge and provide authentic cultural information and contact with the actual language, current and contextualized." (P.161)

Moreover, the teacher (supervisor) probably took into account some of the strategies implemented by the pre-service teacher in their future classes. However, the only beneficiaries were not the 8th grade students, but also the students from 1st, 3th and 4th at "Escuela Normal Superior de Pamplona" given that they learned basic vocabulary in English and many of them had a deeper approach in this language, since many of these children had never had any contact with this important language.

Objectives

General objective

- To enhance student's writing skill through the implementation of authentic materials, using the task-based learning approach.

Specific objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting the development of a critical spirit in Students-Practitioners that allows them to analyze their pedagogical work.
- To teach English to the students in primary schools in Pamplona city.
- To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Pamplona city.
- To participate actively in all academic and administrative activities proposed by "Escuela Normal Superior de Pamplona.

General Conclusions

Throughout the development of this project, the following conclusions were founded:

It is vital that students develop and improve skills such as written production and oral comprehension in such a way that in the future we have students capable of understanding, analyzing and presenting ideas in a clear, coherent and precise manner. In order to achieve this goal, it is of vital importance to implement different and didactic materials that increase the interest of studying and learning, for this reason it is evident that the use of authentic materials in addition to provide all the necessary bases to improve the skills previously mentioned, these provide students with motivation and interest which are essential for a child's learning.

During the practice process, the pre-service teacher considered that reflection is a necessary tool since she could evaluate her work in order to improve positive aspects and look for strategies to change the negative ones.

On the other hand, the use of flashcards was an important tool in the learning of the vocabulary of the elementary students since with this visual aid the students were able to understand vocabulary and at the same time have a greater approach to the English language.

Finally, being part of academic and cultural activities proposed by the educational institution trained the pre-service teacher as she became aware of how to be a better professional able to plan and execute any type of event where students have the opportunity to interact and know.

Institutional observation

Before implementing this project, it was highly important to know the educational context in which the integral practice was developed. For this reason, it was necessary to carry out a week of institutional observation in order to obtain information about certain aspects that were taken from the Institutional educational project. The aspects that were searched included: topographical school's location, educative authorities, fundamental aspects of the Institutional Educational Project (P.E.I), rulebook, physical facilities, institutional organization, institutional calendar and teacher timetable.

Topographical School's location

"La Escuela Normal Superior de Pamplona" is an educational institution founded in 1940 in Pamplona by Eduardo Santos and his wife Doña Lorencita Villegas de Santos who officially opened this institution. It is located in the urban area to the south of the city occupying 11.4 hectares. Its property was ceded by the municipality and its physical structure was designed by the German architect Leopoldo Rother. This institution possesses large natural and agricultural environment in which it's possible work with project classroom; and sport grounds where students can interact and create places of entertainment.

Figure 1. Escuela Normal superior de Pamplona

According with the rulebook of the educational institution (2016), the great majority of the students are spontaneous, punctual, with desires to learn and improve themselves. Nevertheless, external contexts as adoption, bullying or cyber bullying are triggers that produce lack of motivation in the students, for this reason school coexistence, the experience of citizenship skills and good academic efficiency become complex and difficult. In spite of this situation, thanks to the intervention and the ability of teachers to deal with this type of case, the paradigm can be changed by contributing to the training of future citizens of the country.

On the other hand, "la Escuela Normal Superior de Pamplona" is an inclusive educational institution where population with special educational needs are attended; some of them are in the AURORA headquarters and others immersed in the regular classroom with the following

disabilities: infant psychosis with autism, cognitive, severe dyslalia, Rett syndrome, Down syndrome with hyperactivity, cerebral palsy among others.

Institutional authorities

The structure of scholar authorities of Normal Superior School is organized of, the principal of the institution, followed by the directive council, the academic council and the association of parents, whose names are presented in the next chart:

Table 1.
Educational Authorities

Charge	Name
Principal	Oscar Fabian Cristancho Fuentes
Coordinator	Ruben Dario Jaimes Pulido

Fundamental aspects of the Institutional Educational Project (P.E.I)

The institutional PEI is created under the guidelines given by the departmental secretariat for education. This PEI aims to strengthen the institution as an establishment where teachers are able to create educational processes with the fundamental aspect of creating a culture of social coexistence.

The Institutional Educational Project has four components which guide the students learning process: conceptual component, administrative component, pedagogical component and community component. The main objective of this educational institution is to form integral and competitive professionals who are able to interact any educational environment and to train a noble human being, engaged with their work and prepared for changes. With this purpose in mind, “Escuela Normal Superior de Pamplona” has established its vision and mission

Mission.

To form high-quality teachers, from preschool to the Complementary Training Program, with research, productive, technological and citizen competences within the pedagogical framework and social projection to perform at the preschool and primary levels of the rural, urban and marginal urban.

Vision

To lead initial and in-service training teacher programs within the framework of curricular and human integration where professionals of education re-contextualize and produce pedagogical knowledge for the improvement of educational quality since human rights in the rural, urban and marginal urban sectors, at the local, regional and national levels.

School shield

Figure 2. Shield of institution

Slogan

"Normalistas a las cumbres"

Pedagogical principles

The institutional PEI proposed numerous pedagogical principles among which it is possible to find:

Educability

La Escuela Normal Superior de Pamplona is based on the integral conception of the human person, his rights, duties and possibilities of training and learning.

Teaching

The teacher must be able to design and develop relevant curricular proposals for preschool and basic primary education.

Pedagogy

The pedagogy is seen as the reflection of the daily work of the teacher from pedagogical actions that favor the balanced and harmonious development of the learners' abilities.

Contexts

It is understood as a web of social, economic, and cultural relationships that take place in specific spaces and times approached through educational research.

Inclusive education

Inclusive education gives the possibility of receiving in the educational institution to all students, regardless of their personal or cultural characteristics.

Educational Research

This is assumed as the axis in teacher training that allows identifying potentialities among students, advancing processes that motivate reflection and develop a reflective attitude in future teachers and teachers of the institution.

Institutional objectives

- Develop research projects that contribute to the solution of the problems of the rural, urban and marginal urban sectors, from the pedagogical, the productive and the technological, developing a pertinent pedagogy through trainers, groups and networks.
- Lead from the culture of human rights and integrative pedagogy the improvement of the quality of education, the extension of coverage and the processes of coexistence and social equity.
- Strengthen the human condition of the vulnerable and disabled population by developing their abilities, respecting their learning rhythms from the curricular planning guaranteeing a relevant and quality education.

Physical facilities

In order to provide students with environments that promote a better learning process, "la Normal Superior de Pamplona" counts with 17 buildings, each one with their respective name, including classrooms, library, computer rooms, chapel, cultural room, cafeteria, restaurant, a cultural room and an English laboratory, where it was possible to develop activities in English during the entire practice process. Additionally, there are spacious sports fields and nature environments that serve as places of entertainment to develop playful activities such as games and competitions in order to develop different and motivating English classes.

Rulebook

This rulebook, built from the mission and vision of the institution, establishes the duties and rights that will guide the actions of the members of the Educational Community; aims to form ethical principles and values for the improvement of interpersonal relations, participation, citizen culture and the exercise of human rights.

Likewise, this rulebook informs the members of the educational institution of different guidelines that must be followed in order to guarantee school coexistence: do not drink inside the educational establishment, respectful treatment, do not violate the rights and integrity of the editorial staff, do not steal, do not mistreat, do not threaten not to plagiarize, among others . In the case of breaking these rules, the complaints, wakeup calls and necessary interventions will be carried out in order to solve the infringement.

Institutional organization

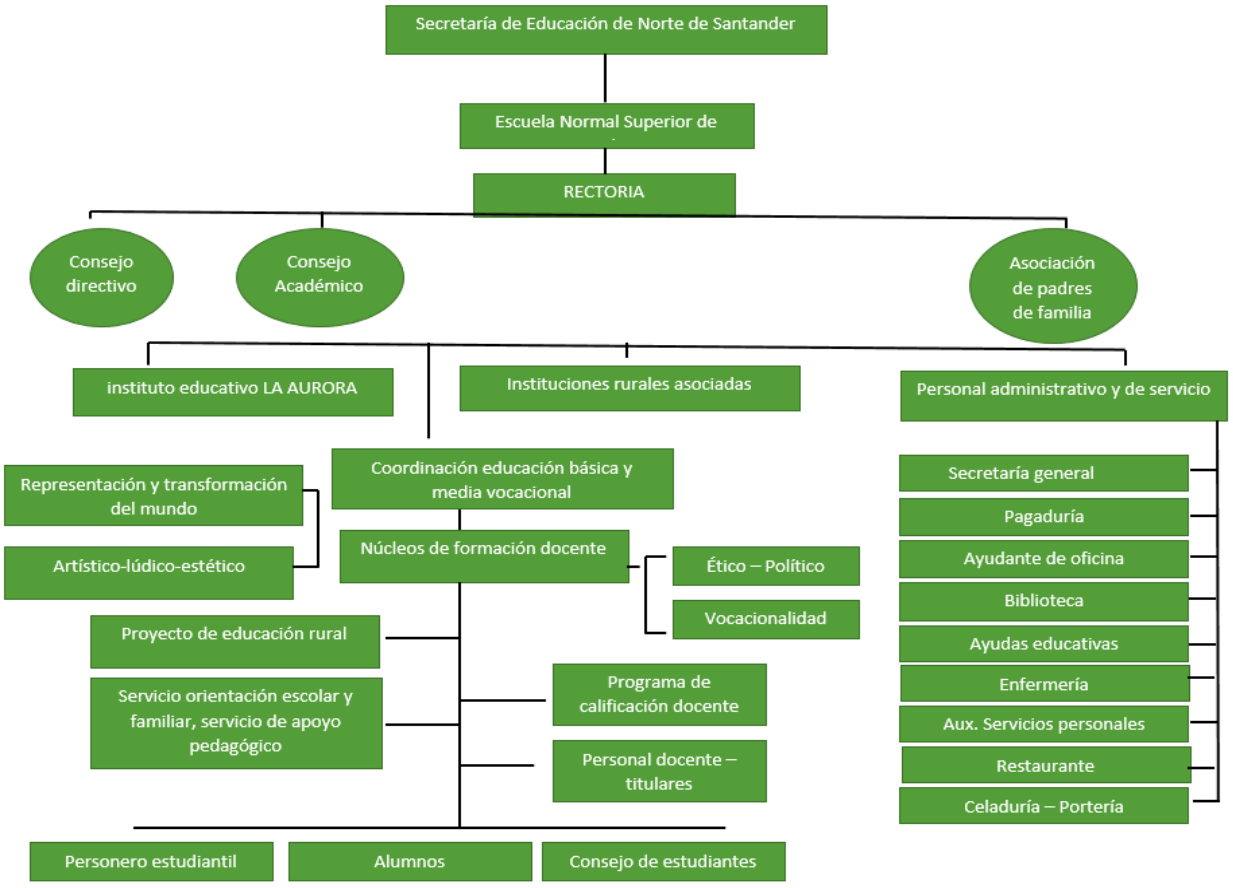


Figure 3. Institutional organization

Pre-service teacher schedule

Table 2
Cooperating Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:50	8B	3º		7B	4º
7:50- 8:40	8B			7B	4º
8:40-9:30			7B		8B
9:30-10:20	8A	1º	7B		8B
10:20-10:50	BREAK				
10:50-11:40	8A				
11:40-12:30				8A	
12:30-13:20				8A	

Supervisor's academic schedule

Table 3
Supervisor's academic schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:50	8B			7B	7A
7:50- 8:40	8B			7B	7A
8:40-9:30			7B	7A	8B
9:30-10:20	8A		7B	7A	8B
10:20-10:50	BREAK				
10:50-11:40	8A				
11:40-12:30				8A	
12:30-13:20				8A	

Pedagogical aspects

At the beginning, the institutional observation was conducted for a period of one week, whose objective was focused on observing the course assigned, in this case 7th and 8th grade. On the other hand, this week was very useful to read the institutional educational project and the

regulations of the institution, as well as the rules, location, objective, duties and rights of each of the members of the educational establishment.

During this week aspects such as the teacher's methodology to develop the class, students' material for the classes, teacher-students interaction, students' participation, students' behavior and attitudes during the class were observed. It is important to highlight that the classroom observations were registered through a journal with the purpose of not omitting important details such as students' participation, teacher's methodology, the interaction between teacher-students, discipline management by the teacher, use of the language and the students' classwork. As part of this observation stage, it was perceived that students always work with a book called "way to go" which is used during the classes. This book is created by the Ministry of Education in Colombia precisely for "Colombia Bilingüe" in order to improve the teaching of English but at the same time the work implemented by the teacher. In addition to have the student's book, it is important to mention that there is a teacher's guide, which leads the teacher on how to perform each work; Additionally, there is a workbook which allows the student to reinforce everything worked in class.

Figure 4. Way to go book

On the other hand, it was possible to perceive that the supervisor does not follow a format for the plan of classes, since she writes all the work methodology in a notebook. In terms of discipline control, teachers used a folder which they call “observador “in order to write everything that happened in class: punctuality, disorder, indiscipline, rudeness, lack of respect, etc.

Chapter I Pedagogical Component

Introduction

In today's world, the need of speaking a foreign language has increased much more due to the process of globalization that different countries are developing, since English is a fundamental part in the professionalization of people. On the report of Bohdanská (2012) English is the fact that the world is changing and becoming more multicultural; today there are more foreigners, traveling is much easier than it is almost possible for nearly everyone, for that reason the fact of speaking English could be understood as the act of being able to stay in contact with the outside. Ortiz (2013), states that there are a huge number of languages around the world, and English, certainly is one of the most important and the most used. 402 million people speak the English language as their first language, as it is currently used by more than 1 billion non-native speakers.

According to the statistics given by English Proficiency Index (EPI, 2017), English skills of students from all over the world do not progress uniformly in terms of high school and college. For this reason, in Colombia, the Ministry of National Education developed different elements and curricular approaches such as "Colombia Bilingüe English Kit" which serves as a pedagogical tool aimed at strengthening classroom methodologies and practices for the teaching of English in the official educational institutions of the country. Likewise, "El Programa Nacional de Bilingüismo,"which seeks to improve communication skills in English in educational sectors. That said, as future teachers, it is important to face the challenges that arise in the classrooms every day with regard to foreign languages. That is why, the development of the language skills (writing, speaking, reading and listening) must be taken into account during

the classes. However, in this research the writing production is relevant; regarding that allows the motivation and creativity.

Bearing in mind what is stated before, the whole project promulgate the implementation of tasks to enhance written production through authentic materials with the aim of working it in their English language level, where the population were students of 8th grade at Escuela Normal Superior. The information in this pedagogical component is presented in six sections such as statement of the problem, justification, objectives, theoretical framework, literature review and methodology.

Statement of the problem

During a week of observation in "Escuela Normal Superior," it was possible to identify the methodology of the teacher, establish the population and identify the possible liabilities in the learning process. Additionally, in this week, the students' English level was evidenced. According to the Common European Framework of Reference, intermediate students must have a level B1 in English. However, 8th grade students have an A1 level, which was evidenced when they create or listen simple sentences in English. When writing short sentences, the students did not correctly organize the words or did not use vocabulary according to the subject. As for the comprehension of commands or short phrases, the students did not understand the sender's message very well. On the other hand, it was possible to detect that the most of 8th graders have some difficulties when reading and writing phrases or texts about the topic taught by the teacher, because most of the time they do not remember the grammatical structures seen, the organization of a paragraph or the vocabulary worked, which prevents the creation and comprehension of sentences and short and simple paragraphs.

Hancock and McDonald (2000) say that "Writing has a bad reputation in many schools. For the teachers, it means grading a pile of compositions. For many students, writing is a boring exercise and an "opportunity" to make a lot of mistakes." (p.1). On the other hand, Harmer (1988) affirms that "writing gives students more "thinking time" that they get when they attempt spontaneous conversation. This allows them more opportunity for language processing -that is thinking about the language –whether they are involved in study or activation". (p 112)

Otherwise, one of the main ideas of using authentic materials in the classroom is to "expose" the learner to as much real language as possible. According to Nutall, (1996) "authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people." (p.172). On the other hand, using authentic materials in writing and reading within the classroom has a positive effect on student motivation and exposes students to a real language. (Berardo, 2006)

Regarding the task based learning approach; Willis (1996) suggests "the use of tasks as the main focus in language classrooms, claiming that tasks create a supportive methodological framework." On the other hand, Ruso,(2007) stated that "tasks based learning encourage student involvement and lead to significant improvements regarding their language performance". (p.1)

Based on what it was evidenced, it is necessary to implement a proposal which aims to enhance the written competences though authentic materials. Further, the teacher pointed out that in 8th grade there are students who do not love English or see it as unusable. Therefore, this study aims to help improve written skills and interest in English.

To start this study, the following guiding questions were formulated:

- How does the use of authentic materials enhance the witting skill in the 8th grade students?
- How can the Task-Based Learning contribute to the learning of writing?
- How does the use of production and written comprehension in classes develop motivation in 8th grade students?

Justification

Every year, more and more speakers of other languages are learning English. English Proficiency English affirms that in the school sector, English study is expanding through the introduction of English lessons for younger pupils. Universities also contribute by adding English language requirements to existing degree programs and introducing English-only curricula. At the same time, in different countries, unemployed adults are encouraged to enroll in English training to improve their employability.

This study aims to implement authentic materials as a way of bringing 8th grade students of the Normal Superior School of Pamplona to the learning English in their educational training course. The implementation of authentic materials allowed teaching this language in a more didactic way through postal letters, magazines, newspapers, menus, etc.

In short, the implementation of this project allowed the development of creativity and communication skills. In the same way, learning English allowed a better understanding of the globalized world.

Otherwise, other different reasons motivated the implementation of this project: Regarding the problem evidenced in 8th grade at “la Escuela Normal Superior de Pamplona” students were benefitted with this project, since the students were part of activities that forces

them to think and communicate in English twelve hours per week. On the other hand, students had the opportunity to work English in a more didactic and creative way. Another reason to implement this project is that the supervisor can continue with the implementation of this methodology in order to create didactic classes. Finally, the pre-service teacher, as a future professional of education, acquired new insights regarding the adequate and productive teaching English. In addition, the pre-service teacher continued to seek efficient strategies for teaching and learning English in order to increase the levels of English in students.

Objectives

General objective.

- ✓ To enhance student's writing skill through the implementation of authentic materials , using the task-based learning approach

Specific objectives.

- ✓ Design workshops using task based learning approach to enhance student's reading and writing skill
- ✓ To work with reading comprehension and written production in tandem.
- ✓ To implement the workshops using authentic materials to enhance student's reading and writing skill
- ✓ To foster the use of real communicative situations in 8th grade students at "Escuela Normal Superior de Pamplona"
- ✓ To analyze the improvement of writing skills in 8th grade students at "Escuela Normal Superior de Pamplona"

Theoretical framework

Before beginning to explain what the pedagogical component is about, it is important to highlight some concepts related to it.

Writing

Writing can often be an active process that allows students to participate, focusing on personal experiences, feelings and observation. In addition, this tool can be used in different environments and will always be very useful, creative and educational. According with National Assessment of Educational Progress, (2007) "Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools" (p.11) Whereas, Rivers (1981) states that writing is conveying information or expression of original ideas in a consecutive way in the new language.

Writing issues

The kind of writing we ask students will depend, on their age, level, learning styles and interests. For this reason, Harmer (1988) considers three separate issues: genre, the writing process and building the writing habit.

Genre.

A genre is a type of writing which members of a discourse community would instantly recognize for what it was. The decision of what gender should be used to write will depend on the need and utility.

Building the writing habit.

Due to the lack of self-esteem and confidence, many students say that they do not want to write. For this reason, it is important engage them with activities which are easy and enjoyable,

since writing activities should present opportunities for students in order to achieve almost instant success.

Assessing writing

According to Brown (2007)" one way to view writing assessment is through various rating checklist that indicate in which areas students are strong and in what weak, and in many cases such taxonomies are scoring rubrics." (p.417)

This is on example of a typical list of general categories that are often the basis for the evaluation of student writing.

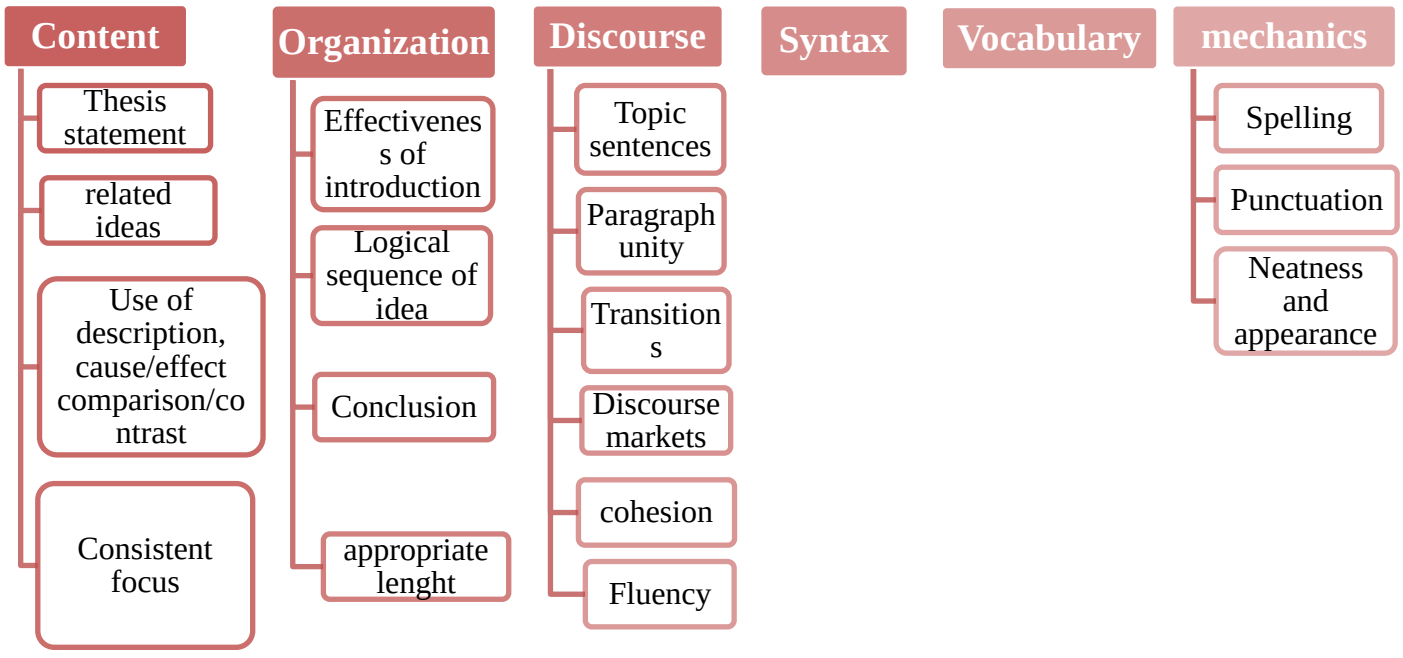


Figure 5. Categories for assessing writing

Reading

Pang (2003), states that "reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes;

word recognition and comprehension." (p.6) Whereas, Nunan (1999) establishes that more time is dedicated to the teaching of reading than to any other skill since for a hundred years being literate has been the mark of an educated person. It means that to master reading requires more time and dedication, the important thing is not about how people read, but how people are able to understand and internalize the text.

Different kinds of reading

It is important to make a distinction between extensive and intensive reading. The term *extensive reading* involves reading for pleasure. In others words, this is the reading which students do often away from the classroom. For example: novels, web pages, newspapers, magazines among others. On the other hand, the term *intensive reading* refers to the detailed construction of reading text. Then, teachers may ask students to look at extract of different type of text.

Reading skills

Harmer (1988) says that students need to be able to do a number of things when reading text: (p.99)

Scan.

Student need to be able to look aver rapidly for particular bits of information. In other words, this skill means that they do not have to read every word and line.

Skim.

Student glides over a text. In this skill students try to gather all the details in order to identify the general idea.

Reading of detailed comprehension.

Students are able to look for detailed information and pick out different examples.

Reading principles

Harmer (1988) establishes 6 principles:

- *Principle 1***:** Encourage students to read as often as much possible
- *Principle 2***:** Students need to be engaged with what they are reading
- *Principle 3***:** Encourage students to respond to the content of text (and explore their feelings about it), not just concentrate on its construction.
- *Principle 4***:** Prediction is a major factor in reading.
- *Principle 5***:** Match the task to the topic when using intensive reading texts.
- *Principle 6***:** Good teachers exploit reading texts to the full.

Assessing reading

Brown (2007) states that "reading assessment implies differentiating bottom up from top-down tasks as well as focus on form versus focus on meaning." (p.385)

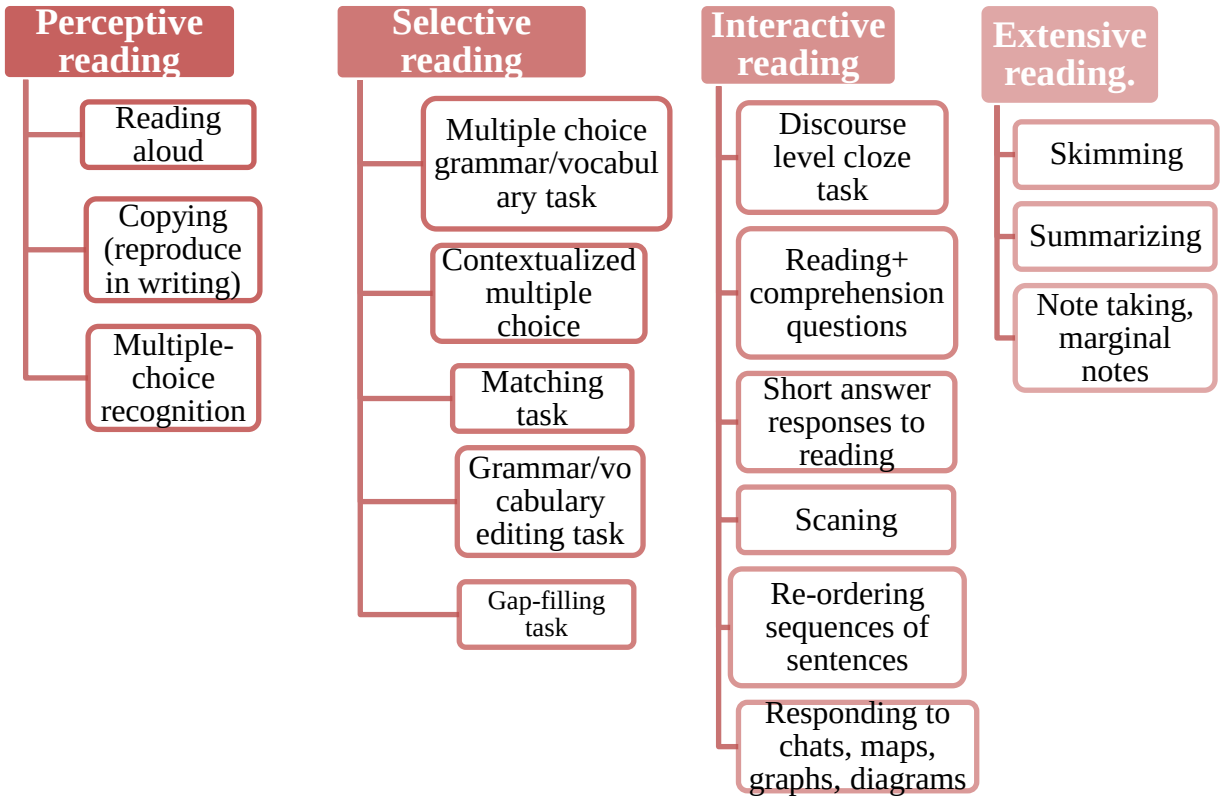


Figure 6. Categories for assessing reading

Authentic materials

The use of authentic materials in the foreign language classroom has been discussed in recent years. It has been possible to listen to the fact that the English presented in the classroom must be authentic, not produced for instructional purposes. In this context, authentic materials are defined as the materials which are prepared for native speakers and not designed to be used for teaching purposes. (Martinez, 2002). Herod (2002) has another definition for authentic learning, which is materials and activities designed to imitate the real world situations.

Types of Authentic Materials

Teaching materials are a very essential part of teaching and learning a foreign language. Genhard (1996) classified authentic materials into three categories as follows: (p.251)

- Authentic listening materials, such as radio news, cartoons, songs, etc.
- Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
- Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

Communicative approach

The communicative approach achieves profound changes compared to previous practices. This approach has the essential objective of learning to communicate in a foreign language. Additionally, the communicative approach will prefer the authentic documents (oral or written), to documents made according to precise linguistic criteria. In general, it is possible to establish four components (Cuq, 2005, p.265):

- Linguistic component: knowledge of rules and grammatical structures, phonological, vocabulary
- Sociolinguistic component: it refers to knowledge of the socio-cultural rules of language use and imposes the ability to use the appropriate linguistic forms according to the situation and the intention of communication.
- Discourse component: it ensures the cohesion and the coherence of the different types of speech according to the parameters of the communication situation.

- Strategic competence: it consists of the ability to use verbal and nonverbal strategies to compensate for failures or "failures" in communication.

Task based learning

This approach aims at providing opportunities for students to experiment and explore through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes (Nunan, 2004). Mao, (2012) states that "Task based learning emphasizes on meaningful communication as well as form and the cooperation between learners and the teacher, as has reflected from the meaning of "task." (p.2343)

Task

Task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, etc. In other words, by *task* is meant the hundred and one things people do in everyday life, at work, at play and in between (Long, 1985). On the other hand, Richards, Platt & Weber (1986) define "task as an activity or action which his carried out as the result of processing or understanding the language."

In order to plan sequences, researcher followed the methodology proposed by Willis (1996) who establishes three principal phases, which reflect the chronology of a task-based lesson.

Pre-task.

It concerns the various activities that teachers and students can undertake before they start the task.

During task.

It centres around the task itself and affords various instructional options

Post-task.

It involves procedures for following-up on the task performance

Table 4
A framework for designing task-based lessons

Phase	Examples of options
A. Pre-task	* Framing the activity (e. g. establishing the out come of the task) * Planning time * Doing a similar task
B. During task	* Time pressure
C. Post-task	* Number of participants * Learner report * Consciousness-raising * Repeat task

Task component

Nunan (2004) establishes five components of a language learning task:

1. *Goals*: those are the vague general intentions behind any given learning task.
2. *Input*: it refers to the data that form the point of departure for the task.

3. *Activities:* those specify what learners will actually do with the input which forms the point of departure for the learning task.
4. *Teacher's and learners' roles:* expectations regarding the performance of the tasks of the students and teachers.
5. *Settings:* refers to the classroom arrangements specified or implied in the task.

Descriptors of common European framework of A1 or A2 for reading and writing

One of the purposes of the Reference Framework is to help users describe the levels of language proficiency required by existing examinations and evaluation programs in order to facilitate comparisons between different certificate systems. For this purpose, the descriptive scheme and the common reference levels have been developed. (Common European Framework of Reference for Languages, 2001)

Reading comprehension.

- ***A1.*** Understand words and familiar names and very simple phrases, for example those on signs, posters and catalogs.
- ***A2.*** Read very short and simple texts. it is possible to find specific and predictable information in simple, everyday writings such as advertisements, leaflets, menus and schedules, as well as short and simple personal letters.

Writing production.

- ***A1.*** Write short and simple postcards, for example to send congratulations and fill forms with personal information, for example my name, my nationality and my address on the hotel registration form.

- ***A2.*** Write short and simple notes and messages related to my immediate needs and write personal letters very simple, for example thanking someone.

Literature review

At this point, it is important to review the previous research studies on Impact of students against the use of authentic materials into the English classroom, enhancing writing skills through task based language teaching

Impact of students against the use of authentic materials into the English classroom.

The influence of authentic materials into the English classroom is a subject that is highlighted in several research articles such as "The benefits of using authentic materials in the ESP classroom", by Nadrag, (2017) and "The Impact of Authentic Materials and Tasks on Students' Competence at a Colombian Language School" by Castillo, Insuasty and Jaime, (2017).

In the first article, the authors aimed at assessing the impact that the use of authentic materials in EFL classes had on developing students' communicative competences. By means of this study, the researchers implemented a case study and as instruments, they provided students with a questionnaire which consisted of 10 items aimed to determine the students' attitudes toward the use of authentic materials, their class attendance, the benefits and difficulties they encountered when they were exposed to authentic materials. As results, the authors stated that "students showed positive attitudes toward the use of authentic materials" (p.12), since they developed and enhanced the connection between the language classroom and the outside world. In addition, "the students developed their reading, communicative and writing skills, through the use of authentic materials." (p.11). They admitted the effectiveness of such materials in the sense

that they had the opportunity to read and learn from authentic sources of information. In general, authentic materials offered the students a valuable source of language input "since they could be exposed to more than just the language presented by the teacher and the textbook." (p.11)

Table 5

Students' options concerning their enjoyment to use authentic materials

Option	**a) very much**	**b) much**	**c) little**	**d) very little**
Participants	**20 students**	**6 students**	**2**	**-**
Percentage	**71.42%**	**21.42%**	**7.14%**	**-**

In the second research article, the authors' main purpose was to analyze the extent to which the use of authentic materials and tasks contributes to the enhancement of the communicative competence on an A2 level English course. A mixed study composed of a quasi-experimental and a descriptive-qualitative research design was implemented by means of a pre-test, a post-test, observations, semi-structured interviews, surveys, and diaries. As a result, the authors showed that the use of authentic materials and tasks, within the framework of a pedagogical project, had an impact on students' communicative competence progress and on the teaching practices of the experimental group teacher. In general, "two types of impact from using authentic materials and tasks were evidenced in this research: the development of their communicative competence in the target language and the enhancement of the teaching practices of the experimental group teacher." (p.101). Plus, "authentic materials lead the teacher to a continuous reflection process in which he/she is free to intervene in his/her own teaching practice." (p.103)

Enhancing writing skills through task based language teaching.

Continuing with the second category, the article of Akil, Jafar and Halim, (2018) entitle "Task- Based Language Teaching For Writing of the Students In Indonesian Tourism Polytechnics (A Case Study of The Fourth Semester Students At Tourism) Management of Polytechnic of Makassar" aims to find the students respond to the implementation of task-based approach in improving students writing performance, students of tourism management of Polytechnic of Makassar. In collecting the data concerning the implementation of task-based language teaching, the researcher utilized three methods of data collection including observation, questionnaire and documentation. Regarding the results, the three authors showed that the students" responded positively to the implementation of the task-based teaching in improving writing" (p.31) On the other hand, writing performance were very good respond based on the fourth aspects, they were introduction, pre-task, main-task, and post-task. "From the aspect of pre-task the achievement was 79,72percent and the average score is 19,93percent with the deviation standard is 2.05 percent that categorized was good. From the aspect of main-task the achievement was 81,21percent and the average score was 16,24percent with deviation standard 1,62percent that categorized was very good. And the last is from the aspect of post-task the achievement was 78,76percent and the average was 19,69 percent with the deviation standard 1,69percent that can be categorized was good". (p.32)

In the same way, the article of Chalak, (2015) entitle "The effect of task-based instruction on reading comprehension of Iranian EFL learners" focused on improving reading comprehension ability through Task-based Instruction. The participants of the study were 135 Iranian female students at different levels selected from high schools in Isfahan, Iran, through a quasi-experimental design. With regard to the findings suggest that using flexible and interactive

tasks in English classes improves reading comprehension ability of Iranian EFL learners. "The student-to-student interaction while performing the tasks provided opportunities for them to talk about vocabularies and monitor the language they used" (p.26)"During the tasks, the students, exchanged their ideas and negotiated to learn their peers' ideas, attitudes, or beliefs on certain issues, and became familiar with a lot of words related to the topic." (p.26)

Methodology of the Research

Type of research.

This study belongs to qualitative research approach, regarding that the researcher explores and interacts within and determine population aiming at analyses it behaviors, relationships, attitudes towards a determine issue. Furthermore, Denzin and Lincoln (2000) claim that an interpretive and naturalistic approach are involved in qualitative research involves "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p. 3). In other words, this study had this research design since the researcher tried to interpret and describe the problem regarding the natural conditions of the participants. In addition, this study approach can help to know how the use of authentic materials influences the improvement of reading and writing skills.

Afterwards, action research is proposed for the development of the study owing to it seeks to bring together actions and reflections, theory and practice, academic and local knowledge, and participation (Reason & Bradbury, 2001). On the other hand, Reason & Bradbury (2001) state that action research "… seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of

pressing concern to people, and more generally the flourishing of individual persons and their communities" (p.1). Therefore, this study adopted an action research design since it is an empowering experience since it helps teachers to become more effective at what they do, to teach and to work on the development of their students.

Population.

The population of this study were students from 8th grade of "Escuela Normal Superior de Pamplona". This grade is divided into two groups, in which 8th grade A is composed of 29 students, while 8th grade B is composed of 31 students. Subsequently, six students were selected as participants of this research study. These participants were asked in order to voluntarily participate in the project. Additionally, each student that get involved, it was given a pseudonym in order to protect his/her identity.

Instruments and techniques to collect data.

In order to develop this action research and collect the data, four different techniques were used: participant observation, non-participant observation, journals, interviews, students' written productions. These instruments provided the sufficient data to know how the implementation of authentic materials could improve students' writing skills.

Participant observation.

Schensul, Schensul, and Lecompte (1999) define participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting". Through this process, the researcher took an active part in

the teaching process while observing what is happening inside the classroom. Additionally, the researcher or pre-service teacher had the opportunity to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities.

Non-participant observation.

Nonparticipation Observation is defined by Williams (2008) as a "relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants… Non-participant observation may be cover or overt, occurring in public or private settings" (p.561). In this study, two non-participant observations were implemented aiming at identify potential students and their interaction with English.

Journals.

According with Wiegerová (2013) "a journal is a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events"(p.239).

Additionally, Wiegerová affirms that the journal as a research instrument is common used in qualitative researches triangulation.

From a research perspective, journals are used with three purposes:

1. In the first phase the teachers recorded freely their feelings from school and teacher work.

2. In the second phase, after initial analysis of teacher statements, categories were extracted, which were the subject of further writing of teachers, this time in a clear and closed structure.

3. The third phase of the phase is still open. It should be focused on summary reflection of each teacher (Wiegerová, 2013, p. 243). (**Annex 1. Journals)**

Interviews.

McNamara (1999), states that "interviews are particularly useful for uncovering the story behind a participant's experiences and pursuing in-depth information around a topic." This author establishes different steps that are consistent in the literature on conducting interviews in research:

1. Identify the interviewees.
2. Determine the type of interview you will use.
3. During the interview, audiotape the questions and responses.
4. Take brief notes during the interview.
5. Locate a quiet, suitable place for the interview.
6. Obtain consent from the interviewer to participate in the study.
7. Have a plan, but be flexible.
8. Use probes to obtain additional information.
9. Be courteous and professional when the interview is over.

Thanks this instrument, the pre-service teacher had different perspectives about the implementation of the tasks and authentic materials. For this, participants were interviewed at the end of the implementation to verify their perceptions, over the course of the research process. These interviews were implemented at middle and final stages of this study so that it was perceived if students' opinions change during the process. **(Annex 2. Interviews model)**

Students written productions.

One of the richest data sources are students' work, since this provides not only a representation of the written productions, but also serves to keep a record of the writing process.

With the purpose of analyzing the student's work, it was essential analyzed their work depending on each task and also some aspects such as: pragmatic, lexical and other important elements. The collection of students' written productions was done three times during the practicum process. **(Annex 3. Examples of students written productions)**

Data analysis

Hatch (2002), stated that "analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories." (p.3) On the other hand, analysis of data is a process of inspecting, cleaning, transforming, and modeling data in order to highlight useful information, suggesting conclusions, and supporting decision making. (Bihani and Patil, 2014). In other words, data analysis helped to evaluate the information gathered which answered the questions and determined if the main objective of the study was achieved.

Miles and Huberman (1994) proposed an interpretive analysis which includes a series of steps to analyze data:

Data collection

Data collection is not temporally discrete stages: as soon as the first pieces of data are collected, the evaluator begins the process of making sense of the information.

Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.

Data display

Data display goes a step beyond data reduction to provide an organized, compressed assembly of information that permits conclusion drawing.

Conclusion Drawing and Verification.

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions**. (Annex 4. Matrices for the analysis process)**

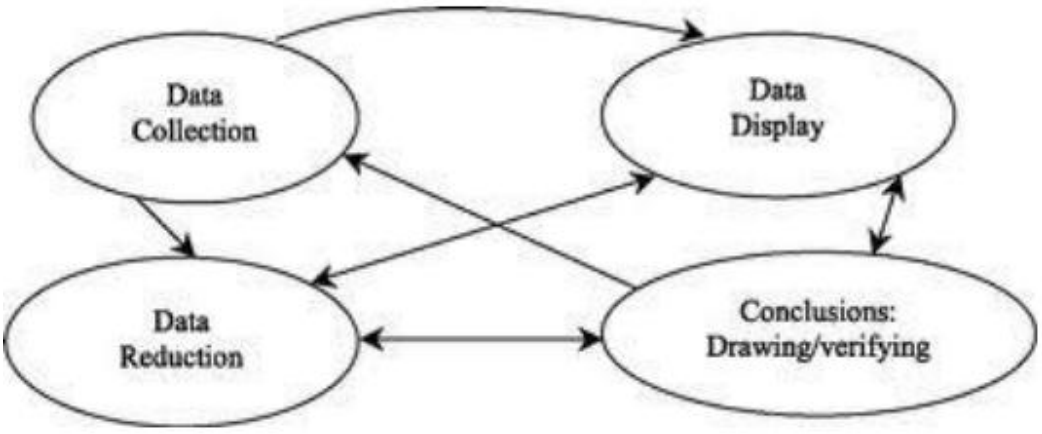


Figure 7. Data analysis procedures.

Schedule data collection

In order to have a successful guide to collect data, it was proposed a schedule to follow the activities along the ten weeks of practicum

Table 6

Data collection timetable

Weeks instruments	1	2	3	4	5	6	7	8	9	10
Journals	September 14th	September 21st	September 28th	October 5th	October 12th	October 19th	October 26th	November 2nd	November 9th	November 16th
Student's written production		September 21st			October 12th			November 2nd		
Interview										November 12th

These are the categories that emerged for the results:

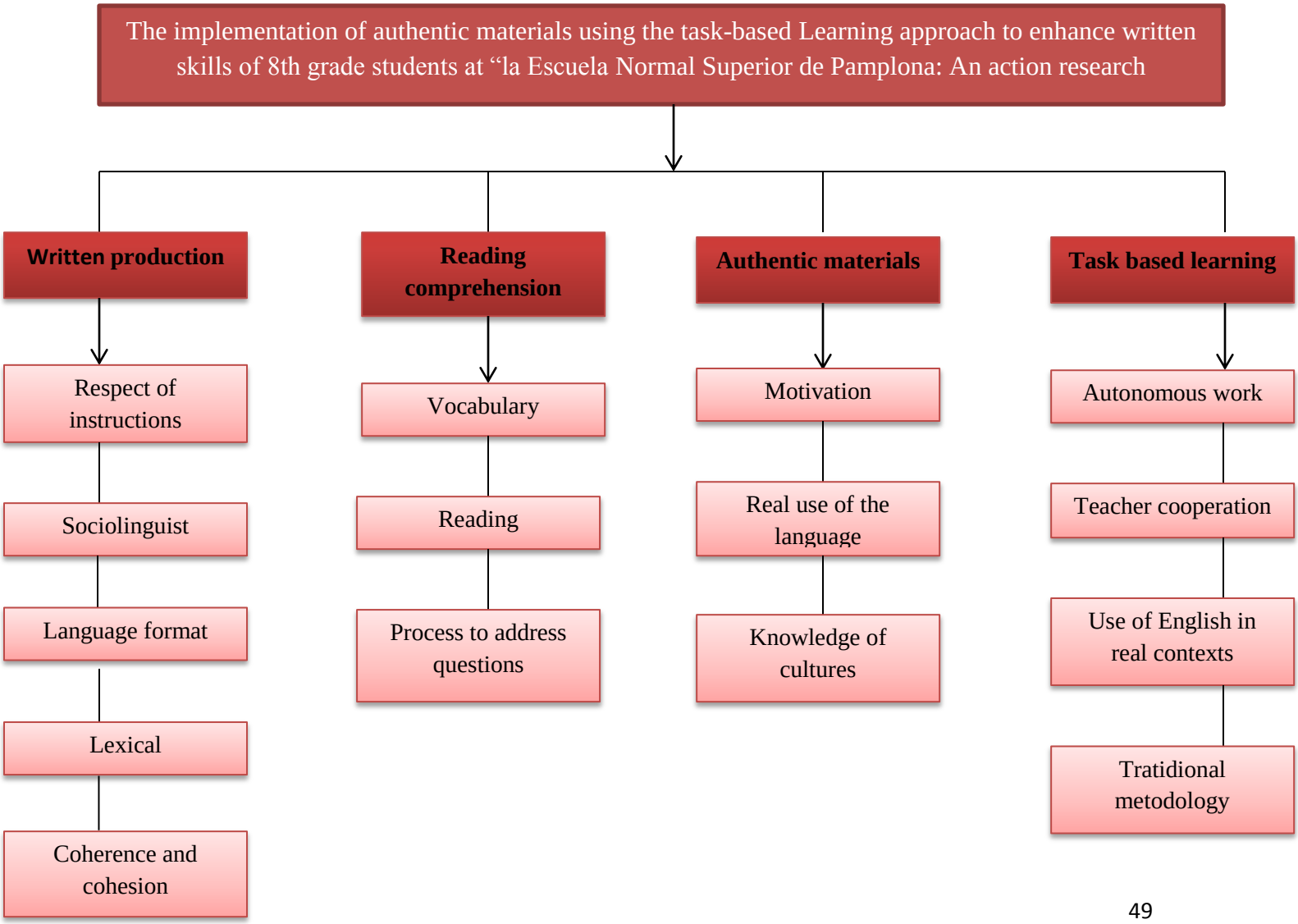


Figura 8. Categories

Ethical considerations

It was announced to the students that their participation it was not obligatory and it would not have a reward for it and their identity would be reserved as the information.

Methodology

Methodology of the implementation of the pedagogical proposal.

This pedagogical project is focused on the use of authentic materials in order to motivate the students to write. On the other hand, all the classes, teacher followed the task based learning approach and the communicative approach to plan workshops with the purpose students expressed ideas, thoughts and real situations using the target language. At the end of this process, students created a portfolio that contains the recreation of authentic documents made in class.

In order to have more time to work on written and overcome difficulties when writing, teacher worked on the implementation of the proposal every Monday and Friday with the students of 8th grade.

Task based learning.

Pre-task.

The first stage of this approach was developed with the reading comprehension which has the following steps:

Pre-reading.

In the pre-reading the readers need:

1. Interesting topics.
2. A purpose to read.

While-reading.

The goals of the while-reading are:

1. To comprehend the aim of writer.
2. To understand the linguistic forms.

Post-reading.

The goals of post-reading are:

1. To demonstrate knowledge about what has been read.
2. To relate the test with the background knowledge.

At the same time each of the stages of reading comprehension was complemented with the methodology to develop the authentic materials:

Firstly.

- Deal with unfamiliar language
- Finding the main idea of the text (skim/scan)
- Pose questions
- Brainstorm

Secondly.

- Re-read

- Read silently the document
- Clarify /verify comprehension
- Find answers
- Use of dictionary
- Analyze

Thirdly.

- Seek feedback
- Interpret text
- Note-taking

While Task

During this second stage, the steps to develop the written production were taken into account, which are:

Planning.

When planning, writers have to think about three main issues. In the first place they have to consider the **purpose** of their writing, since this will influence the language they use and the information they choose to include, secondly, the **audience,** since this will influence the choice of the language (formal or informal). Thirdly, the **content structure,** that is the arguments, ideas facts that they have decided to include.

Drafting.

As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

Editing and publishing.

Editing and Revising are often helped by other readers who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

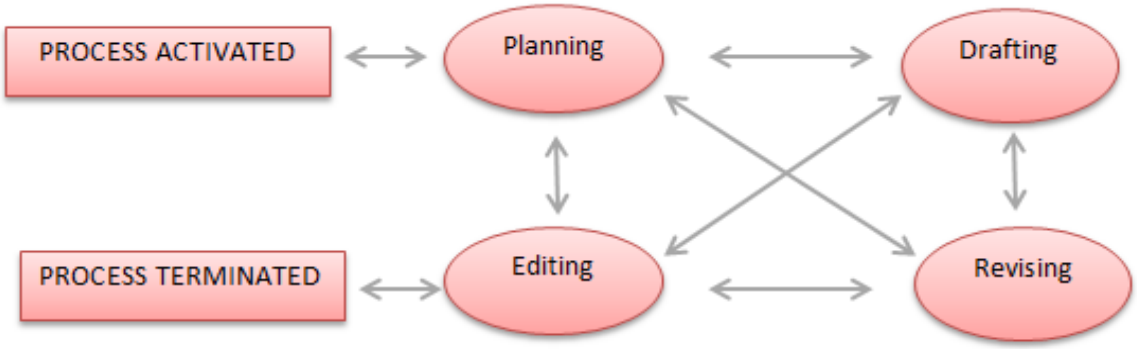


Figure 9. Writing stages

***Post-task*.**

All the authentic materials made by the students have the purpose to measure what the students learned during this period of learning and teaching. As for the feedback, the students was corrected individually, orally and in writing in order that the students feel comfortable since many times the group correction can cause taunt on the part of other students

It is important to note that thanks to all the analysis that was made of the theory, the following grid of the writing workshop.

This grid is composed of the date, the level and the different objectives that were met in each workshop. Also, it consists of the different stages that were followed in each writing

workshop, the skills that were worked and the description of each activity, it is important to highlight that each activity was developed with the steps of reading and writing.

Table 7
Model of the writing workshop

GROUP:	**LEVEL:**	**DATE**
LINGUISTIC OBJECTIVE	**COMMUNICATIVE OBJECTIVE**	**SOCIO-CULTURAL OBJECTIVE**
TASK	**MATERIALS**	**TOPIC**

STAGES	**SKILLS**	**DESCRIPTION OF THE ACTIVITY**
Pre-task	Reading Compression	**Pre-reading :** **While reading:** **Post reading**:
While- task	Writing production:	**Planning** **Drafting:**

		Editing: **Publishing:**
Post-task	Evaluation and assessment	

Chronogram of activities.

In order to satisfactorily fulfill the proposed objectives, a chronogram was established with all the dates and activities to be developed. In this chronogram it is possible to perceive the dates of the creation, execution and evaluation of each workshop.

Table 8
Timetable of pedagogical component

2nd week	3rd week	4th week	5th week	6th week	7th week	8th week	9th week	10th week
Planning the first workshop	Introduction of the project Implementation of the first workshop	Implementation of the 1st workshop	Planning the 2nd workshop	Evaluation and feedback of implementation of the 1st workshop Implementation of the 2nd workshop	Evaluation and feedback	Planning the 3rd workshop	Implementation of the 3rd workshop	Evaluation and feedback

Implementation of the proposal

Before carrying out the three workshops, it was necessary to talk with the students of the project so that they knew him better. For this reason the third week of practice, the preservice teacher decided to take a few minutes to make them known in general terms the objectives of This project, the schedule established for the development of this, the definition of authentic materials and the types of text that were going to work. At the time of making this information known, the students were asked if they knew what the authentic documents were and later they asked if they knew authentic documents.

During these three workshops, the students were exposed to two types of authentic materials which they could read, analyze and then recreate. Different teaching and motivating methodologies were executed in order to fulfill each of the objectives proposed in each workshop. It is important to highlight that each planning contains each one of the activities that they carried out during the workshop; they also contain different annexes and evidences that prove their execution. On the other hand, each glider contains the researcher's reflection.

First workshop: What pollution!

This first workshop was carried out the third and fourth week, from September 28th until July 4th. The students in this workshop should make known the current situation of contamination in an English speaking country. The task consisted in that the students had to send a postal letter to a friend named Lucas, telling him the location and the number of inhabitants of the country. At the same time, they should talk about the most frequent environmental problems, the people affected and the solutions implemented by the government to reduce this pollution. To

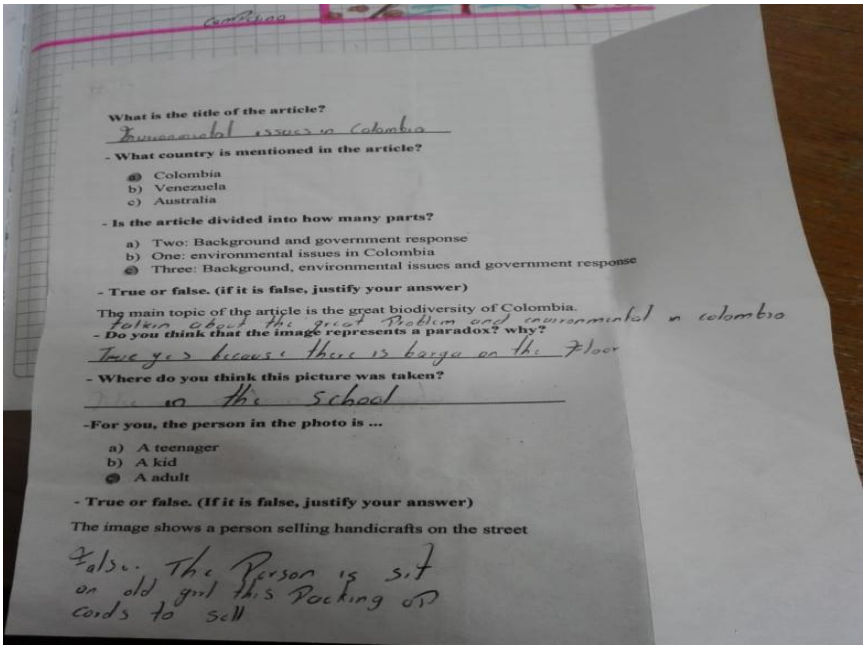
develop this writing workshop, the students followed the following steps and the teacher at the same time could reflect on each one of them:

Table 9
First workshop planning

GROUP:	**LEVEL:**	**DATE**
8th grade	A1	September 28th
LINGUISTIC OBJECTIVE Identify-the vocabulary related to recycle environmental problems	**COMMUNICATIVE OBJECTIVE** Describe and identify the environmental problems of different English-speaking countries	**SOCIO-CULTURAL OBJECTIVE** Know environmental problems of different English-speaking countries
TASK Make a postal letter to a foreign friend addressing the environmental problems that exist in the established country, solutions, affected people and activities to counteract the problems	**MATERIALS** Authentic documents Internet Board Markets	**TOPIC** Environmental problems

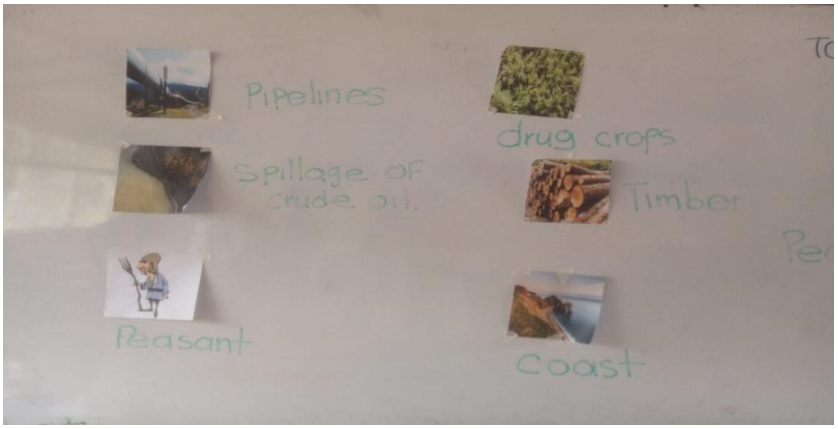
STAGES	**SKILLS**	**DESCRIPTION OF THE ACTIVITY**
Introduction of project		Before starting the class, I will inform the students that they will be part of a research project entitled: "The implementation of authentic materials using the task-based Learning approach to enhance written skills of 8th grade students at "la Escuela Normal Superior de Pamplona: An action research." Next, I will explain to the students what the objectives of this project are and finally I will explain to the students that at the end of the

		process, as a final product, they should deliver a portfolio that contains all the authentic materials made in class.
Pre-task	Reading Comprehension	**Pre-reading :** 1. After having talked about the project, the teacher will give each student an article named: "environmental issues in Colombia." This article shows a small background of Colombia, the environmental problems and the solutions implemented by the government. **(Annex 5. First reading comprehension)** 2. Next, in order to work on this article, the teacher will give each student a sheet that contains different global questions which will allow the students to know in a general way the topic proposed in this article: **What is the title of the article** _____ **- What country is mentioned in the article?** a) Colombia b) Venezuela c) Australia **- Is the article divided into how many parts?** a) Two: Background and government response b) One: environmental issues in Colombia c) Three: Background, environmental issues and government response **- True or false. (if it is false, justify your answer)** The main topic of the article is the great biodiversity of Colombia.

		- Do you think that the image represents a paradox? why? _____ **- Where do you think this picture was taken?** _____ **-For you, the person in the photo is ...** a) A teenager b) A kid c) A adult **- True or false. (if it is false, justify your answer)** The image shows a person selling handicrafts on the street  **Reflection: September 24th** First of all, first we scanned the article, which allowed the students to answer the first questions. In this step, for the students it was not very coherent to answer the questions without having read the article, however little by little we all worked and the students were able to answer all the questions. 3. To address the vocabulary, the teacher will ask the students to review the article in a general way and underline the unknown

		vocabulary. Previously, the teacher will identify the possible vocabulary unknown by the students, so she will bring to the class different images that represent the unknown vocabulary. So, what the teacher will do first is to tell the students to mention the unknown vocabulary so that she can write it on the board. After the vocabulary has been written on the board, the teacher will paste the images and the students should relate the image to the unknown vocabulary so that they can know its meaning. Coast Timber Drug crops Peasants spillage of crude oil

Pipelines



4. Then the teacher will approach new vocabulary. To do this, she will show some images that show causes, consequences and solutions for the water, air and soil pollution. In order to do that, the teacher will make a table on the board which will have three columns: causes, consequences and solutions, also the teacher will paste the images on the board in a disorganized way. What students should do is locate each image in the corresponding column. After doing this exercise, the teacher will explain what each cause, consequence and solution consists of.

- **Water pollution**

cause: *industrial pollution*

Consequence: *kills the life of fish and aquatic animals.*

Solution: *absorbents for water pollution.*

- **Air pollution**

Cause: *burning of fossil fuels*

Consequence: *Cancer*

solution: *decrease the use of vehicles*

- **Soil pollution**

cause: *Garbage accumulation*

Consequence: *transmitters of viruses and bacteria*

Solution: *garbage classification strategy*

Reflection: September 27th – 28th

This day, I asked the students to take out the unknown vocabulary and then read the article and understand it completely. I must admit that when I adapted the article, I tried to use the vocabulary appropriate to their level, unfortunately, when reviewing the vocabulary found by the students, I could see that there were many words that they did not know or did not remember.

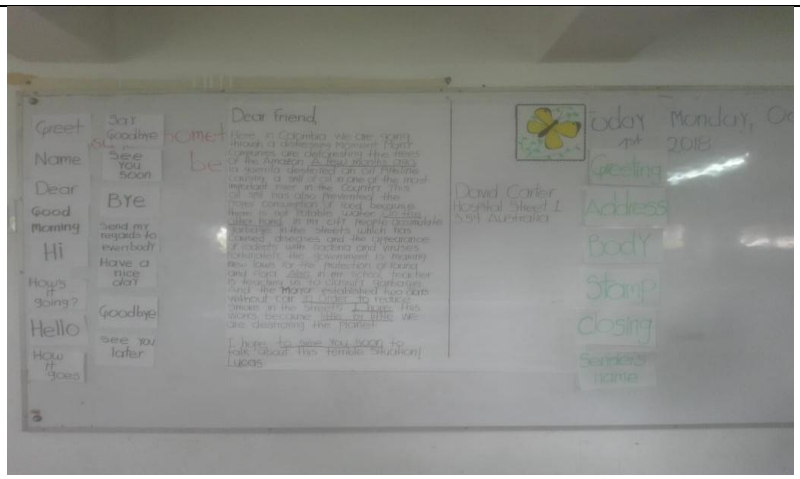
After having found the vocabulary in the text, I showed the students different images which represented vocabulary. The students had to relate the images with their writing. I must admit that this activity motivated the students to participate a lot, since usually, they are used to looking up the vocabulary in the dictionary and writing it in the notebook. For this reason, the implementation of a methodology that uses new images and activities motivates the interest of students to take part in the class.

After doing this, I taught the students new vocabulary related to the causes, consequences and solutions of water, air and soil pollution. This activity motivated much more the participation of the students since images were used again to approach new vocabulary. On the other hand,

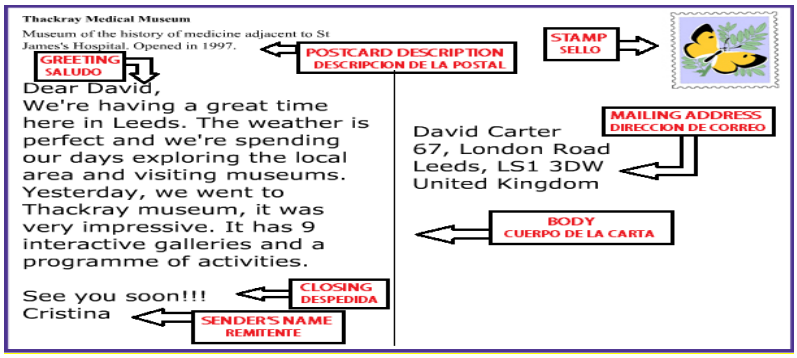
		so that the students could memorize the new words much better, I asked them to write them in their notebooks and make the respective drawing; I must admit that this created an atmosphere of interest and much more participation on the part of the students. **While reading:** 1. After explaining the unknown vocabulary, the teacher will ask the students to read the article attentively. Next, the teacher will ask the students to answer some questions a little more detailed in order to understand much better the general idea of the article. Before the students begin to read, the teacher will read and explain each question so that the students understand very well what they should do. **For you, what is a mega-diverse country?** _____ **True or false. (if it is false, justify your answer)** Colombia is divides in 5 areas: the Caribbean, the Pacific, the Orinoco region, the Amazonia region, and the Andean region. **What are the environmental problems mentioned in the text?** _____ **What has been the solution implemented by the government to solve these problems?** a) A legislation b) Creation of new green zones c) Division of the Ministry of Economic Development **Do you think this solution has been enough to help the environment? Yes, not. Why? Propose other solutions** _____

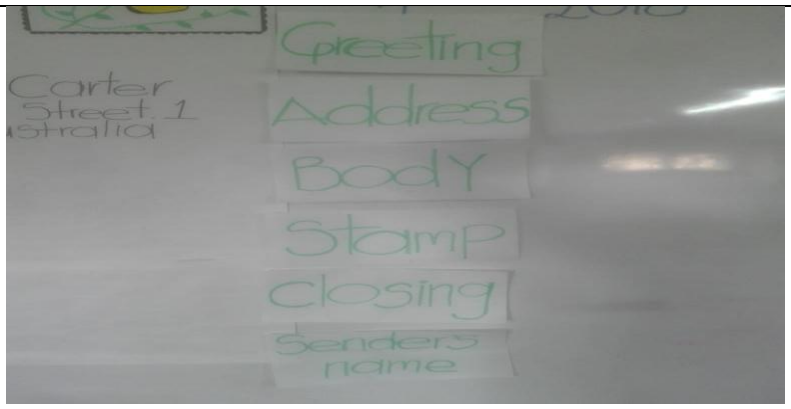
		Post reading: 1. After the students have answered the questions, the teacher will make a socialization of the answers. For this, she will select different students at random which will tell their answers, if these are not correct among the whole group we will give the correct answer. **Reflection: September 27th – 28th** At the time of reading the article, I decided to read it first so that the students could repeat it, so that they would know the pronunciation and intonation of the words, unfortunately, I think the article was very long, since in the middle of the reading the students were not concentrated, They started to talk and they did not repeat the article. This made me think that maybe for a next time I should look for shorter texts. After reading the article, the students had to answer the detailed questions. In order for the students to better understand each question, I decided to read each question and explain it in English and Spanish, unfortunately, the students did not understand the methodology of the questions. For example, in the false and true questions, the students did not understand how to answer, however with a little more time to explain, the students understood and were able to answer most of the questions. However, for the next implementation it is necessary to sort the questions in an order way so that the students can understand them, since these questions are not listed and possibly that confused the students when answering.
	Writing production	**Explanation of task:** After having worked with the article, the teacher will present a postal letter which was sent by Lucas. In it, this guy tells what the environmental problems of his country

While-task		(Colombia) are and what the solutions to counteract them are. Next, she will explain to the students the structure of the postcard and finally the students will choose an English speaking country and they will have to respond to the letter from Lucas but talking about the environmental problems and their solutions of the country that corresponded to them. **Planning:** **1.** The teacher gives the students an example of a postal letter where a supposed friend (Lucas) tells them about the environmental problems that their country is experiencing. To do this, the teacher will carry a billboard which contains the postcard and she will stick it on the board. During this first exercise, the teacher will ask the students to read the postal letter and look for the unknown vocabulary. Dear friend, Here in Colombia we are going through a distressing moment. Many companies are deforesting the trees of the Amazon and Chocó. A few months ago, the guerrilla destroyed an oil pipeline causing a spill of oil in one of the most important rivers in the country; this caused the death of many animals, especially fish. This oil spill has also prevented the proper consumption of food since there is no potable water in the region. On the other hand, in my city people accumulate garbage in the streets which causes the arrival of rodents, a few days ago I read that this causes diseases since the rats transmit bacteria and many viruses. Fortunately, the government is making new laws for the protection of fauna and flora .Also in my school, the teacher is teaching us to classify garbage. And next week, the mayor established two days without a car in order to reduce smoke in the streets. I hope this works because little by little we are destroying the planet. I hope to see you soon to talk about this terrible situation!!! Lucas David Carter Hospital Street.1 3.54. Australia



2. After having searched for the unknown vocabulary, the teacher will explain to the students the structure of a postal letter and the students should write it in their notebooks. In order to do that, the teacher will take some pieces of paper to the classroom which shows the parts of the postal letter. The teacher will attach these papers to the side of the postal letter, and she will indicate to the students that they should place the ones where they think their place is.

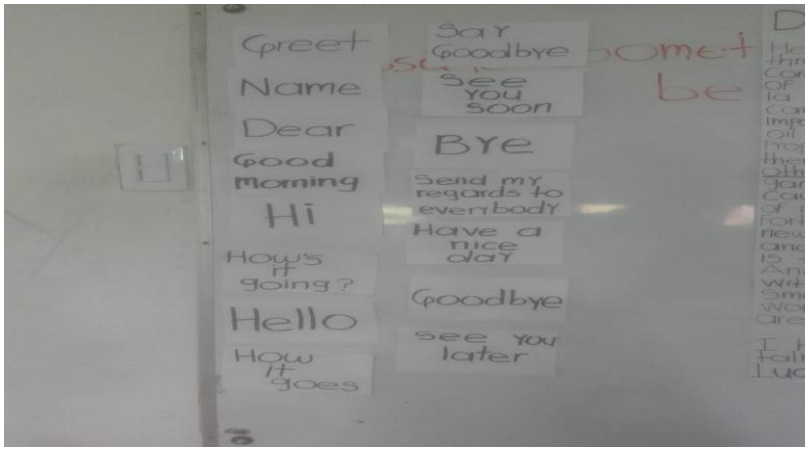




3. Next, the teacher will write on the board the different expressions to greet and say goodbye in a letter.

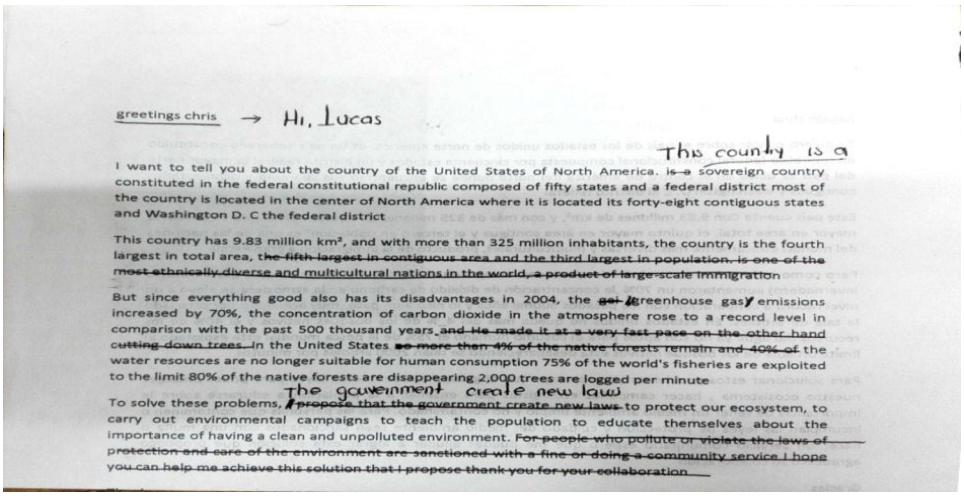
Open: Hello, hi, good morning, how's it going? How it goes? Dear …, Name,

Close: bye, goodbye, see you soon, have a nice day, send my regards to everybody, see you later.



4. After having worked on the vocabulary and having known how to make a postal letter, the teacher asks the students to take an English-speaking country of a bag: Australia, the United States, England, and Canada. In this way, each student will have an English speaking country.

		Reflection: October 1st When I put the postal letter on the board, the students were very curious about what was going to develop that class, since many students asked what was stuck on the board and intuited what was going to develop. When I explained what a postal letter was, students were encouraged to pay attention and not provoke indiscipline since the implementation of this type of document is new in an English class. Afterwards when the students repeated the reading of the postcard, I could perceive that the vocabulary worked in class was very helpful because they knew the pronunciation and the translation of these words which allowed the students to understand very well the message sent by "Lucas." After reading the letter, it was necessary for the students to know the structure of the postal letter. For them, the students had to relate some words which indicated the steps to make this type of authentic document with the postal letter stuck on the board. In this class I was able to confirm that students like this type of activity since I could perceive that participation increases every time I implement this work methodology. However, it is necessary that new methodologies be used for the next implementation. For the following exercise in which they should indicate which expressions represented the opening and closing of a postal letter, the response of the students was the same, motivation and interest to participate.
While- task	Writing production:	**Drafting:** **1.** Then, the teacher will ask each student to search in a short way the following information of the country that corresponded: - Location - Number of habitants - The causes of the most frequent environmental problems

		- Affected people - Solutions proposed by the government **2.** After doing the research, the teacher will ask the students to start writing a postal letter (draft) to Lucas telling him everything related to environmental problems of the country that corresponded to them. It's important that this postal letter has the expressions and the vocabulary worked in class.  greetings chris → Hi, Lucas This county is a I want to tell you about the country of the United States of North America. ~~is a~~ sovereign country constituted in the federal constitutional republic composed of fifty states and a federal district most of the country is located in the center of North America where it is located its forty-eight contiguous states and Washington D. C the federal district This country has 9.83 million km², and with more than 325 million inhabitants, the country is the fourth largest in total area, ~~the fifth largest in contiguous area and the third largest in population, is one of the most ethnically diverse and multicultural nations in the world, a product of large-scale immigration~~ But since everything good also has its disadvantages in 2004, the ~~ge~~ greenhouse gas emissions increased by 70%, the concentration of carbon dioxide in the atmosphere rose to a record level in comparison with the past 500 thousand years ~~and He made it at a very fast pace on the other hand cutting down trees~~ In the United States ~~so more than 4% of the native forests remain and 40% of~~ the water resources are no longer suitable for human consumption 75% of the world's fisheries are exploited to the limit 80% of the native forests are disappearing 2,000 trees are logged per minute the government create new laws To solve these problems, ~~I propose that the government create new laws~~ to protect our ecosystem, to carry out environmental campaigns to teach the population to educate themselves about the importance of having a clean and unpolluted environment. ~~For people who pollute or violate the laws of protection and care of the environment are sanctioned with a fine or doing a community service I hope you can help me achieve this solution that I propose thank you for your collaboration~~ **Reflection: October 4th -5th** At the time of reviewing the draft made by some students I could perceive that they did not understand very well what they should do since many arrived with information which had not been requested. For that reason I had to take a few minutes of the class to be able to explain again what they should do. This helped me to realize that it is necessary to explain everything calmly so that students can clearly understand what they should do and arrive with their homework. **Editing:** 1. The teacher will correct the draft made by the students. There, she will verify that the students have included the established criteria and have used the vocabulary and the expressions taught. In this

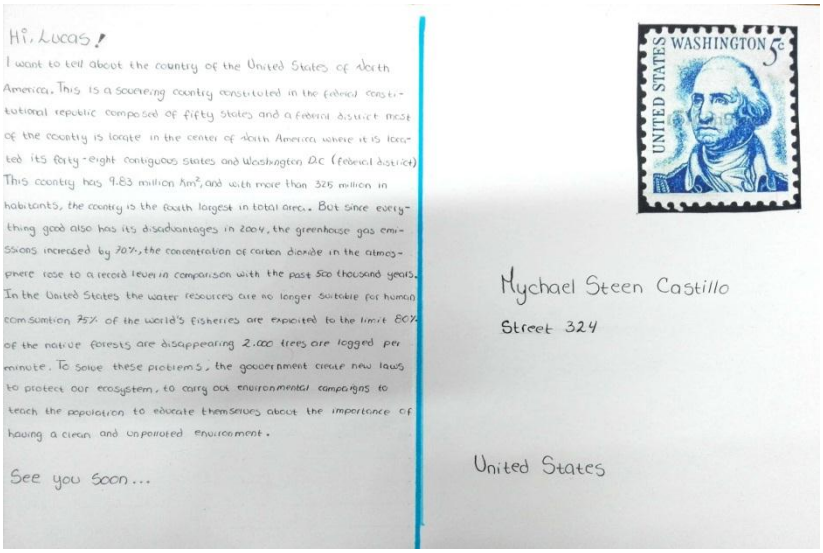
correction, the teacher will correct the mistakes made by the students and give directions so that they can make their postal letter and deliver it.

Reflection: October 17th

In reviewing the drafts, I could see that the students finally understood exactly what they should do. Many of them complied with the requested information. It is important to clarify that in many of the drafts I had to make several corrections since the students made grammatical errors, did not use expressions seen in class or sent the letter to a person who had not been assigned in class. In general, I can say that the class and the explanations were very enriching for the students and for the creation of this authentic document.

Publishing:

1. Finally, the students will deliver the letter to the teacher. This should be corrected and with the instructions given by the teacher.



		Reflection: October 18th: When reviewing the final writing, I could verify the advantages of having developed the subject with patience and dedication since the majority of the students, including the participants, handed me the postal letter as requested. Most of them used vocabulary and expressions seen in class and endeavored to present a good postal letter.
Post-task	Evaluation and assessment	After the teacher has read each one of the postcards, she will make in the board a corpus of errors in which she will indicate to the students which were the most frequent errors when writing the postal letter. Likewise, she will implement a evaluation grid proposed by the Common European Framework of Reference for Languages which had a specific criteria to evaluate writing, this criteria had a different amount of points each one; additionally, it was added another box to write comments about the texts. **(Annex 6. Evaluation Grid)**

Second workshop: "My great Christmas recipe"

The second workshop was held on the sixth week, precisely from October 22nd until October 26th. With this workshop, the students were able to describe the ingredients, the preparation of a Christmas recipe from a country different to Colombia. They also had to make known when and with whom it could be tasted. With this workshop, the students were able to describe the ingredients, the preparation of a Christmas recipe from a country different to Colombia. They also had to make known when and with whom it could be tasted. The task consisted in that the students had to create and send a formal letter to the director of a contest

who was rewarding with a trip to Brazil the person who sent the most original recipe. The students followed these stages and the teacher at the same time could reflect on each one of them:

Table 10
Second workshop planning

GROUP: 8th	**LEVEL:** A1	**DATE** October 22n 2018
LINGUISTIC OBJECTIVE Identify the vocabulary related to the typical Christmas dishes	**COMMUNICATIVE OBJECTIVE** Describe a typical Christmas dish in different English speaking countries.	**SOCIO-CULTURAL OBJECTIVE** Know a typical Christmas dish in different English speaking countries.
TASK: Create a formal letter which includes a typical Christmas dish of their city, its ingredients, and the number of people, the kitchen instruments and their preparation. Also, they should recommend the dish and give the reasons why they should taste this typical dish. This letter will be "sent" to a forum, which will award a trip to the student who has sent the most original Christmas dish.	**MATERIALS** Formal letter Images	**TOPIC** Christmas dishes

STAGES	**SKILLS**	**DESCRIPTION**
Introduction		Before starting with the next implementation, I will give the students a group feedback of the last exercise. For this, I will bring to the class a slide which includes the most frequent mistakes made by the students, at the same

		time I will explain what is the most appropriate way to correct them and finally I will ask them to write it in the notebook. As for the evaluation method, I will show the participants a grid which was taken into account when grating their written productions. In this grid are included aspects such as: respect for instructions, grammar used, structure of the text, lexicon and sociolinguistic corrections. However, in order for the students to understand the assessment grid very well, I will take a few minutes outside the class to explain each error and why of its grade.
Pre-task	Reading Comprehension	**Pre-reading :** 5. Before start with the reading, I will ask the students how they celebrate Christmas in their homes, in order to introduce the students to the topic. 6. After having listened to the students' answers, I will give each student an article titled: “Christmas in Colombia.” This article shows an introduction, the most popular activities of these dates and the typical food. **(Annex 7. Second reading comprehension)** 7. Next, in order to work on this article, the teacher will give each student a sheet that contains different global questions which will allow the students to know in a general way the topic proposed in this article: **1.What is the title of the article** _____ **2. How many paragraphs does the article have?** a) 1 b) 3 c) 4 **3. Do you think this picture was taken in the month of July?**

		Yes___ No____ Why: _____ **4. This photo was taken in a small town** True___ False___ **If it is false, justify your answer** _____ **5. The main theme of the text is** a) Christmas throughout Colombia b) Christmas in the biggest cities of Colombia c) Christmas in the towns of Colombia **6. How do you celebrate Christmas with your family?** _____ 8. In order to address the vocabulary, I will ask the students to review the article, take out the unknown vocabulary and write it in their notebooks. Previously, I will take to the class different images which represent some of the possible unknown words by the students, this images will be place on the board so that later the students can play a memory game. After having searched for the unknown words, I will announce to the students that they will play a memory game, to fulfill this activity the teacher will inform the students that each row corresponds to a group, which should turn the images related to the vocabulary and to find the pairs. Additionally, I will announce to the students that when they have found the pairs, they should relate it to their respective

		names. Candle Lantern Firework display Carols

Christmas trees

Presents

Dish

Rice

		Peas Turkey

Corn

Custard

		Reflection: 25th October (8A) On this day I thought that the implementation of my second task was going to fail because when the students saw that they were going to read a text and answer some questions they became indisposed and started talking. However, when I commented that the topic was about Christmas and that I was going to do some games, most of the students took their sheet and worked in the best way. Before reviewing the article, I announced to the students that we were going to play a memory game in order to know vocabulary related to the text. Minutes later I explained that they should find the pairs of each image and then discover their respective names. I must confess that from the game until the end of the class, all the students, including the most undisciplined, played but at the same time they were interested, since on many occasions I saw them take note of the vocabulary they were learning. Personally, I think that the positive attitude of the students is that they had never worked English in this way, since the usual methodology of the teacher was to search in the dictionary for the unknown vocabulary and write it in the notebook. Regarding the development of the global questions, I decided to use the methodology of the previous workshop: to guide the students so that they could understand each of the proposed questions. In this exercise, I asked them to look up the unknown words of the questions in the dictionary so thalater on, they could understand the question little by little. After finishing the class, I can realize that it is necessary to look for more didactic methodologies to work with this type of exercises since the one I have used up to now is a bit traditional and does not awaken the interest of the students.

Reflection: 29th October (8B)

Unlike the previous group, this group from the beginning is motivated by participating in each of the proposed activities. They all repeated the text, answered the questions and when they did not understand something they were motivated to ask. However, at the time of starting the game, the whole group was motivated much more and was fully prepared to play and take into account the rules and orders that I gave them. In general, I can say that the reaction was exactly the same as that of the previous group: The students participated, the lack of discipline decreased, the students became interested taking notes and asking and they had fun.

9. After having addressed the vocabulary of the text, I will approach new vocabulary. To do this, I will ask the students to form groups of four people. After doing this, I will give each group a card with four images which correspond to vocabulary related to Christmas. Minutes later I will announce to the groups that we will play the lottery and for that I will take out at random from a bag different images which will be identical to the ones they have on their card. Once the group identifies the image, it will cover the image with the image taken from the bag

COOKING POT

BUÑUELOS

CAKE

LADLE

ROLLING PIN

HAM

BOWL

CUSTARD

TAMAL

FLOUR

KNIFE

TURKEY

		 PORK MEASURING CUP CHRISTMAS BREAD MIXER SALAD SPOON OVEN SUGAR

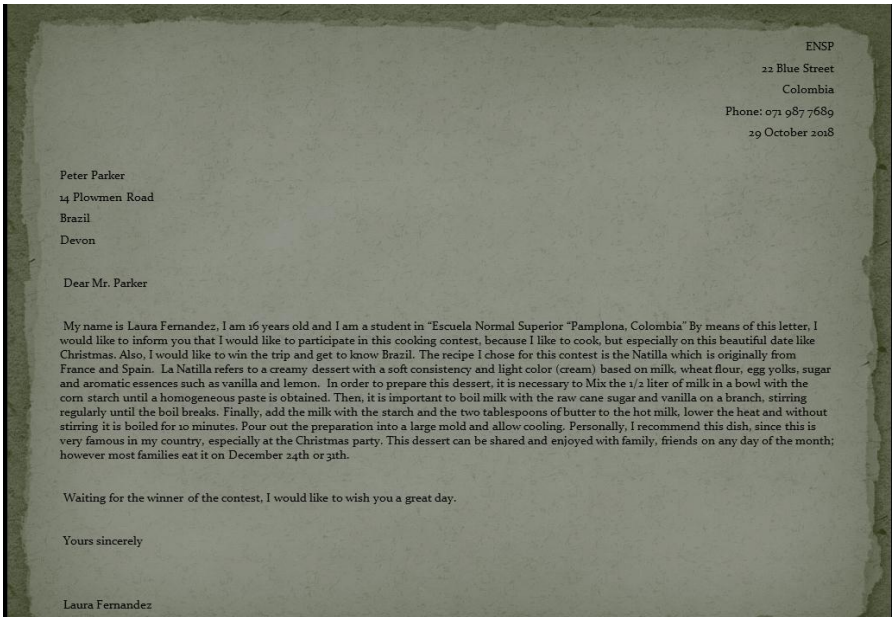
While reading:

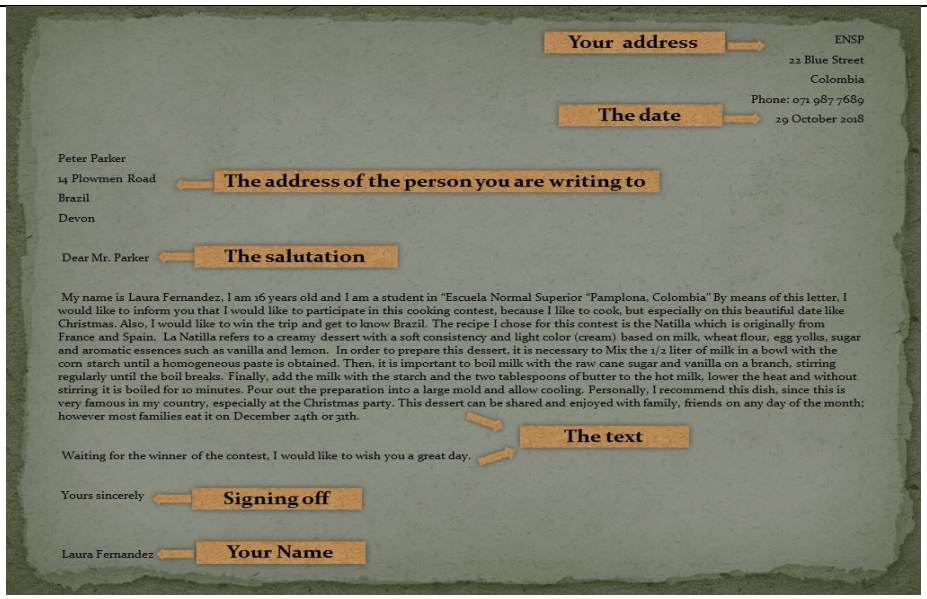
2. After having addressed the vocabulary, the teacher will begin to read the article and the students will repeat this in order that the students know and become familiar with the pronunciation. Next, the teacher

		will ask the students to answer some questions a little more detailed in order to understand much better the general idea of the article. Before the students begin to read, the teacher will read and explain each question so that the students understand very well what they should do. **1. When do Christmas celebrations and preparations begin?** a) On the evening of the 7th December b) On the morning of the 7th December c) On the evening of the 7th November **2. This day is celebrated as The Feast of the Immaculate Conception** **True ___ False ____** **If it is false, justify your answer** _____ **1. The main Christmas meal is eaten on Christmas Eve night and it's called** a) New year dinner "Cena de año Nuevo" b) Birthday dinner "Cena de cumpleaños" c) Christmas dinner "Cena de navidad" **2. Mention the three important Christmas decorations in Colombia** • _____ • _____ • _____

		3. Enclose the intruders The dishes in "La Cena de Navidad" include: Lechona / Tamal / Ajiaco Bogotano/ Buñuelos/ Mute/ Hojuelas 4. In early December, children write a _____ and this is placed in _____ **Reflection: 29th October (8A)** During the first activity, which was the lottery game, I explained the methodology of the game and announced that the vocabulary seen in this game should be used in a next exercise. First, they made different groups and then we got ready to play. At the time of creating the groups, the students were not interested if they got along with some of their classmates, they just enjoyed the game and had fun, even in a moment of the class, when the supervisor was not there, one of the students said that this The type of activities they liked a lot because English classes with the supervisor were very boring and she did not do that kind of games in English classes. After playing, I showed the students all the vocabulary seen; they repeated their pronunciation and copied it in their notebook. However, everything changed when the students began to develop the detailed questions. The attitude of the class changed completely, the students were indisposed and from there, very few students began to work. Personally I think that this attitude is because this methodology of working without motivation or without something that promotes interest is very common in English classes and students may be tired of this and it is time to change the methodology. Although the students did not want to work on these questions, I decided to follow the same methodology as always: read with them each question in English and Spanish so that they could

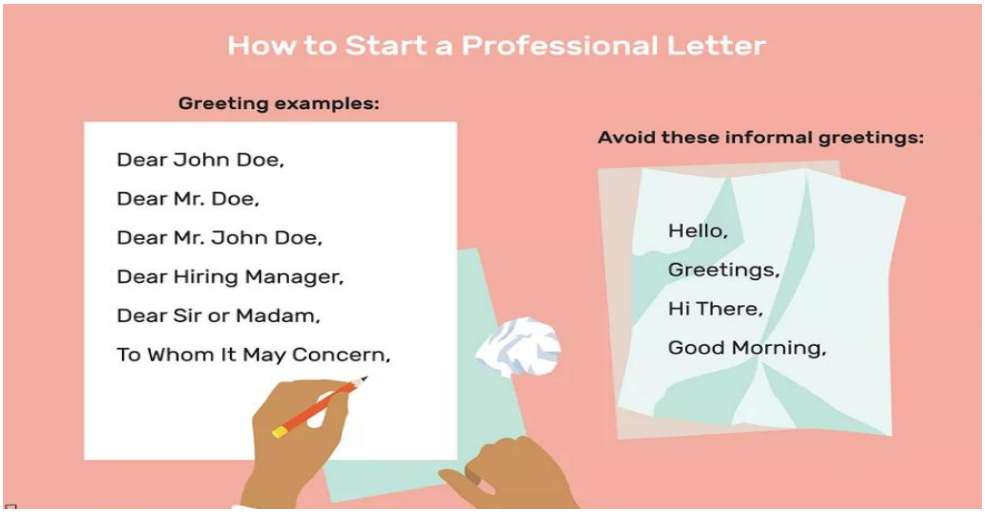
		understand them, at the same time I explained in detail what each question consisted of, making examples of the possible answers. Despite the bad attitude in class, the students were able to identify the necessary information to be able to answer the established questions. My help or maybe the desire to finish soon, made this exercises flow well and the students could answer most of the questions correctly. **Reflection 2nd November (8B)** Like the other group, the students were motivated to participate in the game in a positive and enriching way. In the same way as in the memory game, all the students participated, learned and had fun which made the class different. Like the previous group, the students were discouraged when they began to answer the global questions. Many of them made faces of discontent, stopped working and began to talk with the partner and make noise.
While-task	Writing production:	**Explanation of task:** After having worked on the article, I will present the students with a formal letter which will be sent to a Christmas food forum in order to win a trip to Brazil. In this letter I will write my name, the reasons why I want to participate in this contest, recipe and preparation of my Christmas dish and some recommendations. Next, I will explain to the students the structure of a formal letter and different expressions to say hello and goodbye. Finally, I ask students to write a formal letter addressing everything seen in class taking as reference the example presented. **Planning:** **5.** I will show the students a formal letter which will be "sent to a cooking forum." This letter will have a typical Christmas recipe from Colombia, the reasons for participating in the contest and some

		recommendations. In order to do that, I will present the students a slide which shows the aforementioned letter. Students should read it and identify the unknown vocabulary. **(Appendix 1)**  ENSP 22 Blue Street Colombia Phone: 071 987 7689 29 October 2018 Peter Parker 14 Plowmen Road Brazil Devon Dear Mr. Parker My name is Laura Fernandez, I am 16 years old and I am a student in "Escuela Normal Superior "Pamplona, Colombia" By means of this letter, I would like to inform you that I would like to participate in this cooking contest, because I like to cook, but especially on this beautiful date like Christmas. Also, I would like to win the trip and get to know Brazil. The recipe I chose for this contest is the Natilla which is originally from France and Spain. La Natilla refers to a creamy dessert with a soft consistency and light color (cream) based on milk, wheat flour, egg yolks, sugar and aromatic essences such as vanilla and lemon. In order to prepare this dessert, it is necessary to Mix the 1/2 liter of milk in a bowl with the corn starch until a homogeneous paste is obtained. Then, it is important to boil milk with the raw cane sugar and vanilla on a branch, stirring regularly until the boil breaks. Finally, add the milk with the starch and the two tablespoons of butter to the hot milk, lower the heat and without stirring it is boiled for 10 minutes. Pour out the preparation into a large mold and allow cooling. Personally, I recommend this dish, since this is very famous in my country, especially at the Christmas party. This dessert can be shared and enjoyed with family, friends on any day of the month; however most families eat it on December 24th or 31th. Waiting for the winner of the contest, I would like to wish you a great day. Yours sincerely Laura Fernandez **6.** After having searched for the unknown vocabulary, I will explain the structure of a formal letter. For this I will use the slide used previously and I will go slowly showing and explaining each one of the parts of the letter.

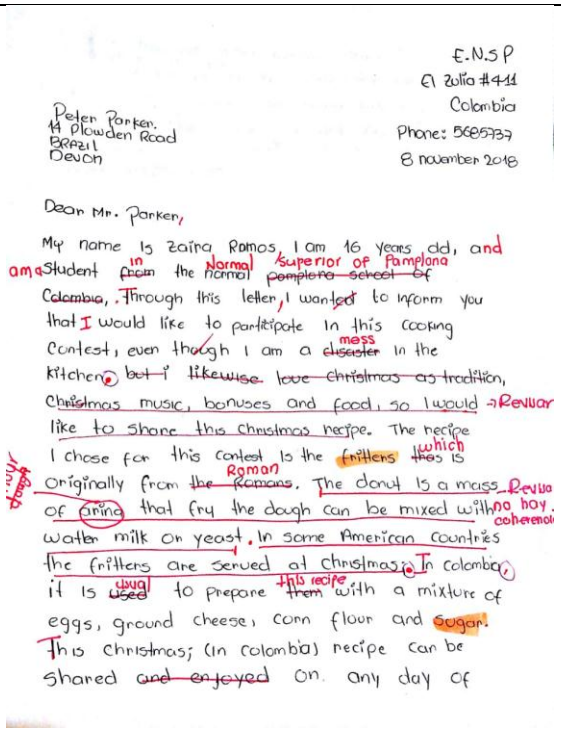


7. Next, on another slide, I will show the different formal ways to greet and say goodbye in a letter.

Formal greetings:



		Formal ways to say goodbye: **8.** After having worked on the vocabulary and having known how to make a formal letter, the teacher asks the students to take a country of a bag: Mexico, Colombia, Spain and Greece. In this way, each student will have a country in order to start with the formal letter.
While- task	Writing production:	**Drafting:** **1.**Then, the teacher will ask each student to write in a short way the following information of the country that corresponded: ○ Presentation (Name- Aged) ○ Reasons to participate in the forum ○ Recipe: origin of the dish-ingredients-preparation ○ Why do you recommend the dish? - With what people can you share? - On what day of the month of December? 3. After doing the research, the teacher will ask the students to start writing a formal letter (draft) showing all the aspects mentioned above. It's important that this letter has the expressions and the vocabulary worked in class.



E.N.S P
El Zulia #411
Colombia
Phone: 5685737
8 november 2018

Peter Parker.
11 Plowden Road
BRAZIL
Devon

Dear Mr. Parker,

My name is Zaira Ramos, I am 16 years old, and am a student in the Normal Superior of Pamplona from the normal pamplona street of Colombia, . Through this letter, I wanted to inform you that I would like to participate in this cooking contest, even though I am a disaster mass in the kitchen but I likewise love christmas as tradition, Christmas music, bonuses and food, so I would like to share this christmas recipe. The recipe I chose for this contest is the fritters which this is originally from the Roman Romans. The donut is a mass of string that fry the dough can be mixed with water milk or yeast. In some American countries the fritters are served at christmas. In colombia it is usual used to prepare this recipe them with a mixture of eggs, ground cheese, corn flour and sugar. This christmas; (in colombia) recipe can be shared and enjoyed on any day of

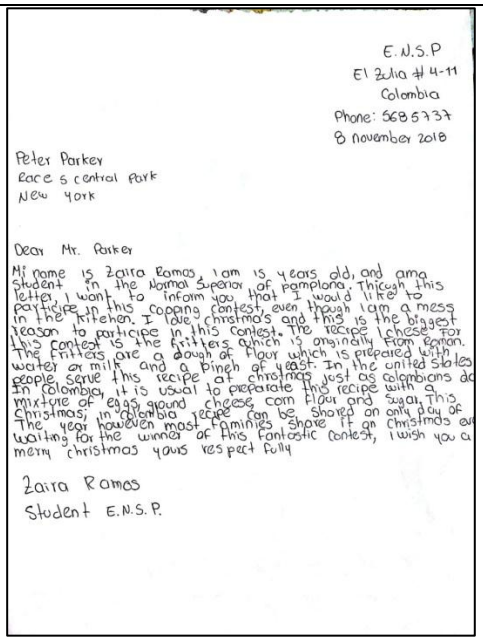
Reflection 1st October (8A)- 9th October (8B)

To begin with the formal letter, I gave each student a sheet which contained the letter that was going to work that day. In order for the students to understand very well what the letter was about, I first gave them the order to look for the unknown vocabulary. At the time of asking the students to look for the unknown vocabulary, I noticed that many students were not happy with the exercise, for that reason I approached one of them and asked him about the reason for his face, the student confessed to me that He did not like this type of exercises since they were boring and monotonous in English classes, and he said he preferred more fun classes where they could have fun and learn.

At the time of addressing the letter it was necessary to read it several times so that the students could understand the objective of the letter, so that the students could understand each phrase or word, I decided to make mimics, which worked quite well since every time I made a mimic, the students

		understood easily as mixing, burning, pour, up, down etc., this helped a lot to the understanding of the letter. When the students fully understood the letter, the change was very noticeable since many of them began to talk about the most popular Christmas meals in their family and they made a comparison between the meals in Pamplona and their place of origin. For example, one of the participants is from Medellin and this helped him to make a comparison between his most popular meals in his city and Pamplona. From this point, the group was again the same as in the game. They were motivated by listening to their classmates and creating an enriching and positive class for all, since at the end of the class I and many of the students learned a little more of the Christmas tradition. When addressing the parts of the letter and the expressions to say hello and goodbye students took notes and asked questions. **Editing:** 2. The teacher will correct the draft made by the students. There, she will verify that the students have included the established criteria and have used the vocabulary and the expressions taught. In this correction, the teacher will correct the mistakes made by the students and give directions so that they can make their letter and deliver it. **Reflection November 13th** Reviewing the written productions of the participants I could see that they still have problems of coherence since many of their sentences have no meaning which makes understanding difficult. Likewise, there are still punctuation and vocabulary problems. Additionally, regarding the written production of the formal letter, the students took into account the proposed

		situation: send a letter to compete in a cooking contest. They gave the reasons for being chosen as winners and describing when and with whom the recipe could be shared, but much more important, they made known very well the ingredients of the recipe they chose and their preparation. Some participants followed the great majority of the criteria established, except the origin of the dish, since only 2 students took it into account at the time of making their letter. In order for students to improve the mistakes made in their productions, I corrected what they should improve; I also told them how they could organize their productions so that it would be more coherent and understandable. Regarding the vocabulary and expressions taught in class, I must say that most of them used other different expressions that we saw in class: goodbye, thank you for your attention and I wish you a great day. As in this case it was a formal letter, I had to teach them again the expressions to start and finish a letter. As for the vocabulary, they used words like: mix, dish, pork, sugar, fritters, and tablespoons, among others. **Publishing:** 2. Finally, the students will deliver the letter to the teacher. This should be corrected and with the instructions given by the teacher.

		 E.N.S.P El Zulia # 4-11 Colombia Phone: 5685737 8 november 2018 Peter Parker Race s central park New York Dear Mr. Parker Mi name is Zaira Ramos, I am 15 years old, and ama student in the Normal Superior of pamplona. Thicugh this letter, I want to inform you that I would like to participe in this copping contest, even though I am a mess in the kitchen. I love christmas and this is the biggest reason to participe in this contest. The recipe I chose for this contest is the fritters which is originally from Roman. The fritters are a dough of flour which is prepared with water or milk and a pinch of yeast. In the united states people serve this recipe at christmas just as colombians do In colombia, it is usual to preparate this recipe with a mixture of eggs, ground cheese, corn flour and sugar, this christmas; in colombia recipe can be shared an only day of The year however most families share it on christmas ev waiting for the winner of this fantastic contest, I wish you a merry christmas yours respect fully Zaira Ramos Student E.N.S.P. **Reflection November 15th** At the end of this workshop, I was able to realize that the students are able of following the suggestions that I make to their written productions. I can also show the work and dedication that the participants put in this type of exercises since until today they have delivered all the complete works following the corrections that I give them. At the end of this workshop, students could write a formal letter to the director of a forum to win a trip to Brazil
Post-task	Evaluation and assessment	After the teacher has read each one of the postcards, she will make in the board a corpus of errors in which she will indicate to the students which were the most frequent errors when writing the postal letter. Likewise, she will implement a evaluation grid proposed by the Common European Framework of Reference for Languages which had a specific criteria to evaluate writing, this criteria had a different amount of points each one; additionally, it was added another box to write comments about the texts.

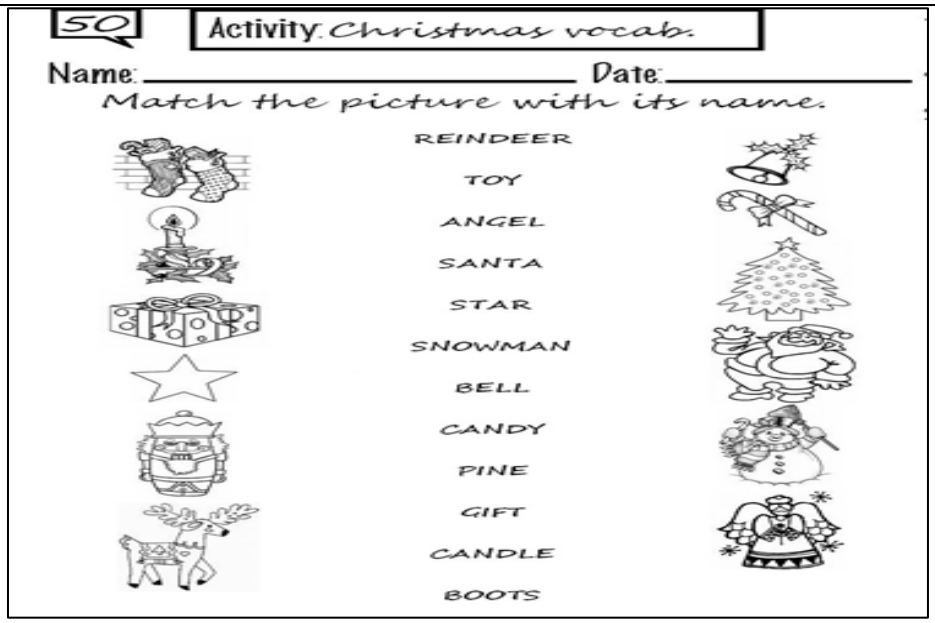
Third workshop: "Let's get to know Christmas traditions"

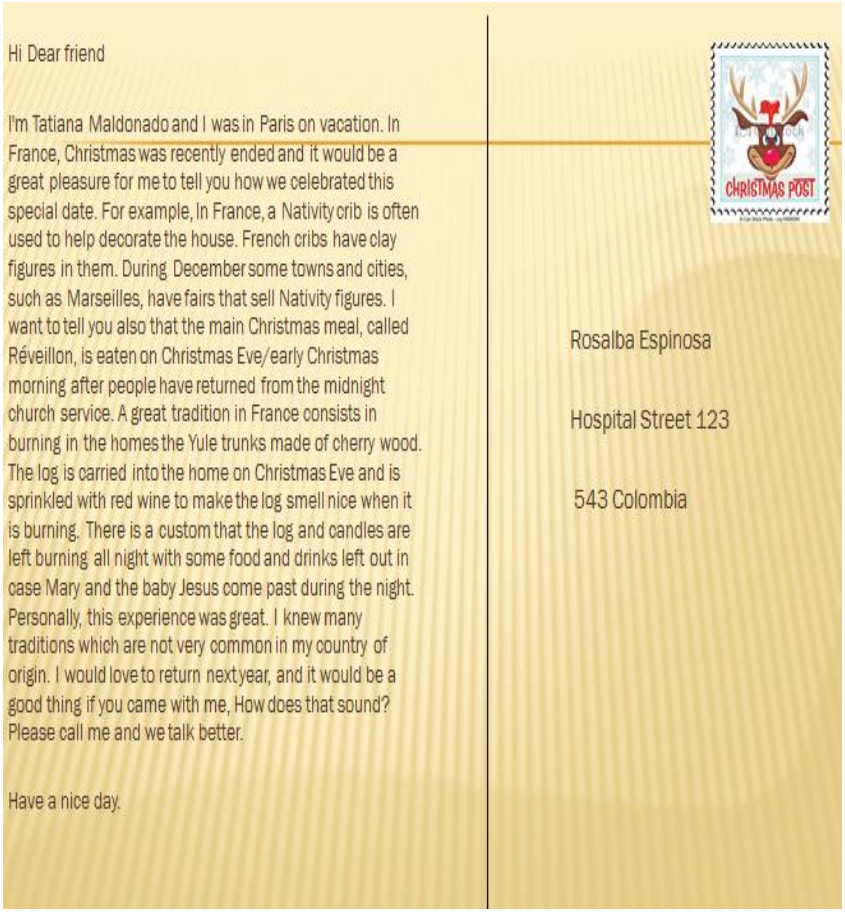
The third and last workshop was planned to work week nine; from November 12th until November 16th. Because of the time, in this workshop it was only possible to execute the activities of while-task. In this workshop the students had to describe the Christmas traditions of different countries. The task consisted in creating a postal letter for a very close friend telling him/her the most popular decorations, the most famous Christmas food and the most frequent activities on these Christmas days.

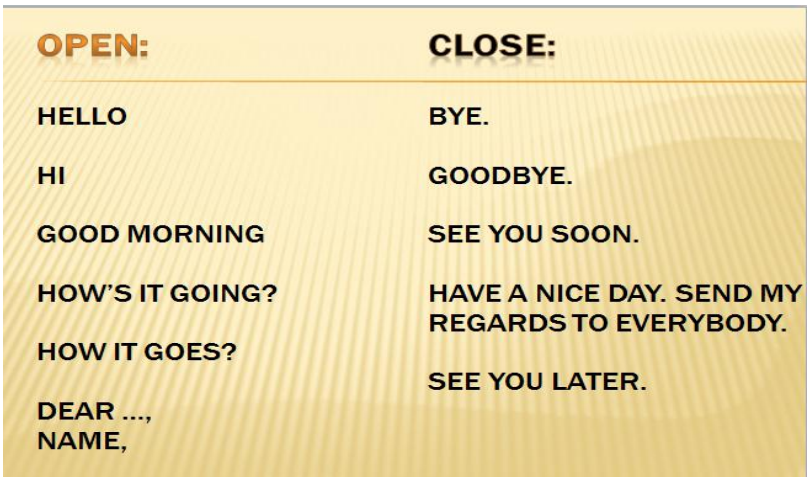
Table 11.
Third workshop planning

GROUP:	**LEVEL:**	**DATE**
8th	A1	November 12th 2018
LINGUISTIC OBJECTIVE Identify the vocabulary related to Christmas and its traditions in different countries.	**COMMUNICATIVE OBJECTIVE** Describe the Christmas traditions of a country in the world.	**SOCIO-CULTURAL OBJECTIVE** Know the Christmas traditions in different countries in the world.
TASK Create a postal letter to a friend, which tells how Christmas is celebrated in a country in the world. The postcard must include the most popular Christmas decorations, the Christmas dinner and the most frequent activities of this date. The postal letter will be delivered inside the classroom and each country will meet in groups to discuss the Christmas traditions.	**MATERIALS** Postal letter Images Article	**TOPIC** Christmas Traditions

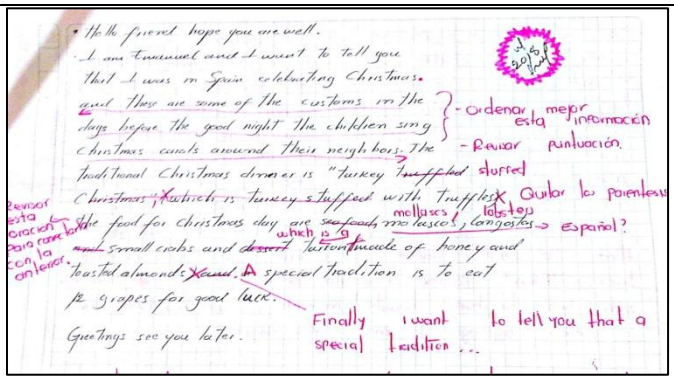
STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY
Pre-task	Listening Comprehension	**1.** Before starting with the implementation of the third task. With the students we will review and know the vocabulary related to Christmas. To do this, I will play a video which contains vocabulary such as: bell, candle, candy cane, carol, chimney, Christmas tree, Christmas stocking, ornaments, present, reindeer , Santa Claus, sleight, snowman, wreath . https://www.youtube.com/watch?v=Kg__vXsU8xw **2.** After the2. Students have seen the video and memorized most of the vocabulary, I will give a workshop in which the students should relate the image to their respective names.

		 **Reflection November 9th** Because of the time and activities of the students, the exercises that were proposed such as the song and the workshop could not be done. However, thanks to the activities developed in the past workshops, the students already had knowledge about the Christmas vocabulary which allowed the good implementation of the task.
While-task	Writing production:	**Explanation of task:** Students will write a postal letter to a friend in the classroom telling about the experience of having spent Christmas in a certain country in the world. This postal letter will include the most popular decorations, the Christmas dinner and the most frequent activities of this date. So that the students understand much better what they should do, I will present an example of a postcard in which I will tell my experience of having spent Christmas in France **Planning:** **9.** I will give the students an example of a postal letter in which I will tell a

		friend how Christmas is celebrated in France. To do this, on a slide I will show the students the postal letter. During this part, I will ask the students to search for the unknown vocabulary so that they can understand the contents of the postal letter much more.  **10.** After having searched for the unknown vocabulary, the teacher will place the parts of the letter on the side of the board so that the students can place them in the corresponding place and thus remember what the

		structure of the postal letter is. **11.** As a next step, with the help of the students, we will remember the expressions to open and close a postal letter. To do this, show on a slide the different expressions.  **12.** Finally, after remembering the parts of a postal letter and expressions. The teacher will ask students to choose a country from a bag. **Reflection November 9th** At the time of presenting the document that was going to work, the students already knew that it was a postal letter. As a first exercise, I started to read the letter and ordered the students to repeat after me, I also asked that while doing this exercise they were taking out the unknown vocabulary; To my surprise, I could perceive that the vocabulary they underlined was less than that of the previous documents. After having pronounced the text, I asked them to read the postcard individually. As the exercise of the video could not be done, I decided to go through each table to verify if the students had any questions about the text or if they simply did not understand something, again to my surprise, I could perceive that the

		questions were very few compared to the previous classes. At the end of the class, I could see that this happened since the vocabulary worked on the letter was practically the same as the one we had worked on in the second workshop, for that reason I can say that they learned this vocabulary very well. As a next step, and by order of the supervising teacher, the students had to translate the text orally, as we were reading and translating the students began to talk about how they celebrated Christmas in their homes, what were the decorations and the most popular Christmas activities. They knew how a classmate that is of another religion celebrates these dates; they also knew how another classmate from another city shares these dates as a family. Thanks to this exercise the students could know not only how Christmas is celebrated in France, but also how Christmas is celebrated in their own country according to each region. At the moment of approaching the parts of the letter and the expressions to open and close it, everything was very easy and fast since the students already knew them and they had learned them completely.
While- task	Writing production:	**Drafting:** **3.** Then, the teacher will ask each student to search in a short way the following information of the country that corresponded: - The most popular Christmas decorations. - The Christmas dinner. - The most frequent activities of this date



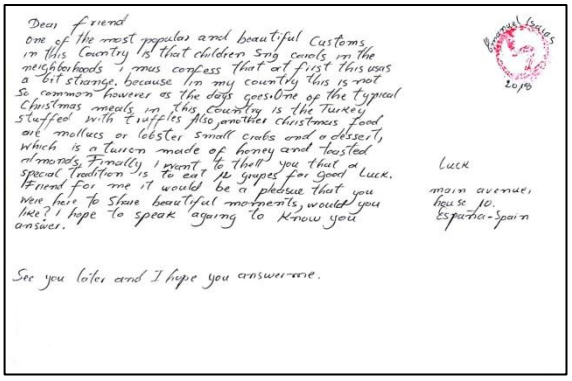
Editing:

3. The teacher will correct the draft made by the students. There, she will verify that the students have included the established criteria and have used the vocabulary and the expressions taught. In this correction, the teacher will correct the mistakes made by the students and give directions so that they can make their postal letter and deliver it.

Reflection November 9th

Before starting to write the letter, I suggested to the students a web page called whyChristmas, in which they could find information easily.

When I was reviewing the drafts of the participants, I could see that all the students fulfilled the work and they all followed the situation I gave them (sending a letter to a friend telling him about his experience when spending Christmas in other countries). In addition, they followed the instructions I gave them for the writing of the postal letter. They showed which decorations of the country they chose, they also talked about the typical dish and finally described the most popular activities of the people in the Christmas holidays. On the other hand, in addition to using the vocabulary and expressions seen in class as: Dear, hi, hello, name etc.; the students created an interaction space in which they propose a friend to go to the country to know a culture different from the usual one.

		However, there are still problems with spelling and consistency. Students are not able to arrange a sentence correctly in order to make sense of it. On the other hand they do not use connectors and when they use them they are not in the right place. **Publishing:** 3. Finally, the students will deliver the letter to the teacher. This should be corrected and with the instructions given by the teacher.  Dear friend One of the most popular and beautiful Customs in this Country is that children sing carols in the neighborhoods, I mus confess that at first this was a bit strange, because in my country this is not so common however as the days goes. One of the typical Christmas meals in this country is the Turkey stuffed with truffles also another christmas food are molluscs or lobster small crabs and a dessert, which is a turron made of honey and toasted almonds, Finally I want to tell you that a special tradition is to eat 12 grapes for good Luck. Friend for me it would be a pleasure that you were here to share beautiful moments, would you like? I hope to speak againg to know you answer. See you later and I hope you answer me. Luck main avenue, house 10. España-Spain **Reflection November 13th** All students submitted the work with all the suggestions and corrections I made to them. Today I confirm that the guide I give to the students helps a lot when fully developing the proposed tasks. At the end of this workshop, I can affirm that the students have known how to use the acquired knowledge very well to be able to create written productions in which they use English to communicate and get to know different cultures than usual.

Final product.

As a final product, the students created a portfolio which included each of the productions made during each of the workshops: a postal letter about pollution in the

world, a formal letter about a Christmas recipe and a postal letter about traditions. These productions have each of the corrections and suggestions made.

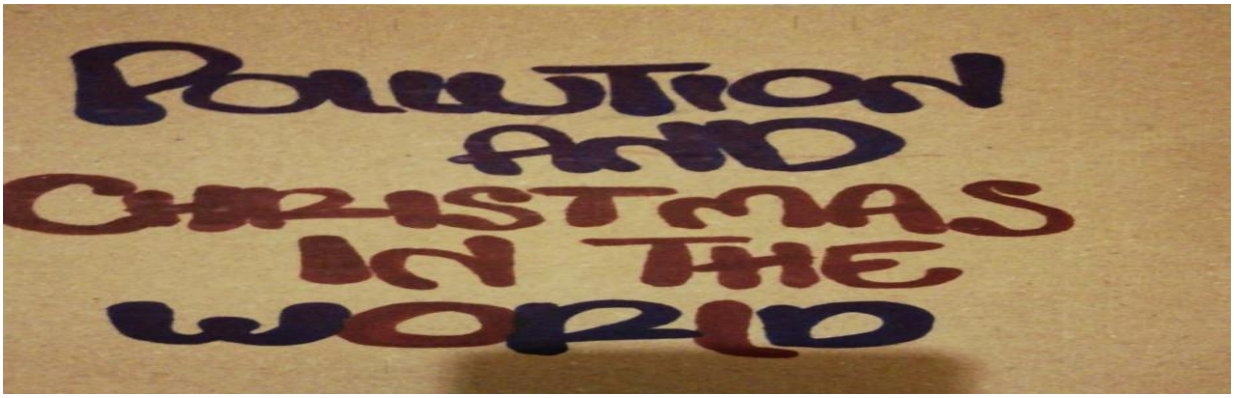


Figure 10 Portfolio (final product)

Findings

Four categories emerged from the data collection process: a) written production, b) reading comprehension, c) authentic materials, and d) task based learning. These four categories present some subcategories that are supported by the information taken from the journals, written productions and interviews.

This section describes the findings that came up from the pedagogical implementation that aimed to enhance written skills through authentic material of 8th-grade students at "la Escuela Normal Superior de Pamplona.

Written production

According to Rivers (1981), written production is one of the skills that allows to transmit information or express ideas consecutively in the new language. For this reason, this category is one of the bases of the research project since it was intended to enhance in the students. The

students had to use this ability to write three different texts, for this reason it was necessary to establish five subcategories: The respect instructions, social expressions and its language format, describing information, lexical and coherence and cohesion.

Respect instructions.

The Common European Framework of Reference for Languages (CEFRL) states that students with level A1-A2 can align his production with the proposed situation and at the same time respect the instructions and the minimum length indicated. Taking into account this project, it is of vital importance to highlight that the four participants fulfilled all the situations established for the production of their writings. "*The four participants took into account the three situations Write a postal letter to a friend about the environmental situation of an English-speaking country, send a postal letter to compete in a cooking contest and send a postal letter to a friend telling him about his experience when spending Christmas in other countries"* Journal 1, 2, 3. However, each of them forgot one of the criteria established for the production of their texts. ". *On the other hand, some participants followed the great majority of the criteria established, except the origin of the dish, since only 2 students took it into account at the time of making their letters"* Journal 2. The aforementioned implies that the students were able to comply with one of the descriptors established by the CEFRL.

Social expressions and its language format.

For this second subcategory, the CEFRL states that the students can establish basic social contacts using simpler and daily courtesy formulas related to greetings, farewells and presentations. During the development of this research project, the participants were exposed to a series of different expressions to greet and say goodbye which were used in each of their written

productions: *"Hello Sebastian..." "...I hope to see you soon"* P1. In addition to having used expressions seen in class, students had the ability to search the internet for different ones and use them in their written productions. *"Hello friend I hope you are well..." "...Greetings see you later" P2.* It is important to emphasize that thanks to this great variety of expressions, the students decreased a habit that is very detrimental in the learning of English: the translator: "*Muchos de los trabajos que nos dejaban eran de escribir y se me hacían más fácil manejarlos ya que conocía el vocabulario y las expresiones y no tenía que buscarlo en el diccionario o traductor porque ya lo teníamos en mente"* P1.

On the other hand, CEFRL also states that students are able to write a simple letter and to interact. Pitifully, in the first two productions the students were not able to use expressions to create interaction with their friends. However, in the third production, P1, P3 and P4 created interaction with their friends inviting them to the country they had known: *"maybe next year it would be very good if you accompany me, I invite you, would you like?" P1.* Additionally, it should be noted that in addition to have used different expressions to greet, say goodbye and create interaction, the students were able to identify the informal expressions that were on the postal letters to address their friend in a more personal and friendly way *"Dear Lucas…" "This is all for this postal letter*"… "*I hope to see you later"* P4; and the formal expressions that went in the formal letter to be addressed in a more educated way. "Dear Sr, Parker…" "Cordially..." P3.

Describing information

A student with a level A1 is able to describe and make known with simple sentences aspects of his life or his daily life, as established by The Common European Framework of

Reference for Languages. It was evident that in spite of the fact that the students forgot information that had been requested, during the production of their texts they undertook to search for 95% of the necessary information to make it known in a clear and detailed way. *"In addition, they followed the instructions I gave them for the writing of the postal letter. They showed which decorations of the country they chose. They also talked about the typical dish and finally described the most popular activities of the people in the Christmas holidays"* Journal 2. The aforementioned states that students were able to go beyond what the descriptors established by the CEFRL propose. As well as to describe themselves, they were able to give out more advanced topics such as: Christmas recipes, environmental problems of English speaking countries, traditions and Christmas decorations etc.

Lexical

At the time of qualifying the written productions of the students, two aspects emerged: the vocabulary and the orthography. According to the first aspect, vocabulary, the CEFRL states that a student in a level A1 is able to use the previously worked vocabulary in small and simple texts. During the implementation of the three workshops, the students were equipped with a large repertoire of vocabulary which should be used in their written productions. However, when analyzing the interviews P1, P2 and P4 affirmed that the vocabulary helped to improve their written production since they already had the vocabulary memorized and this allowed them to speed up the writing of the letters. But when reviewing each of the productions, it was possible to show that the students used a small amount of that vocabulary. This affirmation that exemplified with the following: *My recipe is known a fritters …" "the ingredients are oil, 3/4 of corn starch, 2 tablespoons of sugar…"* Second student's written production number 2. Regarding the second aspect, orthography, the CEFRL highlights that student can write

respecting the orthography of some words of the elementary repertoire. However, students are not able to fulfill with this descriptor because they committed mistakes in terms of punctuation and capitalization. P3 and P4 are not able to separate the sentences with the help of periods or commas: "*40% of the water resources are no longer suitable for human consumption 75% of the world's fisheries are exploited to the limit 80% of the native forest are disappearing 2000 trees are logged per minute"* Third student's written production number 1. Additionally, P1 and P2 also do not use punctuation but at the same time they are not able to use capital letters in proper names such as countries and cities: "*England is located in europe in border with scotland and wales..."* Second student's written production number 1.

Coherence and cohesion

As established by the Common European Framework of Reference for Languages, the student with an A1 level is able to use connectors to relate two sentences. As established by the Common European Framework of Reference for Languages, the student with an A1 level is able to use simple connectors to relate two sentences. During the first correction of the written productions, it was possible to identify that P2 and P4 didn't use connectors to join several sentences, on the contrary they write them separately or in parentheses: *"small crabs and nougat (made of honey and toasted almonds..."* Second student's written production number 2.

While it is true that students' productions did not fully demonstrate the use of vocabulary, orthography and simple connectors, it is necessary to emphasize that even though the students were not used to writing, they intended to add a little of these elements in his writings, which served as an approach for future ones.

Reading comprehension

Pang (2003), states that “reading is a complex activity that involves perception and thought. Reading consists of two related processes; word recognition and comprehension.” (p.6). For this reason, it was possible to establish two categories: vocabulary as a facilitator tool for reading comprehension and questions.

Vocabulary as a facilitator tool for reading comprehension

As it is established in the Common European Framework of Reference for Languages a student with a level A1 is able to understand very short and simple texts, reading sentence by sentence, capturing names, words and phrases more current, and rereading when necessary. At the beginning of each reading the students had difficulty understanding many of the words that were there that prevented them from answering different questions. However, after using different methodologies that used images like the memory game, the lottery and the box of causes, consequences and solutions, the students were equipped with a large list of vocabulary, which allowed them to have a different and fun class but at the same time understand the text clearly. *“Al principio no fue fácil comprender los textos que nos daba la profesora porque eran muy largos y tenían vocabulario que no conocía" " cuando la profesora me dio el vocabulario ahora si comprendí un poco más la idea de las oraciones y de todo el texto, por ejemplo ya sabía que spillage of crude oil era derrame de crudo o que candle era vela"* P4.

Questions

According to Tierney and Cunningham (1984) pre-reading activities acts as a way to access the reader's former knowledge and "provide a bridge between his knowledge and the text." However, at the end of each workshop, it was evident that despite the guidance and the

help given to the students, they never liked the implementation of global and detailed questions since every time they wanted to work in this type of questions the indiscipline increased and the interest of the students to participate diminished. Likewise, it was possible to observe that the students are not accustomed to questions in which they have to think or use the English language since in the majority of the times, they only answered the multiple selection questions and the others left them aside or they answered them in Spanish. "W*hen I wanted to start working with this type of questions, the indiscipline increased and the students were not interested in answering the proposed questions."* Journal 2.

Authentic Materials

Herod (2002) states that authentic documents are materials and activities designed to imitate the real world situations. For this reason, it is of vital importance to highlight the three aspects that have emerged during the implementation of the authentic materials: Motivation and Real use of the language through the knowledge of cultures.

Motivation

Çakıcı (2007) suggests that using different and appropriate authentic materials, foreign language teachers may arouse students‟ interest (p.34). Taking into account this project, it is important to highlight that during the implementation of authentic materials such as images and postal letters, the atmosphere of the class went from being heavy and difficult to an atmosphere of interest and participation. Once this type of material was used, students, even the most undisciplined, were motivated to participate and be an active part of the class.: " *I must confess that from the game until the end of the class, all the students, including the most undisciplined,*

played but at the same time they were interested, since on many times I saw them take note of the vocabulary they were learning" Journal 2 .

Real use of the language through the knowledge of cultures

Kilickaya (2004) affirms that there are a lot of activities we can use in our classrooms in order to use the target language by using cultural content. The key point is that we should create a relaxing environment where our students can discuss their own culture together with the target culture in meaningful and communicative tasks and activities. In the case of this project, the students, besides knowing vocabulary and expressions in English, they understood and knew how to make a formal and postal letter in English with the correct expressions and structure. It should be noted that at the time of reading or creating these documents, they had the opportunity to know contexts that are totally different from the usual, at the same time and although it sounds a bit strange, the use of these materials gave them the opportunity to know cultural aspects of your own country. *"A medida que hacíamos las cartas conocíamos otras culturas, además pude conocer mucho más de la cultura Colombiana porque antes sabía muy poco" P2.*

Task based learning

Nunan (2004) affirms that this approach aims at providing opportunities for students to experiment and explore through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. It is important to emphasize that the implementation of tasks has represented a benefit for the student. This benefit can be evidenced in the two aspects that have emerged when working with this type of approach: use of English in real contexts, teacher cooperation to enhance autonomous work and Task based learning as a tool to decrease traditional methodology.

English in real contexts

Clandfield (2018) declares that one of the advantages of the task-based approach is that during the task the learners are allowed to use whatever language they want, this makes it closer to a real-life communicative situation. In this research project, researcher found that students are able to write letters in English addressing different people and simulating situations that are very normal in everyday life. Even in the future, if the opportunity allows, they can travel to another country and send a postal or formal letter to a relative or friend, as P3 states: “" *al estar en otro país y querer saludar a mis familiares ya tendría el conocimiento para hacer una carta postal.”*

Teacher cooperation to enhance autonomous work

Lobato (2006) mentions that teacher is able to manage a learning process that includes activities such as the continuous diagnosis of needs, the acquisition of permanent feedback. However, the student should take responsibility for the organization of their work and the acquisition of different competences according to their own rhythm. Taking into account the information that emerged from the interviews, it was possible to identify that most of the students work autonomously thanks to the guide, suggestions and explanations previously received by the teacher in the English classes. Taking into account the information that emerged from the interviews, it was possible to identify that most of the students work autonomously thanks to the guide, suggestions and explanations previously received by the teacher in the English classes. "*En clase ya había visto vocabulario, expresiones y todo lo necesario para empezar a escribir por mi propia cuenta osea la profesora nos dio todo lo necesario para aplicarlo en las cartas."* P2.

Task based learning as a tool to decrease traditional methodology

The implementation of task-based learning has been a tool that has left aside the traditional methodology that was being implemented by the English teacher. P3 and P4 state that thanks to this approach, they have enjoyed the English classes and these at the same time have stopped being routine and boring for them. "Las clases con la otra profesora (supervisora) era muy rutinarias y no me gustan las clases así, yo prefiero las clases con la teacher Tatiana porque son didácticas y divertidas" P3.

Conclusions

The purpose of this research project was to improve the students' written skills through authentic materials and the use of task based learning.

Taking into account the first category, written production, it is important to mention that the interests of this research project arose from the observation where I could see that the institution did not develop activities to improve written production. However, thanks to the implementation of this project, it was possible to show that the students were able to create written productions based on established situations. These productions had a large repertoire of formal and informal expressions and also with a wide range of information on aspects such as: environmental problems, Christmas recipe and most popular activities in December, among others. On the other hand, as an aspect to improve it is worth mentioning that the students did not meet the expected objectives regarding the use of vocabulary, orthography and coherence; however the attempt to use them is valued.

In relation to the second category, reading comprehension, the students, through different activities and games, were able to enrich them with vocabulary which later helped them to connect phrases and ideas in order to reach the total comprehension of the texts in which the subjects were: pollution and Christmas. Another important aspect of this category is the fact that the students did not show the interest of being participants of activities that allowed the reading and understanding of the texts.

The third category, authentic materials, gave way to the emergence of two positive aspects for students. After implementing this research project, the students were able to motivate themselves and change attitudes such as indiscipline which was very common in other English classes. Additionally, the use those materials provoked positive attitudes in students since in addition to promote motivation, students develop their communicative, reading and writing skills which were the researcher's objectives. At the same time, they had the opportunity to use English to create different texts and at the same time to know their culture and other cultures which subsequently were totally external to their daily lives.

In the final category, the task-based approach also provides a number of advantages for students. This approach allowed that thanks to the bases, the suggestions and the feedback provided by the teacher, the students will work at their own rhythm so that in the future they will be able to put into practice what they learned.

Recommendations

As final pedagogical recommendations, it is imperative to recommend that the work with reading comprehension to later arrive at the written production is more didactic and not so traditional in order to motivate the students to be more active individuals in the classes. Another

aspect worthy of consideration for future studies is the vocabulary. Although this project taught a wide repertoire of vocabulary, it is necessary to affirm that if this repertoire is much broader the student's productions will be better. Additionally, it is recommended to implement more time for feedback, because if this is not done or done incorrectly there will be no improvement in learning. Finally, it is strongly recommended that expressions, connectors and punctuation to structure a text are developed within class so that students' texts are more coherent and understandable.

Chapter II: Research component

Introduction

In the context of formation in the foreign language program, the pedagogical practices of pre-service teachers are seen as important aspects to study and research for the improvement of the learning-teaching processes for the education quality.

Additionally, it exists an interest to understand and change the pedagogical practicum; it is beneficial that local studies especially focus on the learning problem than in matter of teaching.

It has been considered pertinent to develop a project that establishes a reflective approach about the pre-service teaching process as a source of knowledge, behaviors and attitudes that guide the educational work; as well as an internalization exercise, immersion and conscious exploration of the teacher's own subjectivity through questions and search of information for solving the problems and for the self-recognition as well.

Justification

The design of this project in the foreign languages integral practicum context focuses on a more professional conception of practice as a spearhead to improve educational processes in the application centers where PRADO [1]is carried out. It is considered that providing importance to reflection in the teaching process is the first step to understand the difficulties of the profession, one's actions and interest towards the knowledge of the different models and approaches to address a problematic situation and establish an analytical look on any action.

[1] PRADO: Práctica Docente

From what was exposed by the educational philosopher John Dewey, precursor in the cognitive thinking field devoted to the learning process, it was justified the necessity of carrying it out this project with the aim of giving students analytic and self-observation tools in order to establish a difference between a daily action and a reflective action. It is considered that a reflective approach prevents the agents of the traditional context and the authority that pervades the school.

Statement of the problem

At school, some essential aspects of the subject constitution and the institutional life are seen as stable and unchanging features that are part of the identity and scholar culture. When the events are solved without modifications, the teacher is at risk of setting up in a logical of performances whose do not allow the pedagogical evolution and the renovation of the school culture. A practice lacking reflection does not lead the emergency of problematic situations; realities that are being ignored, invisible. Seen in this way, pedagogical practice is assumed from reproductive codes that place teachers in a traditional work, becoming cultural reproduction into a barrier to the emergence of rising practices that tend to generate transformations of thought and knowledge, to come out and meet the social needs.

Because of this situation that affected teachers in varying degrees, it is crucial that the teacher training process promoted a critical and reflective spirit in the future teacher, that contributes to the improvement of their pedagogical practices, to then become into core elements that impact and transform their work and future professional performance.

In the case of the degree in Foreign Languages of Universidad de Pamplona, the reflection is conceived as a fundamental exercise for the students, who carry out their integral

practice, self-evaluate, retail a critical and constructive look at their work in the teaching role. To begin this study, the following questions are asked:

How does the implementation of reflection contribute to the transformation of the pedagogical processes proper to the development of integral practice?

How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

General objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting the development of a critical spirit in Students-Practitioners that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to assume their pedagogical practice and to take part of the institution effectively.
- To identify and to analyze strategies that students use in their pedagogical practice.
- To develop reflective workshops and didactic units as a guide towards pre-service teachers process of reflection.

- To implement reflective workshops and development of didactic units which guide the reflection of Students-Practitioners.
- Analyzing the own beliefs that exist about teachers' job and about students.

Theoretical framework

Theories about teachers' labor, reflection, reflective practice and pedagogical practice constitute the theoretical framework of this study. To be clear about the concepts highly related to this research project, an approximation to each one of them is going to be presented.

The teaching profession.

The teacher is one of the most important elements of every educational institution, who has the function of sharing framed knowledge in a determine science or art, but also who is responsible for the integral formation of the students.

The teaching profession demands a series of competences that currently constitute a conceptualization and a way of operating in the planning and management of human resources that facilitate a link between management, work and education. In such a way, it is possible to find that all the teachers must get several competences that allow her/him to control of a group of knowledge and skills in a specific area, given that the first intellectual requirement of a professional is the level of their activity. Similarly, every teacher has to possess some competences dealing with the organization of content, in other words, the pedagogical practice does not only requires to order their components to be learnt by the students, but also to provide the learning conditions in the educational or out of it. The main function to be developed by teachers is to design and provide teaching practice.

Reflection.

Regarding reflection, it is claimed that implies an approach to different conceptions about this notion. For this reason, to get deeper in its definition, two aspects will be taken into account: reflection as a process, and reflection as a thematic (Correa Molina et al, 2010).

Reflection as a process.

The reflection is developed through a series of stages in a cyclical process. According to Schön (1983) as cited by Correa Molina et al (2010), to reflect on experience implies "un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación".[2]

The stage of the reflective process as process is evidenced in the following schema:

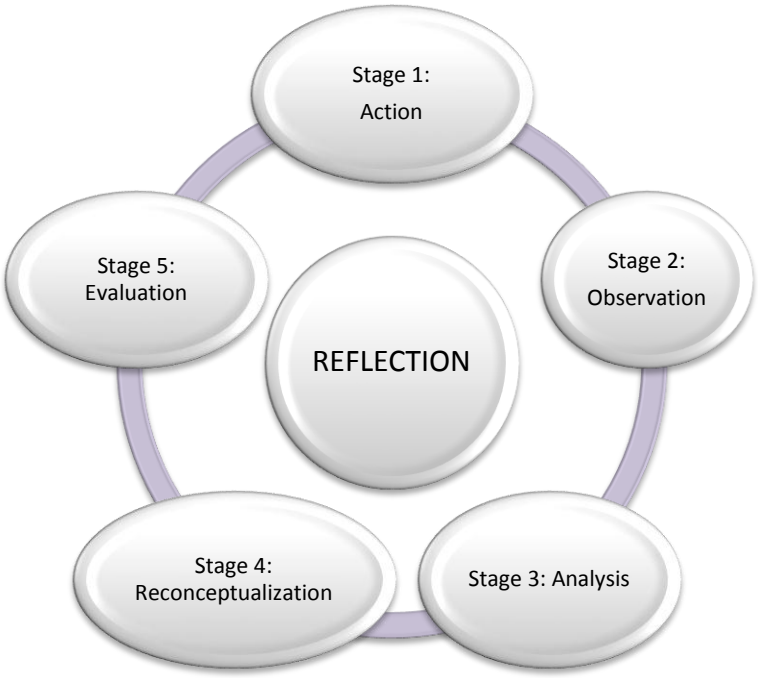


Figure 11. Reflection as a process

[2] Traducción libre a partir del documento: *Concept de réflexion: un regard critique. Correa Molina et al (2010)*

Reflection as a thematic.

The conception of reflection is based on a theme related to this concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of the action, reflection as a deliberation and reflection a reconstruction of the experience. Being for the two first perspectives, the extern aspects, the source of knowledge which allows reflecting, and the contextual aspects what allow reflecting in the third perspective. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice.

To update and qualified the academic proposals in the University and to guide the pre-service teachers through new ways of relate with the world, it is necessary that teacher reflects about their own practice and about the repercussion that this one has generated, she/he has to be able of objectifying their behaviors and assuming the different roles in the pedagogical relation.

Teacher has an important role in the current scholar world, he is in a complex space where is subject to constant changes determined by the interaction among different factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the problems of the practicum and the classroom setting required a particular treatment addressed to comprehension and social interaction.

The need of articulating the changing social reality to our pedagogical work, it is evidenced in the existence of several efforts for trying to explain the scholar phenomenon and the search of ways to meet those phenomenons, to do effective the scholar work.

This study will help the participants to reflect about their own methodological processes, seeing the reflection as the only rational and ethical method of intervention. (Sacristán 1999).

According to Van Manen (1997) there are different levels of re-flexibility, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; the reflection is done with the appropriate selection and use of the didactic strategies that will be implemented by the teacher.

In a second level, the reflection brings implicit budgets in the specific teaching practices. Consequences of the chosen strategies, curriculum and practices are analyzed. The application of several educational criteria to the learning practice is opted, so that it can be possible to make pedagogical decisions adapted to the institutional reality and the contexts.

Thirdly, Van Manen establishes a reflective exercise, in this level the reflection is more elaborated, a reconsideration of ethic, normative and moral criteria related directly or indirectly to the classroom.

Pedagogical practice.

To analyze and reflect on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practice, to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice.

It is focused on preparing teachers who were able to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

Practice of social efficiency.

It is about to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which pedagogical investigation has arrived.

In this case, reflection consists of a strategic decision: "seleccionar entre la gama de técnicas disponibles la que se considere más eficaz". This was the way of proceeding from the technical rationality.

Development.

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

Social reconstruction.

The objective of reflection is the social, economic and politic context, so as to propitiate democratic relationships in the classroom and equality and fair in the social area.

Generic.

The programs allude to the reflection in a generic way, but without specifying the contents or the programs on which it is necessary to reflect, neither the strategies to foster the reflective learning.

Reflection triggers.

According to Schulman (1987), these triggers are the teacher's cognitive foundation for classroom life; they are essential given that they form the element of the reflective thinking that contributes in the process of the specific knowledges that a good teacher take into account when making decisions in the classroom

Critical element on reflective thinking.

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

These authors established the following categories of knowledge:

1. Knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts
7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflexive that is included in the present study as an instrument. This element was related to the teacher's narratives in order to encourage short stories about his/her experience in the classroom which came in different forms but accomplished diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers'

journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The proposed methodological strategy has as central axis, the ongoing reflection that, in addition, contemplates the organization of meetings intended to strengthen the group of student-practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning and self-observation.

To reviewing the impact of the reflective proposal about this process of practicum, it was carried out a socialization process as well as a systematization of itself.

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

For collecting the data of this research, the following instruments are proposed:

Reflective workshops.

The fundamental purpose of the reflection workshops is to guide the process of reflection of the student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice. Reflective workshops were carried out three times during the ten weeks of practicum.

Objectives

- To consolidate a collective of practitioners with a critic spirit that reflect and present solutions to the issues presented in their teaching practice.
- To socialize criteria, share ideas and guidelines to assume their teaching practice.
- To qualify, facilitate and join effectively to the academic community.

Self-observation sheet.

The main objective of the self-observation form is to guide the student-practitioner towards a view of his / her practice as a teacher and of his / her role in the classroom and in the environment of the educational community of which he / she belongs. These self-observation sheets were done online. **(Annex 8. Self-observation sheet)**

Narrative.

The exercise of reflection will allowed the student express him/herself about her/his chose from the narrative of her/his experience as a way to provide of meaning the routine of the teachers' lives. They were done each week and they were checked by the tutor. **(Annex 9. Narrative)**

Class recordings.

To have evidences of the practitioners' actions in the classrooms, it is necessary to reflect about different aspects related the teaching-learning processes in the Foreign Languages context that are taken into account by the training teacher in his/her reflection exercise. Those records allowed teachers to have an external and constructive look to the teaching practice. Class recordings were carried out once during the ten weeks period in which practicum was done.

Date collection Timetable

Table 12
Timetable for data gathering

Timetable for data gathering										
Weeks	1	2	3	4	5	6	7	8	9	10
	September 10th – september 14th	September 17th – september 21th	September 24th – september 28th	October 1st – October 05th	October 15th – October 19th	October 22th – October 26th	October 29th – November 02nd	November 05th – November 09th	November 12th – November 16th	November 19th – November 23th
Narrative report	X	X	X	X	X	X	X	X	X	X
Self-observation sheet					X			X		
Reflective workshop						X				X

Conclusions

Throughout this process, reflective practices that were implemented through narratives, self-observation cards, reflection workshops, were an instrument of vital importance to reflect on the practices from different aspects such as: discipline control, work methodology, planning of the classes and interaction with students. The first aspect, discipline control, allowed the pre-service teacher to discover that shouting is not necessary to get students' attention. She could see that there are different methods to reduce indiscipline and at the same time to create enriching and enjoyable class for the teacher and the student. Regarding the second aspect, the pre-service teacher was able to known what activities and strategies to use with each group in order to create enriching and pleasant learning spaces. During these months, she implemented activities in

which students can sing, dance, play, be interested but above all learn. Additionally, it is important to admit that at the beginning she was very excited to implement all kinds of activities (in groups, outside the classroom) but little by little she learned that with these groups and with the type of student population it is very difficult. As for the planning of the classes, it is necessary to confess that at the beginning of this process, it was difficult to elaborate a panning that complied with the two hours of class established, the necessary activities and that fulfilled the class objectives since in many times, all the proposed activities were not carried out and the objectives were fulfilled not completely. However, little by little pre- service teacher learned how to do it correctly and more quickly. Finally, it is important to say that a good reflection and critical analysis of our process as pre-service teachers will allow us to change or improve aspects that will have a positive impact on the students' learning process, but at the same time in the process of the future teachers.

Chapter III Outreach Component

Presentation

When reading this proposal, the reader will find a double objective: to organize the social impact of the Language Program in a project from the implementation of the extension component to the Integral practice community, and to sensitize students of primary school to the basics of the foreign language, English.

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

Next, the theoretical framework that guides the proposal, the population that will benefit, the schedule and the budget estimate table that will be filled out by each participant will be presented.

Introduction

Participating in global, academic, cultural and economic policies, encouraged the Colombian National Government to promote foreign languages learning in the different educative sectors of the country; so that all citizens have the opportunity to participate in cultural exchanges that allow them to get access to more equitable conditions regarding the personal and social development of the country.

With the aim of promoting the learning of English language in Colombia as well as creating competitive citizens, the National Ministry of Education launched in 2004 its policy of bilingualism which has as a main objective “to have citizens able to communicate in English, with international standards which take the country deeper in the communicative and universal

processes, in the global economy and in the cultural openness". [3]This is how the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. For example, it was created some standards of quality in English for primary and high school, a system of solid and coherent assessment, the description and the development of training planes.

This program has been developed around the country and has integrated the job of the educational secretary, the public and private universities and languages institutions; moreover, the results obtained have not been highly altered because of the lack of impact in some educative institutions around the whole country.

In reference to primary school, the National Government advocates for the augmentation of the English language teaching to children coverage, since many educational institutions do not often count on an English teacher that guides the teaching and learning processes and, consequently, the evaluations applied nationally do not be very encouraging.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regard to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

Taking into account the reality and the issue originated from it, the present proposal of this social projection attempts to fulfill the necessities of training in English of the child population at the primary school in Pamplona. Moreover, integrate the formation in foreign languages of the students of the bachelor program in foreign languages English- French into the

[3] Portal Colombia Aprende: Programa Nacional de Bilingüismo. Recuperado de http://www.colombiaaprende.edu.co/html/productos/1685/article- 158720.html

educative reality of that sector, to decrease the gap generated between the public and private school in the English subject.

The governmental policies identify the problem; nevertheless, the care of those needs are not fulfill properly, there is a lack in the effect support, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of Colombia the most educated.

Justification

Learning and acquiring a foreign language provide us with the opportunity to be up with the requirements of today's world current needs. It is therefore necessary to implement and work on it from the beginning of children's schooling in order to finish their basic education cycle, they have foundations that allow them to continue learning in high school, vocational and higher education to achieve more people to be trained in this area.

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

The implementation of this project benefits greatly and reciprocally, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This is an opportunity for children in primary schools in which they can be in touch with a foreign language and in the same way, for students who are at the end of their training process at the university so that they get to know the realities and

educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Objectives

General objectives.

The setting in motion of this outreach project by the bachelor program in foreign languages English- French of the University of Pamplona, it is led by the following guidelines:

- To address the English Teaching demands from the child population in the elementary schools in Pamplona city.g
- To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Pamplona city.

Specific objectives.

For a better understanding of the previous aspects, this proposal will aim at:

- To familiarize children of the elementary schools in Pamplona to essential knowledge of English.
- To involve students from the Foreign Languages program in English teaching at elementary schools in Pamplona.
- To articulate the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This is a training project, disciplinary in the curriculum area; open to all the institutions in which the practicum was developed and that offered elementary education in Pamplona. This

project is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX Degree to the community of Pamplona.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Contribution lines

- Contribution to the academic formation in the area of Foreign Languages.
- Civic education (attention to problems in the educational context in order to decrease the inequality of the educational system).
- School community outreach at Universidad de Pamplona and the Foreign Languages program.

Theoretical Framework

Languages teaching.

International language policies.

"UNESCO has been concerned for several years about the role of languages in the global context. In its general conference in 1999, it adopted the term "multilingual education" to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international one. This resolution departed from the idea of that the requirements of national and global participation and the cultural attention of the particular needs of communities and

linguistically different, only it can be attended across the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that languages are not only means of communication, but represent the true factory of cultural expressions; they are holders of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that offer access to global communication and exchange of information. To achieve what is previously stated, the UNESCO suggests to promote the multilingualism and the intercultural dialog, as well as to develop policies for the translation, in all the possible means of written and visual materials in order to promote the traffic of ideas.

According to Lima, M. (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. Languages are the spirit and conscience of the people, says the poet; they are the best instrument for accessing other cultures, other stories, other ways of seeing and understanding the world; they erase distances and also bring us closer to science and technology. All types of learning are of vital importance in the sociability of the human being because it allows him/her to act adequately in different contexts. Learning a second language or other languages focuses personal and professional life of an individual to be successful at make and know-how.

National Program of Bilingualism.

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at spreading the English language as a foreign language, through the national program of bilingualism launched in 2004 with three specific lines of work: primary education

institutions, secondary education, higher education, education for work and human development programs; ethno-education; flexible models of education. This program aims at the formation of competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p.6).

Bilingualism.

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

English teaching in elementary schools.

According to Yesser A, & Chacon C, (2011) the acquisition of a Foreign Language is a complex process involving multiple cognitive and affective variables inherent to the individual as well as factors of the sociocultural and educational context such as the curriculum, the methodology used and the training and updating of the Foreign Language teacher, among others. In such a way, the importance of getting to the point of comprehending how children learn and incorporate a foreign language, it is necessary to analyze the theoretical foundations that explain the learning or acquisition of a second language (L2) or a FL (Foreign Language), and how this process relates to the process of the mother tongue". From this statement, Krashen (1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of acquisition and learning regarding the FL. "The acquisition of language is done naturally and unconsciously in

the form of comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language."

This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996). The authors present their point of view on the subject and differ that for purposes of this dissertation, the terms learn and acquire indistinctly because the LE can be acquired through playful activities in an inductive and natural way that also involves learning processes. it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages:

Pre-production is the stage in which the child develops the ability to listen and understand language through gestures and actions is a period characterized by silence. Therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Extended speech, in this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child improve fluency in the foreign language. "

To support the aforementioned on the process of acquiring a LE it can be said that according to Berko and Bernstein (1999), Quoted by Yesser A & Chacon C, (2011) the ability of children to learn, understand, discover and formulate forms of communication in a foreign

language lies mainly in the need to establish new social approaches (p.467). Consequently, children construct, through language, meanings of the world that surrounds them and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, LE learning should start from the previous knowledge and the mother language schemes since the representations developed in previous learning and previous experiences constitute the scaffolding to build through the LE, new mental schemes or expand the already existing.

Yesser A & Chacon C, (2011), cite Ausubel (1986) who states that "from the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of children and adults in relation to cognition and affectivity, which are manifested in the motivation, creativity, spontaneity and flexibility that characterize children and that are far from the adult, who is more prone to emotional blockage at the time of expressing himself in another language ". From the previous approaches, it is clear that age is a factor that affects the learning of English as LE, particularly in the acquisition of pronunciation. That is, the younger the child, the greater the probability of the child to develop the pronunciation of a native.

Why to teach a Foreign Language in elementary schools?

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

- Children who start studying a foreign language at school tend to keep a level of performance more positive than others.

- Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers' and adults'.
- Children not only tend not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.
- Children are in a stage of their lives in which the plasticity of their brains makes it easier for them to learn languages.

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

School context

This proposal was developed at Escuela Normal Superior de Pamplona a public educational institution located at Carrera 7 12-633 Av. Santander, Pamplona, Colombia

Timetable

The table below shows the schedule which was implemented to carry out this component. The outreach component lasts 10 weeks with students from 1st, 3rd and 4th grade, four hours per week.

Table 13

Outreach timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-8:05		**3º**			**4º**
8:05-8:30					**4º**
10:00-10:50		**1º**			

Benefited population

The direct benefited population of this proposal are students from 1st, 3rd and 4th grade at Escuela Normal Superior de Pamplona.

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

Indirect benefited population

- Foreign languages community program.
- Academic community of Pamplona.

Institutional dependencies articulated to the project.

- Escuela Normal Superior

External institutions linked to the project

- José Antonio Galán High School
- La Presentación High School

- José Rafael Faría High School
- Educational Institution Cristo Rey
- Águeda Gallardo High School

Methodology

The main objective of this proposal is to support and to give an extra help to the English teacher of 1st, 3th and 4th grades at La Escuela Normal Superior de Pamplona. This proposal aims to implement flashcards as a strategy and a ludic way in order to improve English pronunciation and vocabulary. Gelfgren (2012) states "Flashcards are clear and colorful, and they can have a positive effect on the visual learning process of the students" (p.1) According with Gelfgren (2012) there are many types of flashcards: quiz cards, role-play cards, flashcards with association, synonym, and opposite, flashcards about numbers and times and flashcards for dictation and reading.

Development of the Outreach Component.

Thanks to the implementation of pedagogical practice in primary school, it is intended that first, third and fourth grade students are more familiar with the English language, its vocabulary and pronunciation. To fulfill this purpose, the use of flashcards was implemented each class responding thus to one of the main objectives of this component that deals with attending children's needs regarding their English language learning.

One of the activities that was carried out to be able to approach the subject of the adjectives were mimics. In this activity the students had to take out an adjective from a bag, they had to draw or mimic this adjective so that others could guess it. After the students guessed the

adjective, the pre-service teacher located the adjective image, she pronounced and the students repeated.

When implementing the flash cards, it was possible to perceive a progress in the attitude and academic performance of the students in the English classes; they actively participate, relate some images with their personal life and are interested in learning.

Outreach Schedule.

In the following schedule it is possible to observe the topics that were developed with each group and on what date.

Table 14
Outreach schedule

Weeks	**Topic**		
	1°	**3°**	**4°**
1	Numbers (0-5)	Technology	The present progressive
2	Numbers (5-10)	Family members	Verb to Be- adjectives
3	Colors	Family members	***No class***
4	Greetings		Adjectives
5	The senses	School Supplies	Verb to be- Professions
6	Animals	Parts of the house	Body parts
7	Professions	Animals	Body parts

8	Months of the year	Months of the year And days of the weeks	Verbs
9	The seasons	The seasons	Sports
10	Fruits	Body parts	The seasons

Figure 12. Outreach component

Conclusions

Based on the objectives to be achieved, it is worth mentioning that the students were able to get much closer to the English language and improve weaknesses such as pronunciation and the basic use of vocabulary thanks to the use of didactic flashcards in the classroom. On the other

hand, it is necessary to mention that the students most of the classes were attentive and participatory to the activities implemented.

Finally, it should be noted that Working with elementary students has contributed greatly to the practice process because thanks to this work, it was possible to learn that the profession of being a teacher requires a lot of dedication and patience so that students accomplish objectives and basic needs in the area of English.

Chapter IV Administrative Component

Introduction

To be a teacher not only involves the act of teaching a specific area in a classroom full of students; to be a teacher implies taking part in activities outside the classroom in other to improve personal skills and other professional skills. In other words, thanks to the administrative component, the pre-service teacher can involve as an active part of the educational community with the responsibility to be present and collaborate in all the extra-curricular events.

This is why, as part of the practicum process, the pre-service teacher had to attend to all the extra-curricular activities proposed by the school in order to create spaces for interaction and recreation: events, activities, flag raising events, Valentine's Day, meetings, recreational outings, Christmas event among others. This process of becoming involved in the activities proposed by the institution not only contributes to the execution of these activities but also to the training process of the teacher as he/she experienced real lives contexts.

Justification

The main objective of the administrative component is to participate in the institutional and extracurricular activities proposed by the school in order to impact the public school. In this manner, it is important to establish that one of the teacher's duties is to be an active member of the community who organizes, cooperates and participates enthusiastically in the activities contemplated by the institution.

This process was beneficial for the pre-service student and for the institution. For the first, the administrative component gave him/her the opportunity to develop as an integral

individual, since he was not only inside a classroom, but he also was able to participate in different activities proposed by the institution in an active , responsible and enthusiastic way. For the second, this component provided a new and important individual in the institution who will actively respond to all established activities trying to leave the institution with the best standing.

Objectives

General objective.

- To participate actively in all the academic and extracurricular activities proposed by "Escuela Normal Superior de Pamplona"

Specific objective.

- To help in the organization of events or projects that involve students and teachers
- To be creative when including the English language when it is required.
- To appreciate the importance of every extra events during this school year.

Methodology

From the beginning to the end, the practitioner participated actively in all the activities and events proposed by the institution. For them, the pre-service teacher voluntarily accepted to help with the planning, organization and implementation of events such as: spelling bee activities and on an exercise about reflection journey among others. At the same time, it was necessary to be present at events such as the delivery of 11th grade flags and the formations every Tuesday.

School Activities Timetable

This schedule holds all the activities in which the practitioner was involved. It is worth mentioning that the educational institution had stipulated others that were not met or the attendance of the practitioner was not necessary, for this reason they are not included in the following table:

Table 15
Activities Timetable

ACTIVITIES TIMETABLE 2018-2		
Month	**Day**	**Activity**
September	20	Spelling Bee
October	4	Mass
	24	Reflection journey
	26	Festival of the song
	31	Children's Day
November	02	Delivery of 11th grade flags

On September 20, the spelling bee event was held, which was aimed at letting the institution know the best spelling representatives in order to choose a single winner. Also, in this activity different students made different artistic and theatrical performances. This activity counted on the participation of all the students of different juries and the rector. The pre-service teacher's role was to introduce the event and present each of the participants and competitors. Thanks to this activity, the practitioner was able to know the fruits that give patience, hard work and effort with students.

The following picture evidences the event:

Figure 13. Spelling bee event

The second activity was the Eucharist which was carried out on October 4. This Eucharistic event was addressed only to the eighth and ninth grade students and it was intended to bless the school year of each of the students. During this event, the practitioner did not have any specific role, just being an assistant.

The following picture evidences the event:

Figure 14 Eucharistic event

The Reflection journey which was carried out on October 24 was aimed at students reflecting on the school environment, diversity and the advantages and disadvantages of discriminating. In this activity, the psychology practitioner developed, within the classroom, different competences and games which represented the diversity of students within the institution. The practitioner's was to help raise awareness about discrimination within classrooms and the advantages of creating a good school environment. This activity taught the practitioner the responsibility he has in educating people of values that build a society of equality and respect.

Next, it is possible to appreciate a picture of the students during this activity:

Figure 15. Reflection journey

The fourth activity, the song festival, aimed to raise awareness of the different skills students have to sing, dance or play an instrument. The event counted with the participation of some elementary and secondary students. In this activity the practitioner did not have a specific role, just being an assistant and at the same time taking care of the 8th grade students.

There are one pictures of the extra activity:

Figure 16. Song festival

The following activity, Children's Day, took place on October 31 within the educational institution. In this activity the students had the freedom to dress up as they wanted and be able to be part of a costume contest. The main role of the practitioner on this day was to be a judge to choose the three winners.

The following picture evidences the event:

Figure 17. Children's Day

Conclusions

From the beginning of the practice process, all members of the educational institution treated the practitioner as one more teacher. Week after week, the teacher in training had the opportunity to show how the educational institution organizes, prepares and executes different activities that allow the socialization and interaction of all the students and professors and administrators of the institution, as well as people external to it. Therefore, it is important to emphasize that students not only go to school to study, but also they will learn how to be part of a diverse and large community.

As a practitioner, it was really important to be part of this school because I had the responsibility to be part of the planning and execution of different activities which made the institution known as a committed place.

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Annex

Annex 1. Journal

Reflection: September 27th – 28th

This day, I asked the students to take out the unknown vocabulary and then read the article and understand it completely. I must admit that when I adapted the article, I tried to use the vocabulary appropriate to their level, unfortunately, when reviewing the vocabulary found by the students, I could see that there were many words that they did not know or did not remember.

After having found the vocabulary in the text, I showed the students different images which represented vocabulary. The students had to relate the images with their writing. I must admit that this activity motivated the students to participate a lot, since usually, they are used to looking up the vocabulary in the dictionary and writing it in the notebook. For this reason, the implementation of a methodology that uses new images and activities motivates the interest of students to take part in the class.

After doing this, I taught the students new vocabulary related to the causes, consequences and solutions of water, air and soil pollution. This activity motivated much more the participation of the students since images were used again to approach new vocabulary. On the other hand, so that the students could memorize the new words much better, I asked them to write them in their notebooks and make the respective drawing; I must admit that this created an atmosphere of interest and much more participation on the part of the students.

Annex 2. Interviews models

REJILLA DE VALIDACION DE INSTRUMENTOS

INFORMACION GENERAL	
Nombre del estudiante:	

INFORMACION DEL PROYECTO DE INVESTIGACION	
Título del proyecto de investigación:	The implementation of authentic materials using the task-based Learning approach to enhance written skills of 8th grade students at "la Escuela Normal Superior de Pamplona
Tipo de investigación:	Action research
Objetivo general:	To enhance student's writing skill through the implementation of authentic materials , using the task-based learning approach
Objetivos específicos:	✓ Design workshops using task based learning approach to enhance student's reading and writing skill ✓ To work with reading comprehension and written production in tandem. ✓ To implement the workshops using authentic materials to enhance student's reading and writing skill ✓ To foster the use of real communicative situations in 8th grade students at "Escuela Normal Superior de Pamplona" ✓ To analyze the improvement of writing skills in 8th grade students at "Escuela Normal Superior de Pamplona"

-Indique por favor el tipo de instrumento a validar: (*si hay otro instrumento que no está contemplado a continuación, por favor agregarlo*)

Entrevista: ____
Encuesta: X
Ficha de Observación: _____
Ficha de Análisis Documental: _____
Otros: ____ ¿Cuál? _____

Para poder revisar y valorar cada una de las preguntas y opciones de respuestas (si es el caso) del instrumento. Por favor tenga en cuenta las siguientes siglas.

Clase de pregunta:	**Tipo de pregunta:**	**Valoración**	**Objetivo del instrumento:**
A: Abierta	**1:** Dicotómica	**E:** Excelente	
C: Cerrada	**2:** Selección Múltiple única Respuesta	**R:** Regular	
	3: Respuesta abierta	**M:** Malo	
	4:De escala	Otras valoraciones a proponer	
	4.1. Escalas de importancia		
	4.2. Escala de valores		
	4.3: Escala de Likert		
	4.4: Escala numérica y de intervalo		
	5: Otras, ¿Cuáles?		

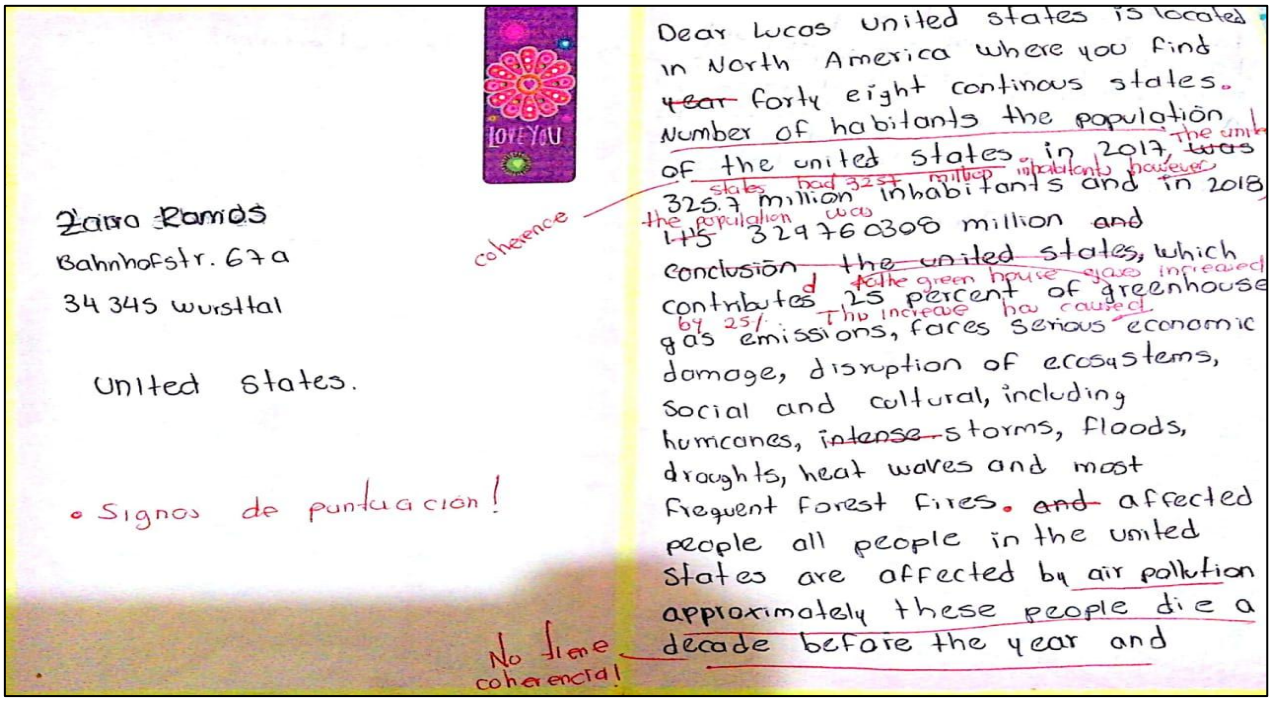
CRITERIOS:

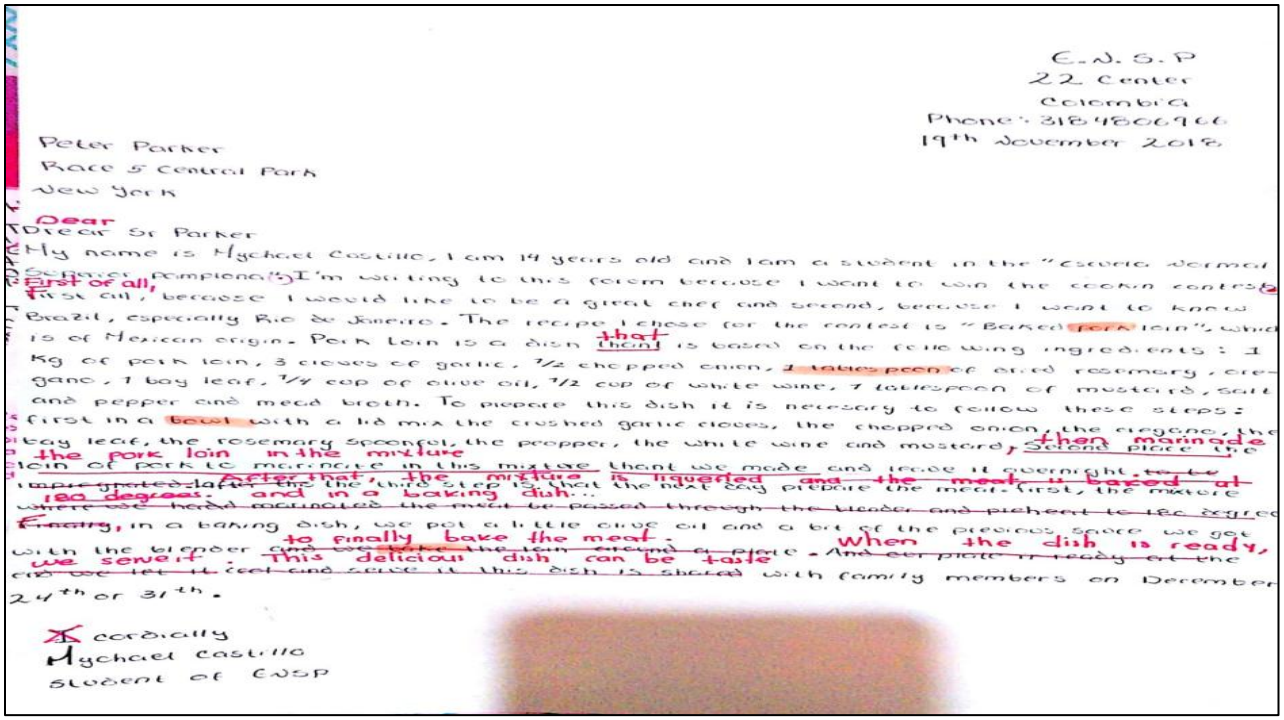
PREGUNTA:	**Categoría:**	**Clase**	**Tipo**	**OBSERVACIONES TUTOR:**						**OBSERVACONES Y SUGERENCIAS:**
				Pertinencia:			**Suficiencia:**			
				B	**R**	**M**	**B**	**R**	**M**	
¿Le fue fácil usar expresiones y vocabulario vistos en clase en su producción escritura? *Si, No ¿Por qué?*	**Producción escrita**	**A**	**1**							

¿Crees que estas expresiones y vocabulario le dieron más propiedad a tu texto y un nivel diferente del que usas habitualmente? *Si, No ¿Por qué?*	**Producción escrita**	**A**	**1**							
Enumere de 1 a 4. Siendo 1 más bajo y 4 más alto. Justifique el porqué de cada número. *¿Cuál de estos aspectos te ayudo a la mejora de tu producción escrita?* *_____Gramatica* *_____Vocabulario* *____Expresiones* *_____Estructura de las cartas*	**Producción escrita**	**C**	**4**							
¿Considera usted que pudo comprender los textos que se leían en clase? *Si, no. ¿Por qué?*	**Comprensión lectora**	**A**	**1**							
¿Crees que el uso de imágenes para abordar el vocabulario le permitió una mejor comprensión de los textos? *Si, no. ¿Por qué?*	**Comprensión lectora**	**A**	**1**							
¿Cuáles de las actividades realizadas antes de la producción le gustaron más? Justifique su respuesta. *a. Imágenes con definición (causas, consecuencias y soluciones)* *b. Memoria* *c. Loteria*	**Comprensión lectora**	**C**	**2**							
¿Cuáles de las actividades mencionadas anteriormente le ayudo más para posteriormente hacer la producción escrita? Justifique su respuesta.	**Comprensión lectora**	**A**	**3**							
¿Cuál de las producciones escritas te gusto más? ¿Por qué? *a. Carta postal acerca de la contaminación* *b. Cara formal acerca de una receta navideña* *c. Carta postal acerca de las tradiciones navideñas*	**Materiales auténticos**	**C**	**2**							
¿Le gustó la implementación de materiales auténticos en las clases de inglés? *Sí No ¿Por qué?*	**Materiales auténticos**	**A**	**4**							
¿Cree que la implementación de material auténtico en las clases de inglés le ayudó a conocer otras culturas? Si, no ¿por qué?	**Materiales auténticos**	**A**	**1**							

¿Considera que la implementación de materiales auténticos te ayudó en tu aprendizaje DEL INGLES? *Si No ¿Por qué?*	**Materiales auténticos**	**A**	**1**							
¿La escritura de la carta formal y postal aportó a su trabajo autónomo?	**Aprendizaje basado en tareas**	**A**	**3**							
¿Qué tan beneficiosa fue la ayuda proporcionada por la profesora al momento del desarrollo de las actividades de producción escrita?	**Aprendizaje basado en tareas**	**A**	**1**							
¿Considera que este proyecto le ayudó a aplicar el inglés en contextos reales? *Si No ¿Por qué?*	**Aprendizaje basado en tareas**	**A**	**3**							
De 1 a 5 califica mi proyecto. Argumenta tu respuesta.	**Aprendizaje basado en tareas**	**A**	**1**							
¿Crees que la implementación de este proyecto te ayudó a mejorar tu comprensión lectora y producción escrita? Justifique su respuesta.	**Aprendizaje basado en tareas**	**A**	**3**							
¿Qué te gustó más del proyecto?	**Aprendizaje basado en tareas**	**A**	**3**							

Annex 3. Example of students written productions



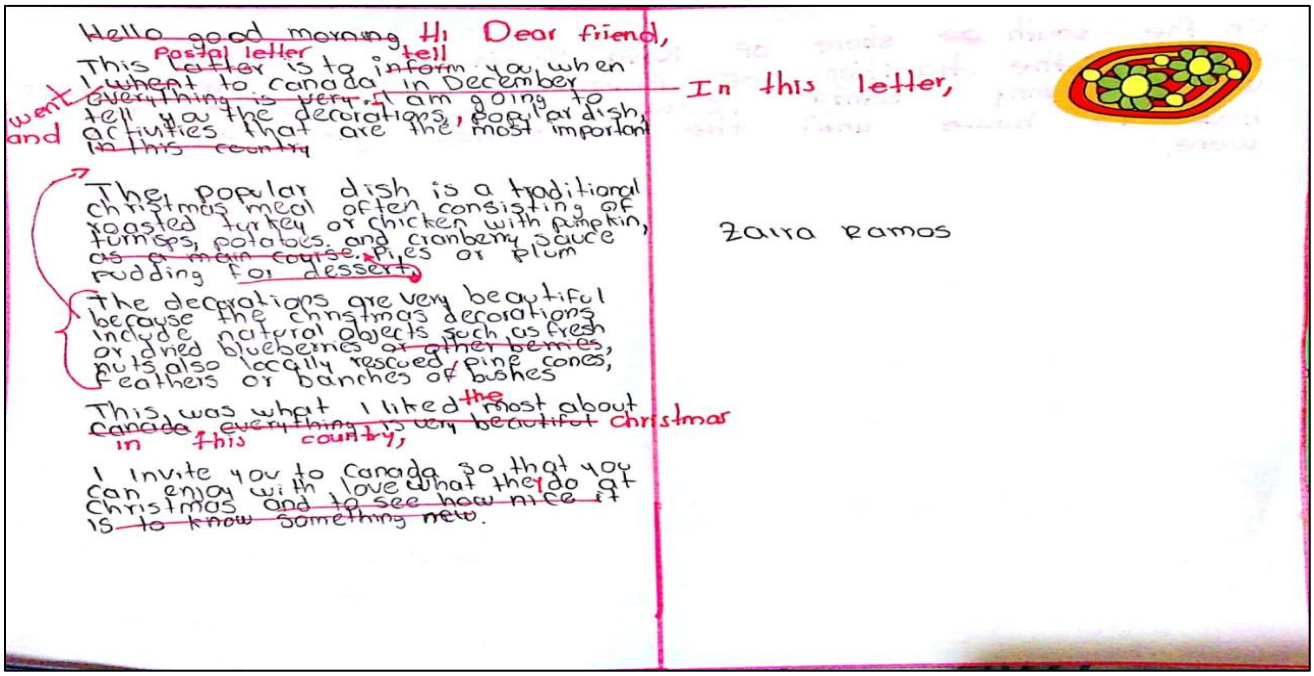


E.N.S.P
22 Center
Colombia
Phone: 3184806966
19th November 2018

Peter Parker
Race 5 Central Park
New York

Dear
Dear Sr Parker
My name is Mychael Castillo, I am 14 years old and I am a student in the "Escuela Normal Superior Pamplona". I'm writing to this forum because I want to win the cookin contest. First of all, First all, because I would like to be a great chef and second, because I want to know Brazil, especially Rio de Janeiro. The recipe I chose for the contest is "Baked pork loin", which is of Mexican origin. Pork Loin is a dish that is based on the following ingredients: 1 kg of pork loin, 3 cloves of garlic, 1/2 chopped onion, 1 tablespoon of dried rosemary, oregano, 1 bay leaf, 1/4 cup of olive oil, 1/2 cup of white wine, 1 tablespoon of mustard, salt and pepper and mead broth. To prepare this dish it is necesary to follow these steps: first in a bowl with a lid mix the crushed garlic cloves, the chopped onion, the oregano, the bay leaf, the rosemary spoonful, the peopper, the white wine and mustard, then marinade the pork loin in the mixture. Second place the loin of pork to marinate in this mixture that we made and leave it overnight. After that, the mixture is liquefied and the meat is baked at 180 degrees. and in a baking dish... After the the third step is that the next day prepare the meat. First, the mixture where we had marinated the meat be passed through the blender and preheat to 180 degrees. Finally, in a baking dish, we put a little olive oil and a bit of the previous sauce we got with the blender to finally bake the meat. When the dish is ready, we serve it. This delicious dish can be taste with family members on December 24th or 31th.

Cordially
Mychael Castillo
Student of ENSP



Hello good morning Hi Dear friend,
This postal letter is to tell you when I went to Canada in December. In this letter, everything is very. I am going to tell you the decorations, popular dish, and activities that are the most important in this country

The popular dish is a traditional christmas meal often consisting of roasted turkey or chicken with pumpkin, turnips, potatoes, and cranberry sauce as a main course. Pies or plum pudding for dessert.

Zaira Ramos

The decorations are very beautiful because the christmas decorations include natural objects such as fresh or dried blueberries or other berries, nuts also locally rescued pine cones, feathers or banches of bushes

This was what I liked the most about Canada, everything is very beautiful christmas in this country,

I invite you to Canada so that you can enjoy with love what they do at Christmas and to see how nice it is to know something new.

Annex 4. Matrices for the analysis process

Matrix- Categories.

Categoría general	Subcategorías	Descripción teórica
Written production	Respect of instructions	**Level A1** The student can align his production with the proposed situation.
		The student respect the instructions and the minimum length indicated
Written production	Sociolinguist	The student establishes basic social contacts using simpler and daily courtesy formulas related to greetings, farewells and presentations, and uses expressions such as "please", "thank you", "I'm sorry", etc.
		Ability to interact using expressions The student is able to write a simple letter and to interact.

Written production	**Language format**	
Written production	**Inform and describe**	The student can write simple sentences and simple expressions about himself/ herself and his activities
Written production	**Lexical**	**vocabulary:** The student is able to use the previously worked vocabulary in small and simple texts.
		Orthography: The student can write respecting the orthography of some words of the elementary repertoire

Written production	**Coherence and cohesion**	The student can relate words with very elementary connectors, such as: "and", "so"
Reading comprehension	**Search of information:**	The student is able to grasp the meaning in simple informative written material and in brief and simple descriptions, especially if there is visual support
Reading comprehension:	**Vocabulary**	The student is able to understand the vocabulary worked on in a short and simple text

Reading comprehension:	**Reading**	The student is able to understand very short and simple texts, reading sentence by sentence, capturing names, words and phrases more current, and rereading when necessary
Reading comprehension:	**Process to address questions**	**Global Questions**
		Detailed Questions
Authentic materials	**Motivation**	Calico (2007, p. 34) suggests that using different and appropriate supplementary materials, foreign language teachers may arouse students'' interest. If the atmosphere in a language classroom is authentic and relaxing, it will enhance the learners'' attitude.

Authentic materials (reading comprehension)	**Real use of language**	According to Little, Devitt and Singleton, (1989) the best learning results are achieved if learners work as much as possible with authentic materials which are used in the context of real-world-based situations or at least simulations and thus are supported by authentic tasks.
Authentic materials	**knowledge of cultures**	
Task based learning	**Autonomous work**	The student is able to take responsibility for the organization of their work and the acquisition of different competences according to their own rhythm. (Lobato, C, 2006)
Task based learning	**Teacher cooperation**	The teacher is able to manage a learning process that includes activities such as the continuous diagnosis of needs, the acquisition of permanent feedback. (Lobato, C, 2006)

Task based learning	**Use of English in real contexts**	The advantage of the task-based approach is that during the task the learners are allowed to use whatever language they want, freeing them to focus entirely on the meaning of their message. This makes it closer to a real-life communicative situation. (*Lindsay Clandfield*)
Emergent	**Tratidional metodology**	

Data analysis of Journal

Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (journal) N°1	Frases literales del diario de campo (journal) N°2	Frases literales del diario de campo (journal) N°3
Written production	Respect of instructions	**Level A1** The student can align his production with the proposed situation.	*"At the time of reviewing the draft, I could notice that most of the students understood exactly what they should do. First, they complied with the established situation which was to write a friend about the environmental situation of an English-speaking country. " This made me realize that the time I spent explaining to the students what they should do, how they should do it, the parameters, the structure of the production, etc. were very useful.*	*Additionally, regarding the written production of the formal letter, the students took into account the proposed situation: send a letter to compete in a cooking contest. They gave the reasons for being chosen as winners and describing when and with whom the recipe could be shared, but much more important, they made known very well the ingredients of the recipe they chose and their preparation.*	*When I was reviewing the drafts of the participants, I could see that they all followed the situation I gave them (sending a letter to a friend telling him about his experience when spending Christmas in other countries).*
		The student respect the instructions and the minimum length indicated	*"Second, they followed most of the requested parameters to write the postal letter, however some forgot one: people affected by environmental problems." However, for the students to fulfill with the missing parameter, I decided to call one by one and explain clearly what was missing and how they could add it to their production, for this I gave different examples. In the end, this helped the students to present a production with all the required parameters.*	*. On the other hand, some participants followed the great majority of the criteria established, except the origin of the dish, since only 2 students took it into account at the time of making their letter. As in this case, as the students also lacked a parameter of those that had been established for the production of the formal letter, I decided to follow the same methodology, call each student and guide him on how and where he could add this small part in its production. In the end they achieved to write a text that fulfilled all the*	*When I was reviewing the drafts of the participants, I could see that they all followed the situation established . In addition, they followed the instructions I gave them for the writing of the postal letter. In this case all the students followed the great mayority of the established parameters, I think it is because these were a little easier to find on the internet. Whatever the case, they*

Data analysis of Students' written productions.

Categoría general	Subcategorías	Descripción teórica	Frases literales de las producciones ya sean escritas o orales (por favor escribir al nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 1 (Fabian)	Frases literales de las producciones ya sean escritas o orales (por favor escribir al nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 2 (Emanuel)	Frases literales de las producciones ya sean escritas o orales (por favor escribir al nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 3 (MIchael)	Frases literales de las producciones ya sean escritas o orales (por favor escribir al nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 4(Zeire)
Written production	Respect of instructions	**Level A1** The student can align his production with the proposed situation.	The students was able to create their written production with the required situation. "send a postal letter telling Lucas the environmental problems of an English-speaking country". However, he did not take into account one of the parameters that were asked: people affected by environmental problems.	The students was able to create their written production with the required situation. "send a postal letter telling Lucas the environmental problems of an English-speaking country" However, he did not take into account one of the parameters that were asked: people affected by environmental problems.	The student was able to create their written production with the required situation. "send a postal letter telling Lucas the environmental problems of an English-speaking country". However, he added information which was not requested: *The country is the fourth largest in total area,. the fifth largest in contiguous are and the third largest in population, it is one of the most ethnically diverse and multicultural nations in the world a product or large immigration.* In addition. he forgot one of the requested parameters: people affected by environmental problems.	The students was able to create their written production with the required situation. "send a postal letter telling Lucas the environmental problems of an English-speaking country". However, she forgot to mention what were the solutions implemented by the government in order to reduce pollution.
			The student was able to create his production with the required situation: "Send a formal letter to participate in a food contest and win a trip to Brazil". However, he forgot one of the parameters required for the production "when and with whom we can share the	The student was able to create his production with the required situation: "Send a formal letter to participate in a food contest and win a trip to Brazil". However, he forgot three parameters: the reason to participate in te cooking contest, the origin of the Christmas dish	The student was able to create his production with the required situation: "Send a formal letter to participate in a food contest and win a trip to Brazil" He also complied with the 7 parameters required for the production of the formal letter: presentation, reasons to participate in the contest, origin of the	The student was able to create his production with the required situation: "Send a formal letter to participate in a food contest and win a trip to Brazil" He also complied with 6 of the 7 parameters required for the production of the formal letter: presentation, reasons to participate
			The student was able to write a letter to a friend telling him about his experience of traveling to another country at Christmas. At the same time, the student took into account the three required parameters: most popular decorations, traditional food and more frequent activities on these dates.	The student was able to write a letter to a friend telling him about his experience of traveling to another country at Christmas. At the same time, the student took into account the three required parameters: most popular decorations, traditional food and more frequent activities on these dates. However, he did not order them as I asked	The student was able to write a letter to a friend telling him about his experience of traveling to another country at Christmas. At the same time, the student took into account the three required parameters: most popular decorations, traditional food and more frequent activities on these dates.	The student was able to write a letter to a friend telling him about his experience of traveling to another country at Christmas. At the same time, the student took into account just two required parameters: most popular decorations and traditional food However, he did not order them as I asked

Data analysis of Interviews

Reading comprehension:	**Vocabulary**	The student is able to understand the vocabulary worked on in a short and simple text	*"al uso de imágenes me ayudó a comprender el vocabulario que estaba en los textos porque gracias a esto podía saber que palabra era sin necesidad de buscar en el diccionario . Por ejemplo si yo veía en el texto la palabra christmas tree yo ya sabía que era un árbol de navidad gracias a la imagen que me lo mostró" "el juego de memoria me ayudó más porque íbamos buscando la imagen que se pareciera a la otra y decir como se llamba y que función cumplía"*	*" De hecho uno de los materiales didácticos que yo mencionaba son las imágenes. Para mí fueron de gran ayuda porque ya conocía el significado de cada palabra y para mí era más facil entender la lectura" "en realidad me gustó más el juego de memoria porque nos ponía a pensar un poco más y porque a medida que íbamos descubiendo las parejas al mismo tiempo íbamos conociendo como se decía"*	*"me gustó el juego de memoria porque fue muy didactico y con una gran variedad de conocimientos" "como dije anteriormente a mí me gustó más el juego de la memoria porque no solo agilizaba nuestro conocimiento sino que también nos enriquecía de vocabulario para posteriormente hacer las cartas postales y formal"*	*los textos que nos daba la profesora porque eran muy largos y tenían vocabulario que no conocía" " cuando la profesora me dio el vocabulario ahora si comprendí un poco más la idea de las oraciones y de todo el texto, por ejemplo ya sabía que spillage of crude oil era derrame de crudo o que candle era vela" "la actividad me más me gustó fue el juego de la memoria porque además de desarrollar la mente nos ayudabaa conocer el vocabulario de manera más didactica y chevere" "al momento de hacer mis cartas me ayudó más la de imagen con definición porque al momento de hacer la carta ya yo sabía que causas*
Reading comprehension:	**Reading**	The student is able to understand very short and simple texts, reading sentence by sentence, capturing names, words and phrases more current, and rereading when necessary	*"yo si pude comprender los textos que se leían en clase porque antes conocíamos las palabras desconocidas y mientras estaba leyendo las relacionaba y formaba las frases para entender el texto" la actividad que me gustó más para poder hacer mi producción escrita fue la de imagenes con definición porque esta nos daba una pequeña descripción y nos ayudaba a agilizar el texto"*	*"si pude comprender todos los textos porque como mencioné anteriormente la profesora usaba mucho material didactico entonces era más facil comprenderlos" "me gustó mucho el juego de memoria porque hubo dos cartas que se basaron en ese tema, mucho más la carta postal de las tradiciones porque hablábamos de recetas y decoraciones de navidad, también porque ese día la clase fue muy divertida y no tan rigurosa"*	*"al principio no los pude entender porque era difícil analizarlos ya que no tenía suficiente manejo para entender rapido la lectura" "el trabajo con imágenes me ayudaron porque al observalas tuve un mayor entendimiento de los textos, ya con el vocabulario tuve un mejor manejo de los textos" "como dije anteriormente a mí me gustó más el juego de la memoria porque no solo agilizaba nuestro conocimiento sino que también nos enriquecía de vocabulario para posteriormente hacer las cartas postales y formal"*	" al principio no fue facil comprender los textos que nosa daba la profesora porque eran muy largos y tenian vocabulario que no conocia" " cuando la profesora me dio el vocabulario ahora si comprendi un poco más la idea de las oraciones y de todo el texto, por ejemplo ya sabia que spillage of crude oil era derrame de crudo o que candle era vela"

Summary - Matrix Journals / Students' written productions / Interviews

General Category	Subcategories	Theoretical description	Frases literales del diario de campo (journal) N°1,2 y3	Frases literales de las producciones ya sean escritas u orales PARTICIPANTE NÚMERO 1,2,3,4 y 5.	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo). PARTICIPANTE NÚMERO 1,2,3,4 y 5.
Written production	Respect of instructions	**Level A1** The student can align his production with the proposed situation.	The four participants took into account the three situations established to make their three productions: Write a postal letter to a friend about the environmental situation of an English-speaking country, send a postal letter to compete in a cooking contest and send a postal letter to a friend telling him about his experience when spending Christmas in other countries	All four participants were able to create their letters with the proposed situation. However, in each production they forgot one of the parameters that were requested: people affected by environmental problems, the origin of the dish and frequent activities on December.	
		The student respect the instructions and the minimum length indicated	The four participants fulfilled with 90% of the instructions given. Some of them forgot two or three of the parameters required for written production: people affected by environmental problems, the origin of the dish and frequent activities on December. However they complied with the structure of the letters, the length of these and most important the		

Written production	Lexical	**vocabulary:** The student is able to use the previously worked vocabulary in small and simple texts.	The four participants used very little vocabulary in their productions that was worked on in class. However, it should be pointed out that the first production, the postal letter about pollution, has more vocabulary than the other productions	The four participants used very little vocabulary that was taught in class: *"My recipe is known a fritters ..." "the ingredients are oil, 3/4 of corn starch, 2 tablespoons of sugar..." (P2)* They decided to look for new vocabulary and implement it in their productions. On the other hand P1 and P3 in two of their productions did not use any word seen in class	For P1, P3 and P4 the vocabulary helped to improve their written production since they already had the vocabulary memorized and this allowed them to speed up the writing of the letters.: *el vocabulario me ayudó más a la producción de mis cartas porque podia agilizar la escritura de estas, osea ya conocia el vocabulario y de ahi escogia cual me servia."*
		Orthography: The student can write respecting the orthography of some words of the elementary repertoire	The students have problems when they begin to capitalize the proper names and they also have problems when separating the sentences with periods or commas. On the other hand, in the third production a participant adds letters that do not correspond to the words.	P3 and P4 are not able to pause sentences by means of periods or commas: *"In the United States no more than 4% of the native forest remain and 40% of the water resources are no longer suitable for human consumption 75% of the worlrd's fisheries are exploited to the limit 80% of the native forest are*	

Annex 5. First reading comprehension

Environmental issues in Colombia

Background

Environmentally, Colombia is a mega-diverse country from its natural land terrain to its biological wildlife. Its biodiversity is a result of its geographical location and elevation. It is the fourth largest South American country and only country in South America to have coasts in the Pacific and Caribbean Ocean. Colombia's terrain can be divided into six main natural zones: The Caribbean, the Pacific (including Choco's Biogeographic rainforest), The Orinoco region, The Amazonia region, the Andean region, and the insular region.

There are many **environmental issues in Colombia**.

Current issues include deforestation resulting from timber exploitation in the jungles of the Amazon and the region of Chocó, illicit drug crops grown by peasants in the national parks of Serranía de la Macarena and Sierra Nevada de Santa Marta, and soil erosion.

There is soil and water quality damage from contamination by the use of chemicals in the coca-refining process, spillage of crude oil into the local rivers as a result of guerrilla sabotage of pipelines, and overuse of pesticides, air pollution (especially in Bogotá) from vehicle emissions, and the preservation of wildlife.

Government response

New environmental protection legislation was enacted in 1991, including the creation of specially protected zones, of which more than 200 were created in the early 1990s, mostly in forest areas and national parks. As a result of this charter, the Ministry of the Environment was established in 1993, merging with the housing and drinking water division of the Ministry of Economic Development, Housing, and Potable Water in 2003.

Annex 6 Evaluation Grid

Writing Rubric	0	0,5	1	1,5	2	Comments
Respect the instructions The text is clear and precise, and accomplishes all the requirements, responding efficiently to the proposed communicative situation; follow the instructions and the length of the text.						
Grammar The text shows a very good grammatical control and the morphological, syntactic or orthographic errors are characteristic of the level						
Structure The text is coherent and well structured: Synthesize information, use punctuation marks and distribute paragraphs consistently.						
Lexical The text presents the correct and accurate vocabulary seen in class. Also the text presents expressions and words learned inside the classroom						
Sociolinguistics corrections Can write in a formal way, taking into account topics studied.						
Total					**/ 10**	

Annex 7. Second reading comprehension

Christmas in Colombia

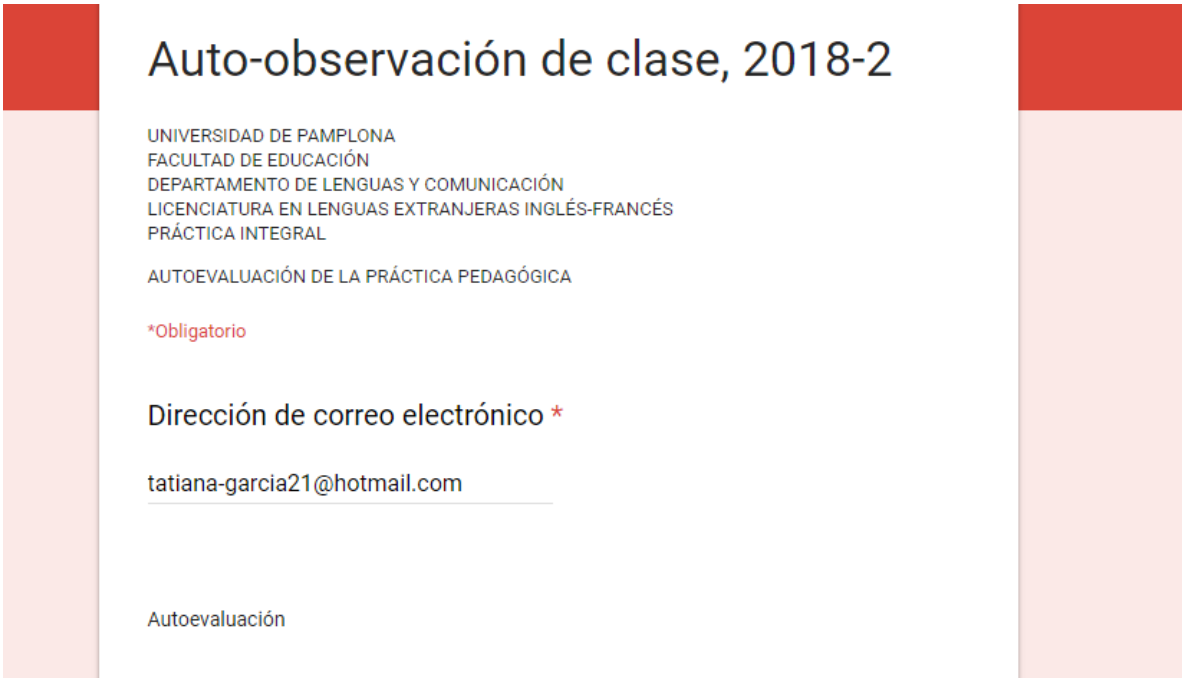
In Colombia, Christmas celebrations and preparations start on the evening of the 7th December which is known as 'Día de las Velitas' or 'Day of the little Candles'. Houses and streets are decorated with candles, lanterns and lots of lights. There are also big firework displays and music to dance to and foods like 'buñuelos' and 'empanadas'. This day is celebrated by Catholics around the world as The Feast of the Immaculate Conception but is especially popular in Colombia.

From December 16th until Christmas Eve, many Colombians take part in 'novenas'. These are special times when family, friends and neighbors come together to pray in the days leading up to Christmas. They are known as the 'Novena de Aguinaldos' (Christmas Novena) and often a different house hosts the meeting every night. As well as the prayers, people sing carols and eat lots of yummy foods!

People like to decorate their homes with Christmas Trees and other decorations. It's very common for there to be candles (normally red and white) and other lights displayed in windows or on balconies. Another very important Christmas decoration in Colombia is a nativity scene or 'el pesebre'. In early December, children write a 'Carta al Niño Dios' (letter to the baby Jesus) asking for what presents they would like. The letter is placed in the pesebre. They hope that Jesus will bring them presents on Christmas Eve.

The main Christmas meal is eaten on Christmas Eve night and it's called 'Cena de Navidad'. The dishes often include 'lechona' (pork stuffed with rice and peas), ham, turkey or a chicken soup called 'Ajiaco Bogotano'. Other popular foods around Christmas are 'Buñuelos' (cheesy fritters), arepas (a thick dish made from corn) and 'hojuelas' (a fried pastry with sugar and jam). A very popular Christmas dessert is 'Natilla' which is a set custard.

Annex 8. Self-observation sheet



Auto-observación de clase, 2018-2

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

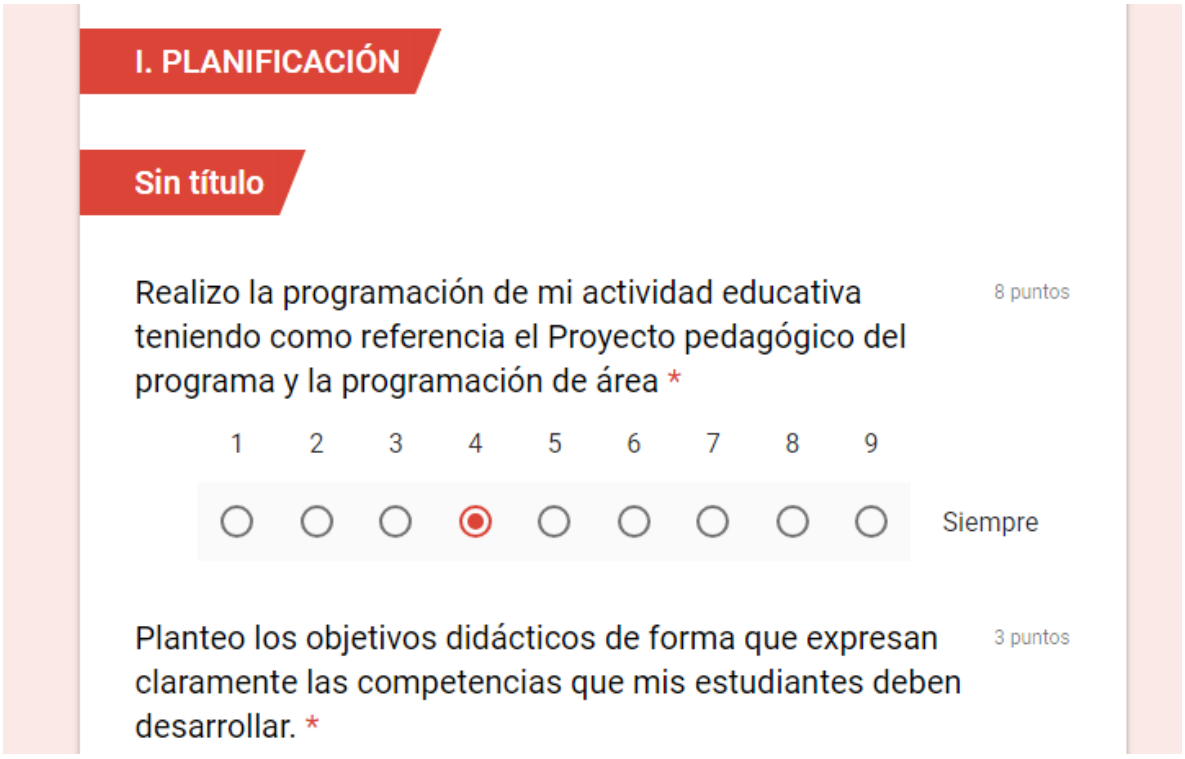
AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

*Obligatorio

Dirección de correo electrónico *

tatiana-garcia21@hotmail.com

Autoevaluación



I. PLANIFICACIÓN

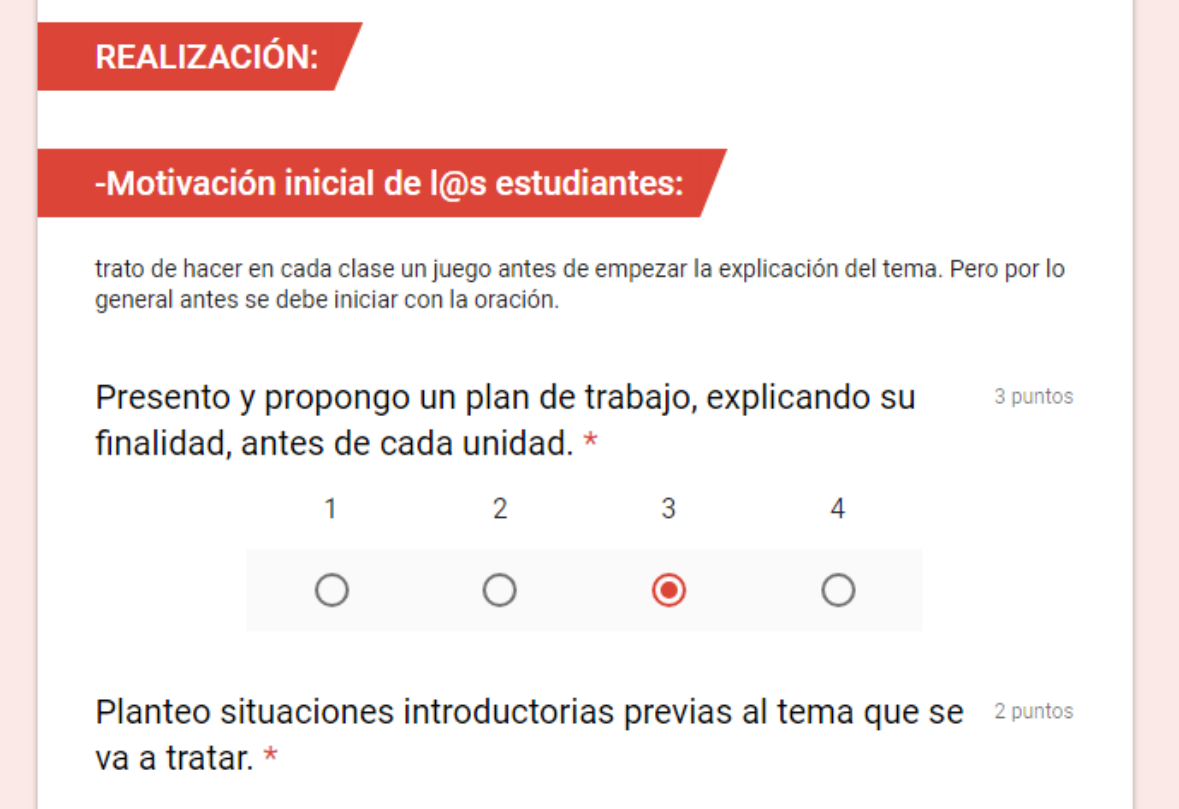
Sin título

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área * 8 puntos

1 2 3 4 5 6 7 8 9

Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. * 3 puntos



Annex 9. Narratives

NARRATIVA Nº 1	
Semana	10-14 de Septiembre
Tatiana Maldonado García	
Escuela Normal Superior de Pamplona	

El lunes 10 de septiembre empecé mi práctica en el colegio La Normal Superior de Pamplona. La primera clase de inglés fue en el primer bloque con el grupo 8B. Esta clase empezó con la preparación del evento "*Spelling bee,*" como el salón estaba un poco desordenado la supervisora nos ordenó empezar la clase al aire libre, allí el grupo se desordeno y fue muy difícil controlar la disciplina, esto me ayudo a entender que realizar actividades por fuera del salón es casi imposible. Después de que algunos estudiantes ordenaran el salón, la supervisora pidió volver a entrar y continuar la actividad dentro del aula de clase. Una vez que entramos al salón, continué con el planning y como las actividades de este estaban relacionadas con el "*spelling bee*" los estudiantes se aburrieron mucho y empezaron a hablar, reír y no prestar atención, lo que provocó muchos llamados de atención durante casi las dos horas de clase. Sin embargo, cuando aplique un crucigrama, los estudiantes se motivaron mucho y trabajaron con