"One travel, a lot of lives" portfolio, as a tool to improve Writing Skills and vocabulary in 7thGraders at "La Presentación" High School: An action Research

Sandrid Paola Quintero Mendoza

University of Pamplona

Faculty of Education

Foreign Languages Degree English and French

Practicum

Pamplona

2018-2

"One travel, a lot of lives" portfolio, as a Tool to improve Writing Skills and vocabulary in 7th Graders at "La Presentación" High School

Sandrid Paola Quintero Mendoza

Mentor:

Clara Noelia Villamizar Cote

University of Pamplona

Faculty of Education

Foreign Languages Degree English and French

Practicum

Pamplona

2018-2

ACKNOWLEDGMENT

"Life is an improvisation. You have no ideas what's going to happen next and you are mostly making things up as you go along".

– Stephen Colbert

Initially, I would like to express my gratitude to God for guiding me and given me wisdom, patience and persistence to never surrender to achieve this goal. Immediately, my wish of gratitude is dedicated to my parents for having supported me anytime I needed them, believing in me and working all the time for giving me this degree. Of course, I appreciate all times my grandparents and my uncles help me and the aid that my beloved best friends have given me. Happily, during this enriching period I had the great opportunity to meet special and invaluable people who provided me with a warm friendship which I carefully treasure. Besides, professor Ivan Vargas always encouraged me and taught me to pursue success. Finally, I would like to express the personal proud of succeeding this primary and important step of many that are about to come.

Sandrid Paola Quintero Mendoza

Approval Note

_____

_____

_____

_____

_____

Practicum Committee Signature

_____

Cooperative teacher signature

Table of content

Presentation 14

Introduction 16

Justification 17

Objectives 18

General objective 18

Specific objectives 18

Institutional Observation 19

Topographical location of the institution 19

School authorities 20

Principles aspects of the Institutional Education Project (PEI) 20

Institutional horizon. 20

Mission. 20

Vision. 21

School shield. 21

School flag 21

Principles of the educational institution 22

Singularity. 22

Opening. 22

Objectives of the educational institution 22

Main aspects of the coexistence handbook of the educational institution 22

CRESER project..... 23

Physical description of the institution. 23

Organizational chart of the educational institution. 24

Timetable of the educational institution 24

Pedagogical aspects..... 26

Chapter I: Pedagogical component..... 27

Introduction..... 27

Statement of the problem..... 28

Justification..... 29

Objectives 30

General objective..... 30

Specific objectives..... 30

Theoretical framework..... 31

Project based learning (PBL). 31

Writing skill..... 32

Composing versus writing..... 33

Reading skills. 34

Portfolio..... 34

Communicative approach..... 34

Learning and teaching English as a foreign language..... 35

Literature Review 35

Project Based Learning (PBL) as a method to work English as a Foreign Language. 35

Biography: Tool for improving English learning. 37

Using Portfolio as a way to work the creativity. 37

Pedagogical methodology 38

Principles of planning. 38

Pedagogical methodology to accomplish the pedagogical component. 38

Implementation to accomplish the pedagogical project 41

Methodology of the Research 43

Research approach. 43

Developing an action research. 43

Participants. 44

Techniques to collect data 44

Non-participants observation. 44

Participant observation. 45

Journal. 45

Document analysis. 45

Data analysis. 46

Findings and discussion 50

Vocabulary as a tool to write my life 50

Writing relevant events 52

Writing as a pleasure: Creativity 53

Teaching English linked with the real life 54

The use of a translator 55

Irresponsibility a bad friend for developing a project 55

Using portfolio as a tool to change the classes 56

Conclusions and recommendations 57

Conclusions 57

Recommendations 57

Chapter II: Research Component 59

Introduction 59

Justification 59

Statement of the Problem 60

Objectives 61

General objectives 61

Specific objectives 61

Theoretical Framework 61

The Teaching Profession. 62

Reflection. 62

Pedagogical practicum. 64

Development. 65

Social reconstruction. 65

Generic. 65

Theoretical Framework 66

The knowledge of fundamentals: philosophical, historical, and axiological. 66
Methodology 66
Reflective workshops. 67
Data collection. 67
Self-observation chart. 67
Narrative. 67
Class Recording. 67
Data collection timetable. 68
Conclusion 69
Chapter III: Outreach component 72
Presentation 72
Introduction 72
Justification 74
Objectives 75
General objectives 75
Specific objectives 75
Schedule. 76
Methodology 76
Chart with the use of didactics activities. 77
Conclusion 78
Chapter IV: Administrative component 79
Introduction 79

Justification 79

Objectives 79

General objective 79

Specific objectives 80

Methodology 80

Timetable of activities. 81

Conclusion 82

References 83

Annexes 87

List of tables

Table 1. School Authorities 20

Table 2. School Authorities updated 20

Table 3. Institutional Calendar 25

Table 4. Supervisor's teacher schedule 26

Table 5. Timetable of the proposal's implementation 43

Table 6. Data collection timetable-Pedagogical component 46

Table 7. Definition of codes 50

Table 8. Timetable, the implementation of the instruments 68

Table 9. Primary school schedule 76

Table 10. Topics for third and fourth grade 77

Table 11. School activities timetable 81

List of figures

Figure 1. School shield 21

Figure 2. School flag 21

Figure 3. School organizational chart 24

Figure 4. Writing process (Richards & Renandya,2002) 32

Figure 5. Product and process in writing steps 33

Figure 6. Interrelation between the research project and English area (Bejarano, 2013)36

Figure 7. Definition of the categories 49

Figure 8. Reflection process 63

List of annexes

Annex 1. Lesson plan and worksheet……84

Annex 2. Portfolios' construction……98

Annex 3. Self-assessment (R.C) ....……102

Annex 4. Example of narratives…….102

Annex 5. Example of journal……..103

Annex 6. Writing rubric……107

Annex 7. Self- assessment ……108

Annex 8. Grille categories (Excel)……108

Annex 9. Working recycling with primary graders……109

Annex 10. School's activities……..111

Presentation

This proposal attempts to solve some problems detected in an educational institution related to writing skill, and at the same time, helping the professional formation of the preservice teacher. This proposal is divided in four components: pedagogical component, research component, outreach component and administrative component.

The pedagogical component provides in a detailed way the information of the proposal. It shows the problem to resolve, the strategy which is implemented; it is based on theoretical framework and literature review. Moreover, it is possible to find the research methodology and the methodology of the plan of intervention; both contain the schedule for the steps and the detailed description to carry them out. Also, there are the findings that the researcher found and the discussion.

The research component allows to know the pre-service teacher as a participant because it provides a strategy implemented in the institution. This study is founded on several theories and contains instruments which were implemented by the pre-service teachers during their process; with this implementation, the practitioner can arrive on reflection, and contributing to the development of this proposal.

The outreach component shows the population in which the practitioner works, it is a primary school where lacked English teacher appears, and the educational students' formation is not good in this area. That is why, this component attempts to implement a strategy that can highly contribute and help this population.

Lastly, the administrative component presents the extra activities where the pre-service teacher takes part, at the high school which also contributes to the professional

formation of the practitioner since we are teachers not only inside the classroom but also outside.

Introduction

Nowadays, learning a foreign language is an essential issue in our society because people want to know new cultures and exchange their knowledge. It is important to say that an educate society have more opportunities in a globalized world.

"One language sets you in a corridor for life. Two languages open every door along the way" Frank Smith

That is why, Colombian government offers a program in which students have the opportunity to learn English in their institutions, this program is called National Program of Bilingualism that aids to promote an inclusive vision of bilingualism improving the communicative skills, so that students become competent in this globalized world. For this reason, it is important to highlight the writing skill as the most important competence at the moment to want to communicate with other people, since the role of the teacher is completely indispensable to reach it. In this sense, this project aims at improving writing skills, increasing vocabulary using a portfolio in 7th grade students, and it is carried out at "La Presentación" High School in Pamplona, Colombia. In the same way, this project allowed to develop a research component for reflecting the process of the practitioner, the outreach component that allowed to develop a new strategy with primary graders and the administrative component in which the pre-service teacher took part of the institution's activities, all those components were linked during the development of this proposal.

Justification

This proposal is carry out in the educational institution “La Presentación”, in Pamplona- Norte de Santander, where after three non-participant observations, the traditional method, the lack of vocabulary and the use of the correct grammar emerged. When talking about the traditional methods implemented by the teacher, it makes reference to the lack of time that teachers use for implementing didactics strategies, the amount of students which did not allow the appropriate development of all the competences, their English classes were basically based on reviews of previous topics and grammar exercises and also to do translation exercises.

Consequently, the implementation of this proposal aids to motivate students through a new strategy that is the use of a portfolio, to work the writing skill in a real life since students have the possibility to show their lives in a creative way. This strategy gives the opportunity to work reading comprehension for developing the critical mind.

On the other hand, this research allows pre-service teachers working in a primary school where there is a lacked English teacher and the traditional method is used. So, with this, teachers can work with didactics strategies and at the same time to obtain more experience in their professional formation.

Objectives

General objective

To improve Writing Skills and vocabulary through PBL using the portfolio as pedagogical strategy in 7th Grade at ‘La Presentación” High School.

Specific objectives

1. To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
2. To integrate formation of foreign languages degree English and French students to the educational reality of teaching English in primary schools in Pamplona city.
3. To be part in extra-curricular activities proposed by “La Presentación” High School.

Institutional Observation

It was necessary to carry out the institutional observation to begin the process and identify proper aspects of the educational establishment, recognize the rhythm, the context and the development of the sessions evidenced in the classroom. Thus, this section contains the important aspects of "La Presentación" High School, including: the topographical location of the institution, the school authorities, the most important aspects of the Institutional Educational Project (PEI), relevant aspects of the Rulebook, the structure of the school, the organizational chart, the school calendar, the supervisor's schedule and finally the pedagogical aspects.

Topographical location of the institution

"La Presentación" High School is one of the most representative public schools in Pamplona. This institution is focusing on girls and ladies' education, that's mean, this is a female establishment which promotes an inclusive education based on values and the pedagogy of love. This school is located in Pamplona, Norte de Santander, Colombia, in the street # 6 nº 2-99, El Carmen neighborhood. This institution was founded by the "La Presentación" Dominican Sisters in 1883.

Today, "La Presentación" High School follows the timetable A, full-time, offering to the community grades from kindergarten, primary and secondary. Also, this institution is oriented by the educational principles of the church, under the pedagogical philosophy of Marie Poussepin, founder of the Congregation. The Political Constitution of Colombia, especially the articles related to the educational service, the General Education Act (Act 115 of February, 1994) and its Statutory right.

School authorities

The authority showed by the Institutional Educational Project (PEI) is:

Table 1. School Authorities

CHARGE	NAME
Principal	Hna. Leonilde Morantes Mantilla

Nowadays, this public school has changed its authorities since the "La Presentación" Dominican Sisters decided to give the control and responsibility in the Colombian Educational Ministry.

Table 2. School Authorities updated

CHARGE	NAME
Principal	Esp. Mireya Acevedo Mejía
Principal Academic and discipline Coordinators	Esp. Martha Judith Rosas Contreras Esp. Roger Yesid Bautista Rico
Supervisor teacher	Aura Verónica Rico Varela

Principles aspects of the Institutional Education Project (PEI)

Institutional horizon. This segment gives the opportunity to identify how the philosophical foundation and the projection of the institution are stated; these two elements make sense and guide the plans and institutional projects.

Mission. The educational institute "La Presentación Technical High School of Pamplona" with official nature forms integrally girls and ladies in the kindergarten, primary, secondary and technical intermediate in "Administrative Assistance" levels,

from a bio-phyco-social conception, throughout the Humanistic-cognitive pedagogical model, the research and the technology incorporation. With the committed engagement of the educational community, it consolidates a life project with identity, presentation, building citizenship, social responsibility, promotors of a peaceful culture, respectful on human life and human and environment dignity.

Vision. By 2021 being an inclusive educational institute, with a pedagogy based on a humanistic-cognitive philosophy, promotor of the formation of integral, competent and entrepreneur human beings, with a deep sense of life.

School shield. Four elements are highlighted in the shield of "La Presentación" High School: a cross, a rosary, a bee and in the top the motto of the institution "PIEDAD, SENCILLEZ Y TRABAJO", they are showing in the figure:

Figure 1. School shield

School flag. This institution is a Marian society that is why the representative colors of its flag are blue and white.

Figure 2. School flag

Principles of the educational institution

Singularity. It is the possibility of being unrepeatable, original and creative, making an own life project: to become, in accordance with their essence, from this moment the originality, which is peculiar, takes place, developing a creative-reflective thinking; the own creativity and with which she engages her faculties of being rational, able to change and make changes, showing her uniqueness of her individual. This task is irreplaceable.

Autonomy. It is the capacity of self-determination in a responsible way.

Opening. The person is a social being that can identify herself, self-discovery and be aware of the social and cultural sense.

Objectives of the educational institution

1. To raise awareness in the system of quality management
2. To form happy people with a Christian-human profile
3. To increase the satisfaction of the parents and students with the quality of the educational system
4. To enhance the application of the specific projects
5. To guarantee the continuous improvement of the institution
6. To begin a study and sensitization in order to give a response to the possibility of the full-time project, so that it can be possible to enhance the educational quality.

Main aspects of the coexistence handbook of the educational institution

The rulebook of “La Presentación” educational institution aims at determining the prevention procedures and the monitoring and evaluation of the scholars. Further, it

pretends to encourage, guarantee and defend the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

The coexistence handbook contains seven chapters, among them:

- **Chapter I.** Institutional identification, adoption, legal nature, generalities
- **Chapter II.** Educational population and their instances of participation
- **Chapter III.** School socialization
- **Chapter IV.** Rights, duties and responsibilities of the institutional classes.
- **Chapter V.** From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.
- **Chapter VI.** From the pedagogical strategies to the solution of problems
- **Chapter VII.** Agreements and modifications to the coexistence handbook.

CRESER project.

It is a project that be part of the institution, they work it all Tuesday, working "committees" such as: environment, spiritual, democracy, etc.

Physical description of the institution.

"La Presentación" High School is divided into two seats. At both the primary and secondary locations are broken down into two areas but there is a difference, primary section counts on two recreation areas open-air and the secondary and technical section has four recreation areas open-air. Besides, it is possible to find a theater.

Those headquarters have common areas, they are: Classrooms for each level: 40 classrooms, corridors, recreational patios: two in secondary, two in primary; two cafeterias: one in primary, one in secondary; a radio station, a toy library, a map library, a chapel, sciences laboratory, auditory, library.

Organizational chart of the educational institution.

Here you can find the order of each one of the authorities of the educational institution.

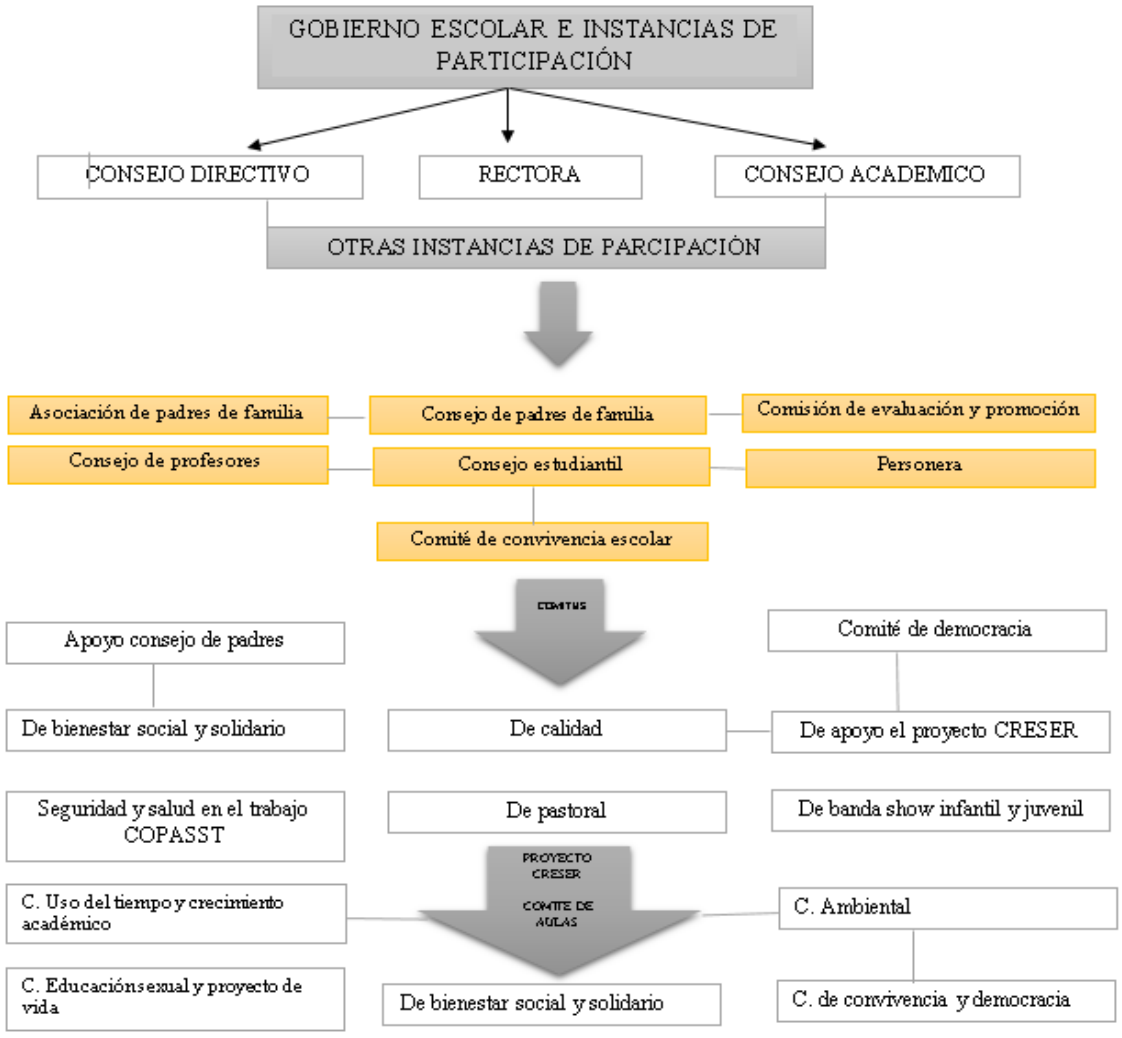


Figure 3. School organizational chart

Timetable of the educational institution

The academic calendar is based on what is proposed by the Educational secretary of the department, it generally covers 40 teaching weeks which are worked in 4 periods, 5 weeks of institutional development, 12 weeks of holidays for students and 7 weeks of holidays for teachers and directors.

Table 3. *Institutional Calendar*

AGOSTO	
FECHA	**ACTIVIDADES**
1	Izada de bandera
1 agosto- 15 septiembre	Inscripciones Prueba Avancemos (Secretaría)
8-16	Pruebas de calidad
9	Conferencia con psicólogos (11°)
10	Bendición de los lápices (11°)
12	Pruebas Saber 11°
13-17	Pruebas Supérate con el saber (1°, 3°,5°, 7°,9°, 11°)
16	Informe de Rectoría: Reunión Profesores y estudiantes de pria/Reunión de profesores y estudiantes de secundaria/Salida Coliseo Mpal/ Reunión Padres de familia (11°).
17	Finalización segundo trimestre/Jornada pedagógica
21	Inicio tercer trimestre/Proyecto CRESER/ Momento Congregacional Primaria
22	Momento Congregacional Secundaria/ reunión área de matemáticas
23	Comisiones de evaluación y promoción
24	Cierre de plataforma/Banquete del amor al colegio
25	Impresión de boletines/cierre de plataforma
21-29	Pruebas Supérate con el saber (2°, 4°, 6°, 8°, 10°)
22-29	Escuela de padres pria
29	Entrega de boletines a titulares para revisión
28	Movimiento Congregacional/ Continuación reunión área de matemáticas
29	Entrega de calificaciones Pria/ Izada de bandera
30	Entrega de calificaciones secundaria

SEPTIEMBRE	
FECHA	**ACTIVIDADES**
2-8	Retiro de estudiantes 11°
10	Trazabilidad Lenguaje
11	Trazabilidad sociales, cívica, urbanidad y filosofía
12	Trazabilidad ciencias naturales
13	Trazabilidad Inglés
14	Trazabilidad área Técnica, emprendimiento
17	Trazabilidad artística, ética y religión
18	Momento Congregacional Administrativos/ Trazabilidad informática
19	Trazabilidad educación física
25	Izada de bandera 9° (a, b, c, d)

OCTUBRE/NOVIEMBRE Actividades 135 años	
FECHA	**ACTIVIDADES**
29 oct	Alborada
30 oct	Eucaristía/ Primeras comuniones/ Presentación Sección Pria
31 oct	Encuentro de bandas show (Invitado Banda Baranoa, Barranquilla)
1 nov	135 años: Actividades en un día
2 nov	Comparsas y carrozas
3 nov	Presentación Sección secundaria
9 nov	Día del Alumno

Pedagogical aspects

During institutional observation, it was possible to observe the use of Navigators' book for the 8th grade students. Also, the use of the planning is essential for the English teacher since she plan all the classes neatly.

English timetable of the supervisor teacher

Table 4. *Supervisor's teacher schedule*

	HOUR	MONDAY	TUESDAY	WENSDAY	THURSDAY	FRIDAY
			CRESER			
1	7:00-7:55		8B	7A	7A	8A
2	7:55-8:50	7C		7D	8A	
3	8:50- 9:45	8D	7A		8C	7C
9:45-10:15			BREAK			
4	10:15-11:10	7B			7C	8B
5	11:10-12:05	8C	8D	8B		8D
6	12:05-01:10		8A		7B	

Chapter I: Pedagogical component

Introduction

In a globalized world, English as a foreign language is an essential aspect of human being's life; it gives people the opportunity to know and understand the world, and at the same time, it helped in easy exchange of information by the newspapers, novels, books of social prominence, etc. Thus, Modiano (cited by Pethman, 2017) explains that English has become one of the most important language among the general population, taken such a prevalent place in education at all levels, had such presence in information services such as printed media, film, radio and television, been so prominent in music and entertainment, as well as the Internet, and also serve as a contact language with people from throughout the world, what make think that English as a foreign language contribute with the development of the society.

In Colombia, learning and teaching a foreign language has become an important feature for the government, who has created new strategies and didactics policies, end at increasing the English knowledge in our society. One of those policies is the National Bilingualism Program (NBP) started in 2007 which attempts to the promotion of the methodological development in creating a formation program of English language based on the diagnosis of the teachers' communicative competence level.

This research attempts to implement didactic tools, as the portfolio, in order to stimulate students, enhance writing skills and improve their knowledge in vocabulary and grammar in seventh grade. Then for this project, a portfolio to show a biography, is an instrument that is used as a strategy to link the real life with writing skills in students. Likewise, it is necessary to state that the researcher adopts the communicative approach so that students are involved in real communication, allowing them to learn to use the English as a foreign language.

Moreover, this project allows to implement Project Based Learning as a methodology to improve writing skills and vocabulary, applying the portfolio as a strategy for giving students the opportunity to talk about their real life using English as a foreign language. Thus, this proposal is guided through the action research methodology since it allows to do a reflection about the teaching and learning process.

Statement of the problem

After carrying out 3 observations in a course of 7th grade at "La Presentación" High School, the predominance of the traditional methodology was identified. The supervisor employed some pedagogical aspects such as grammar/translation method to teach English in classrooms, focusing on vocabulary learning and the repetition of inaccessible words avoiding communicative approach of any kind. Likewise, the strategies used to work writing skill did not have the capacity to make a scene with different strategies because students were only using the dictionary in order to translate de text or composition. Thus, the use of grammar style is not good because of the teacher does not make attention in this skill, due to this action, students do not have the capacity to write in a good and fluently way, they only write the word as they listen: Watch/Wotch. For this reason, this question emerges: How the use of the portfolio enhances writing skills in 7th grade students at "La Presentación" High School?

Justification

Colombian public education has a real problem with the methodology that some institutions apply, since it is centered in a traditional method in which teacher only implemented grammar/translation method and repetition. That is why, this project suggests a strategy to contribute to the improvement of the described condition. Furthermore, this plan proposes to increase students' low proficiency level and try to vary the current traditional methodology. Thus, the implementation of new strategies has become a need since teaching a foreign language can be easier if we, as a teacher looks for didactic tools that it is more remarkable. Guiding, this project can help to change the traditional method, looking for new teaching tools for a real learning achievement and support students in improving their writing skills and lexical knowledge, they can learn in classes through a new procedure in order for them to revise and master all vocabulary skilled, because vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Then, with the implementation of a portfolio that is centered in a biography, students can improve their writing, expressing their feelings, emotions and real life, and, at the same, practicing the communicative approach.

Objectives

General objective

To improve Writing Skills and vocabulary through PBL using the portfolio as pedagogical strategy in 7th Grade at ‘La Presentación” High School.

Specific objectives

1. To elaborate workshops working vocabulary and grammar concerning the project “*One travel, a lot of lives”*
2. To create didactic activities for improving writing skill
3. To design the portfolio for developing the biography

Theoretical framework

Project based learning (PBL).

According to the Buck Institute for Education – BIE (cited by Garay, 2016), project based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

To implement a Project Based Learning, it is important to focus it on a real situation or issue that is relevant to people beyond the classroom, then to create it in such a way that allows the students to be deeply engaged in their learning and at the end of the process, students would produce authentic work and significant experiences within a real world context.

On the other hand, BIE (2010) makes an important contribution at establishing eight elements that every project needs to provide meaningful enquiry that engage student's mind:

1. Significant content: the project should be focused on important content, something that catches student's attention.
2. A need to know: referred to curiosity of the students, something that covers student's interests and initiates questioning.
3. A driving question: defined as the heart of the project. The driving question must be compelling, so that it would awake a sense of purpose and challenge in the students.
4. Students voice and choice: one of the purposes of this method in terms of making the project is to develop the sense of responsibility and autonomy in the students, that is why the more students' voice and choice, the better.

5. Inquiry and innovation due to students will find project work to be more meaningful and significant if they are asked to conduct real inquiry.
6. Feedback and revision: this point is quite relevant due to the teacher must prepare and train their students to be able to evaluate their performance and success during the project and reflect about the results.
7. Publicity presented product: the idea is to create a final product, so that students can show what they have done and learnt when developing the project. In addition, when students know they have to present their work to a real audience, they care more about its quality.

Writing skill.

Writing is an aid that learners need at the moment to develop the critical thinking and evaluate the great information. Also, writing is a process that connects members of the academy community "Writing also can be best means to help students to know more about the way they think. It can be harder ideas and thoughts for reflecting on them better than if the ideas remained evolving in their head" (Rahmawati, 2014:2)

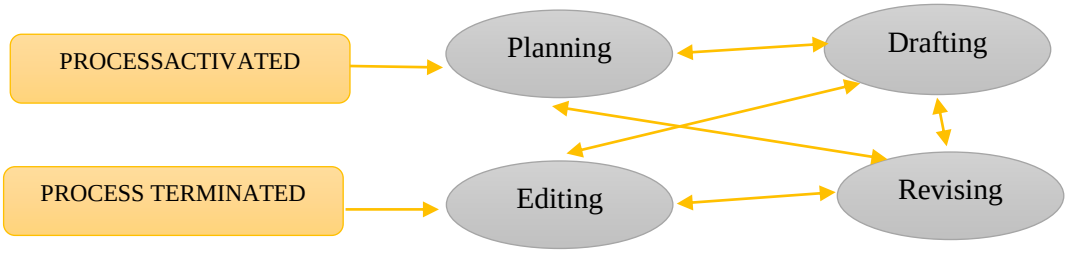


Figure 4. Writing process (Richards & Renandya,2002)

Product and process approach in writing steps (Esteele,2004)

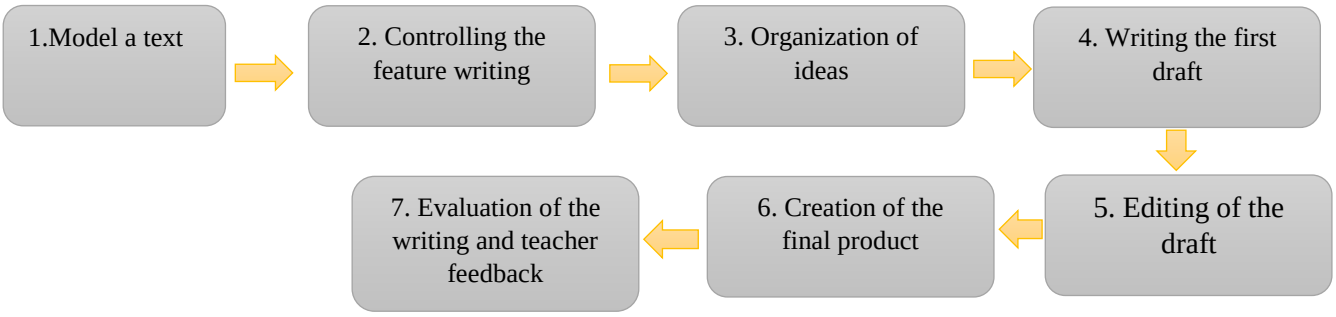


Figure 5. Product and process in writing steps

Composing versus writing.

The process of writing requires an entirely different set of competencies and is fundamentally different from speaking in ways. Writing products are often the result of thinking, drafting and revising procedures that students exhibit a number of different styles and preferences in their composing process.

Types of classroom writing performance. (Brown, 2007)

Imitative, or writing down. Students will simply "write down" English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

Intensive, or controlled. This intensive writing typically appears in controlled, written grammar exercises.

Self-writing. The most salient instance of this category in classroom is note taking, where students take notes during a lecture to the later recall. Diary or journal writing also falls into this category. However, in many circumstances a dialogue journal, in which a student records thoughts, feelings, and reactions and which an instructor reads and responds to.

Reading skills.

Reading is useful for language acquisition since it provides students more understand what they read, the better they get it. Reading text also provide good models for English writing, developing this competence, we can encourage students to focus on vocabulary, grammar or punctuation.

Reading principles. (Harmer,1998)

- Encourage students to read as often and as much as possible: the more students read, the better.
- Students need to be engaged with what they are reading.
- Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
- Prediction is major factor in reading.

Portfolio.

Portfolio is collected student work with a common subject or purpose, it helps to document change or increase the knowledge, concerning the style and performance. Smith and Tillema (1998) define the Portfolios as one of the more prominent instruments that can be used as learning tools for competence development because they provide opportunities to monitor and appraise changes in performance.

Communicative approach.

The communicative approach realizes a lot of modification concerning teaching practices. The communicative approach gives the opportunity to learn to communicate in a foreign language. This approach is developed with authentic materials in order to work real situations. Four components allow develop a communicative competence (Cuq, 2005, p.265):

1. ***Linguistic component.*** To know the rules, grammar structures, vocabulary, etc. This component is necessary but not essential for talking a foreign language.
2. ***Socio-linguistic component.*** It refers the knowledge of the culture and employing the language with some linguistics rules.
3. ***Reflective component.*** It is cohesion and coherence of the speaking at the moment of communicate in a foreign language.
4. ***Strategic component.*** It is the capacity to work and use the verbal and non-verbal strategies in order to make a sentence.

Learning and teaching English as a foreign language.

English around the world is considered as the most used language, talking about English language it refers about language learning. The process of learning English as a foreign language usually occurs within the classroom, where different types of controlled activities are carried out. Although this process occurs mostly in the educational environment, students can achieve a high degree of English language development (Beltran, 2017). That is why, students and teachers are some important in this process since this relation contribute to develop a correct process in the function teaching-learning. Talking about teaching English as a foreign language (TELF), it is important to say that it is one of the most rewarding jobs there is. As a teacher, you can get instant feedback on the work that you have done. TELF teachers not only help to learn English, but they also help them have fun in the process.

Literature Review

Project Based Learning (PBL) as a method to work English as a Foreign Language.

Bejarano (2013) conducted a study with students of 5th grade, in Cali-Colombia. This author explains the importance of applying PBL as a method in order to

implement new strategies, he affirms that the use of the investigation projects helps to integrate a lot of things in the educational environment such as the curriculum and the organization of the English area. Also, Bejarano highlights that the use of PBL aids to integrate topics, abilities, activities process that can contribute in the project organization since using text, dynamic activities and cultural contents can aid to develop English language as a tool for interact with other. Also, Garay (2016) affirms that working with PBL is so significant since students strengthened not only reading and writing by articling the content proposed by the subject. The author mentions that PBL method can help to develop the relation between teacher and students because teachers can motivate students to learn by taking advantage by their needs and interest.

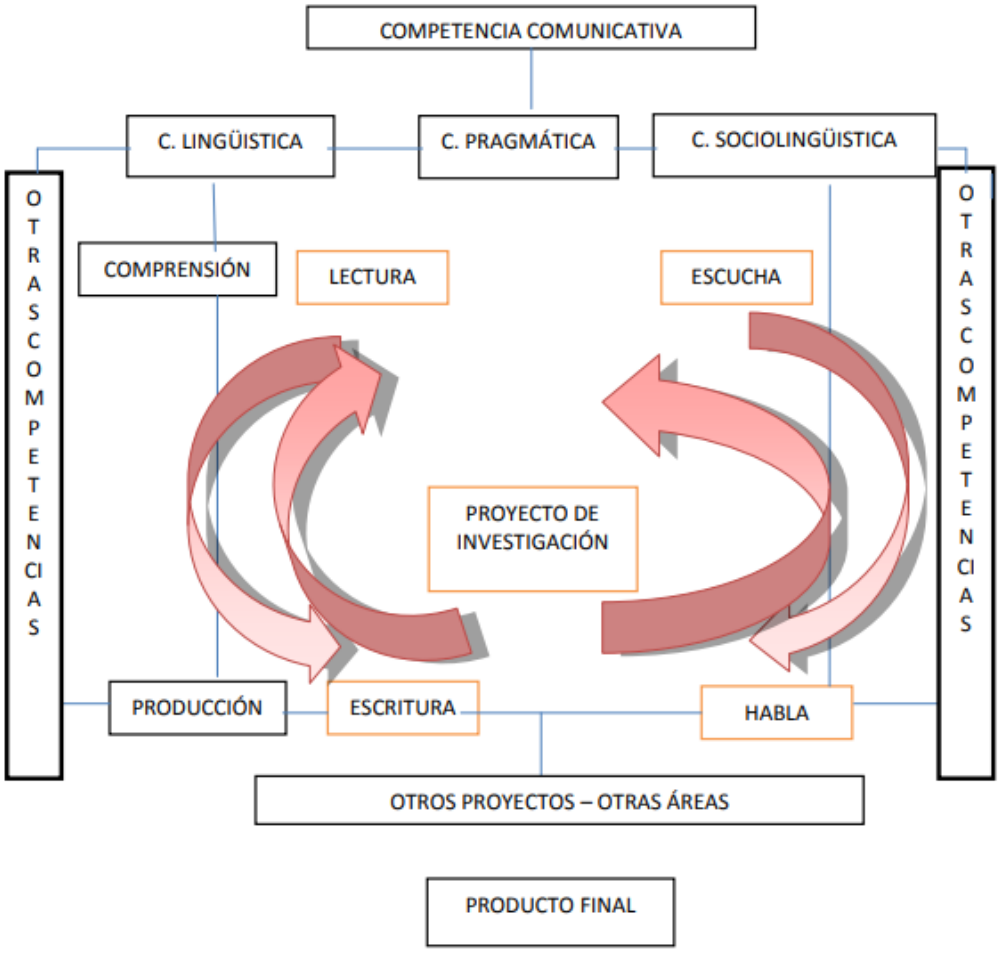


Figure 6. Interrelation between the research project and English area (Bejarano, 2013)

Biography: Tool for improving English learning.

Hernandez and Diaz (2015) mention that working with biography can develop the students' knowledge since when they write their lives, they can become known talking about the academic writing and at the same time, the students develop a lot of communications strategies. Also, the author highlights that students improve their critical thinking and the capacity to reflect, and they can get better in their foreign language. Likewise, Restrepo (2013) in her study explains that the design of new didactic activities can draw the attention of the students. Moreover, implementing the biography as a type of writing can contribute with the knowledge since this type of document help student to talk about their lives, history and experiences.

Using Portfolio as a way to work the creativity.

Páez (2017) aims at promoting the students creativity using significant didactics resources. Also, the author explains that the implementation of projects, homework, activities based on the creativity, they allow the exploration of the artistic, esthetics, reflection and collaborative work. At the same time, Páez mentions that the creativity in the teaching and learning process is a good strategy for enhancing the students' competence. Lema (2017) highlights that the use of portfolio aids that the students' imagination let them to be too recursive as well. The author explains: "students decorated their sheets which shows their willingness and affinity with the project and, surely, with their own learning process; other learners brought a great quantity of images". Thus, the use of imagination was assumed with a critical role since it permitted that the students were curious and discovered new and dynamic ways to make learning more interesting, engaging, exciting and effective.

Pedagogical methodology

Principles of planning.

Planning is considered as a tool that serve as an instrument of research. Creating a planning implies taking into account the criteria and general steps to develop for the formulation “Introduction, main activity and closure/conclusion” (El-Tigi, 1999, p.34).

In order to develop a lesson plan, it is important to take into account three essential aspects (Milkova, 2016):

1. “Objectives for student learning
2. Teaching/learning activities
3. Strategies to check student understanding” (p. 37)

Pedagogical methodology to accomplish the pedagogical component.

This pedagogical project is focused on create a portfolio to motivate the students to write in a free-style about their real life and using creativity. Nevertheless, it is important that learners consider that when they write, they should think in English because it is the way to become good writers. In this term, it is essential that the students act as protagonists for their own learning. Moreover, teacher has in mind the importance to plan a class because it is not an easy task and it is an essential tool to guide teacher at the moment to teach learners and to direct students to put into practice every activity significantly.

On the other hand, all the classes follow the communicative approach method with the purpose students express their thoughts and feelings using the target language. As a matter of fact, teacher considers this method because it allows the integration of skills what is a combination of important aspects with the purpose students have a progress in their learning process.

Then, the teacher works on the implementation of the portfolio every Friday with the students of 7thgrade, in order to students have more time to work on their written and they can be guided by the teacher to overcome their difficulties and improving writing skill.

Likewise, BIE (cited by Garay,2016) propose other aspects that a teacher must consider when developing PBL in class, in order to achieve the project goals.

Project delivery.

Developing the biography. *"One travel, a lot of lives"*

For developing this biography, the pre-service will divide the process in three sections, taking into account the PBL's steps. For creating this project, it is important to structure, determine who, what and when that in this case is the creation of a portfolio, working with the students in the "La Presentacion" High School.

Introduction to the portfolio. "Create my portfolio" (Content: define topics, concepts and standards)

Each learner will create a cover by herself, using her imagination and creativity. Then, teacher will give them the main title of their biography to write a subtitle and also a quotation what she wanted to show.

Here, the teacher will show her cover to give an example of this.

Documents: handouts containing information related to the project

Writing process. "My life made a composition" (Training: skill-building group work.) (Time: planning and distribution of tasks)

Students write their lives as a narrative genre, implementing the steps:

1st Section: Learners will write their lives

0-3 years old: Students will write about their lives when they were babies.

3-5 years old: Students will write about their lives when they were in the preschool and first grades.

2nd Section: Learners will write their lives (6-8/ 9-11years old)

6-8 years old: Students will write about their lives when they were in primary school

9-11 years old: Students will write about their lives

3rd Section: Learners will write their lives

12/ 13-14 years old: Students will write about their lives

Their first day in High School

Their feelings and emotions

Final product. "My final composition"

After following the writing process steps; students present their final composition having in mind the different aspects to correct.

Time to be evaluated. "Putting in practice my knowledge"

Teacher will give students the evaluations, worksheets and quizzes answered by the students. Each one of those instruments have the purpose to measure what the students learn during the period of the time teacher trainer teaches English as a foreign language.

Classes

Developing some classes in order to accomplish the purpose is so gratifying, since the creation of the lesson plans is so important since this proposal require an order and a lot of creativity to accomplish the objectives. During those ten weeks, two lessons plan were elaborated and all the plans were carried out completely. Each lesson plan contained the standards, the main topic, warm up, explanation of the topic, closure, material, and observation of the class. Also, each plan contained workshops that helped on the development of the class. (See Annex 1)

Implementation to accomplish the pedagogical project

This proposal was based on Project Based Learning (PBL). In accordance with BIE (N.D), Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

To accomplish this proposal, the researcher divided the main project into three section: In the first section; students had to write about their lives from cero to five years old. The second section, they had to write about their lives from six to eight years old. And the third section, they had to write about their lives from nine to twelve years old. So, during the development of this project, the researcher created worksheets for improving the knowledge concerning vocabulary. Those workshops were created in a different and dynamic way, it is to say that the researcher focused your worksheets on no- traditional methodology, she wanted to elaborate all of them shortest comparing to others workshop that the students developed before. Meanwhile, the researcher wanted to add activities on the first worksheet, as kind of review of the writing, for working vocabulary such as “Feelings and emotions” and at the same time revising the way as the students write and think.

Moreover, the researcher elaborated the second worksheet to work reading, with this tool, she wanted to identify the comprehension level in this grade that is why, this workshop was composed of several points that contributed to the acquisition of vocabulary and, the students could know how to write simply a letter. Also, this workshop had some points that allow the researcher working in a didactic way: there was a point in which a student had to dramatize a feeling and the others had to discern the emotion or feeling. So, those creative points helped to develop the class more dynamic and the students were not bored, they were attentive and wanted to participate all the time.

Finally, the researcher elaborated a worksheet to explain how to write a biography and the steps that the student had to follow to develop the portfolio. In this worksheet, students had some questions that had to response considering the example of biography that the teacher gave them.

Creating the portfolio

For design the first part of this portfolio, it was important to consider the information of each participant, it is to say, the students had to arrive at the classroom with the information when they were babies and children. With this, the researcher could explain the way that they could begin their biographies.

After that, the students began to construct a simple text about their life and the researcher picked up those texts to verify the grammar and the structure. Each Friday, the researcher dedicated one hour for revising the construction of the portfolio, including the cover. At the end of term, the students had all aspects in their portfolio, including the three sections, photos and draws. (See annex 3)

Oversight: schedule to guide students in project delivery

Table 5. *Timetable of the proposal's implementation*

WEEK	DATE	ACTIVITY
1	14th September	Introduction of the project
2 3 4	17-21st September 24th -28th September 1st -5th October	Planning Section 1
5	18th October	Evaluation 1
6	22nd – 26th October	Planning Section 2
7	9th November	Evaluation 2
8	12th -16th November	Planning Section 3
9	19th -22nd November 23rd November	Final product Evaluation 3

Methodology of the Research

Research approach.

This project is a qualitative research because the researcher has the possibility to interact with people knowing their behaviors, feelings, etc. (Creswell,2007). Thus, this research allows a qualitative description of data through observations, documents analysis and planning. The qualitative research refers of concepts, definitions, characteristics, metaphors, symbols and a description of things (Berg, 2007).

Developing an action research.

This proposal adopts an action research design. This design gives the opportunity to know the needs of the researchers, considering the action place and

noting a process in order to inspect to the objectives. Thanks to the personal reflection that this design has, the researcher can be aware of his process because he can analyze and evaluate the phenomenon, the way of teaching and learning and action made in class.

So, the action research follows five steps that can help in the process Susman (1983):

1. Diagnostic: To identify or define the problem
2. Action plan: To consider a lot of action plans
3. Be about: To select an action plan
4. Evaluate: To study the consequences of an action
5. Specification: To identify the general conclusions (Findings)

Participants.

This study is carried out at "La Presentación High School" located in Pamplona, Norte de Santander with the participation of seventh grade C students, this group is composed by 35 students approximately aged around 12 to 13 years. The sample composes by 4 students to guarantee an appropriate data analysis process. These students are chosen taking into account the difficulties observed at the moment of learning English, in order to analyze their process since the beginning until the end.

Techniques to collect data

Non-participants observation.

This technique is the most important of the process since it allows to begin and create the proposal through a classroom observation. The non-participant observation offers a more dynamic appreciation of situations that cannot be as easily captured (Lin & Maitis, 2010).

Participant observation.

This tool gives the possibility to have an interaction between the researcher and the participants. In this process, the researcher collects the data in a systematic way. The observers are part of the participants' lives, sharing experiences (Bogdan & Taylor, 1975).

Journal.

This technique helps with the critical thinking of the researcher, encouraging researcher's reflections. This tool can be used to reflect upon the things that they have done, and not only under the quantitative aspect, the students will become more responsible on what concerns their own learning process; they will become more interested in their progresses and results, will focus on learning, on their resistance to fatigue, on courage, will learn faster and for a longer period of time (Lumen,2014). (See annex 4)

Document analysis.

According to Bowen (2009) the document analysis allows the researcher give voice and meaning around the assessment topic, making an interpretation. In fact, this tool is used to analyze the writing production, considering the acquired knowledge during the process: orthographic, vocabulary, grammar and other elements. (See annex 5)

Self-assessment

Per McMillan and Hearn (2008) Self-assessment is more accurately defined as a process by which students 1) monitor and evaluate the quality of their thinking and be heavier when learning and 2) identify strategies that improve their understanding and skills. That is, self-assessment occurs when students judge their own work to improve

performance as they identify discrepancies between current and desired performance. (See annex 6)

The following timeline shows the different applied instruments for collecting data during the observation weeks and the time in which the practicum is carry out:

Table 6. *Data collection Timetable-Pedagogical component*

WEEK	Institutional observation	1	2	3	4	5	6	7	8	9	10
INSTRUMENT											
Non-participant observation	XXX										
Participant observation-Journal				X	X	X	X	X	X		
Document analysis									X	X	X
Self-assessment											X

Data analysis.

Hatch (2002) confirms that the process of analyzing data consists of 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. Thanks to this process, the researcher is capable to understand if the students' problems improved to the implemented strategy, by organizing and comprehending the information.

Interpretive method.

The researcher has the opportunity to make inferences, developing insights, attaching significance, refining understandings, drawing conclusions, and extrapolating lessons when the process finish (Hatch, 2002). When the researcher collected the information, what he must do is understanding it and to check if the problem improved. It is essential to write conclusions about the collected information from the strategy, to look for the advantages, the disadvantages, and the recommendations for further researches.

As part of the research methodology, the researcher implemented a grille (See annex 7) in which could divide the results in categories, these categories were seven: Vocabulary as a tool to write my life, writing relevant events, writing as a pleasure: Creativity, teaching English linked with the real life, the use of translator, irresponsibility a bad friend for developing a project, using portfolio as a tool to change the classes. So, those categories were collected with the aid of the instruments: documents analysis, journal and self-assessment.

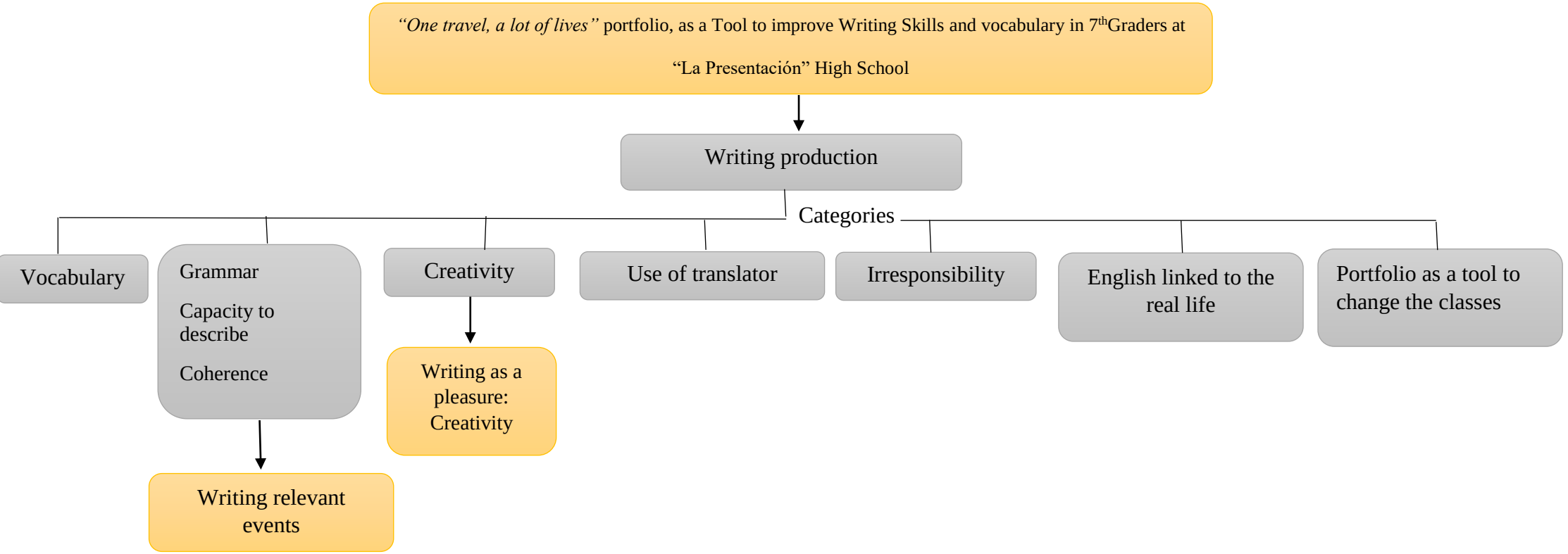


Figure 7. Definition of the categories

Also, the researcher created some codes to identify the voices of the participants in each instrument.

Table 7. *Definition of codes*

Instrument	Codes	Reporting
Analysis students' production	St P. Part° 1	Participant 1- Student 7th
Analysis students' production	St P. Part° 2	Participant 2- Student 7th
Analysis students' production	St P. Part° 3	Participant 3- Student 7th
Analysis students' production	St P. Part° 4	Participant 4- Student 7th
Self-assessment	Self-asses	General Self-assessment/ all four participants
Journal	Journal n°1	Researcher
Journal	Journal n°2	Researcher
Journal	Journal n°3	Researcher

Findings and discussion

Having finished the implementation of this proposal is important to divide the information founded into seven categories: Vocabulary as a tool to write my life, writing relevant events, writing as a pleasure: Creativity, teaching English linked with the real life, the use of translator, irresponsibility a bad friend for developing a project, using portfolio as a tool to change the classes.

Vocabulary as a tool to write my life

According to Common European Framework of references for languages (CEFR) states that students in level A1 has a basic ***vocabulary*** repertoire of isolated words and phrases related to concrete situations that can be a help to create a text. Considering that this project looked for improving vocabulary through PBL using the portfolio, it is important to highlight that during this process the participants 1,2 and 3

showed the used of basic vocabulary for writing about their family, health, friends, dates and emotions that are linked with the required level:

St P. Part° 1: *When I was 6 years old, I began to take the first grade*.

St P. Part° 2: *my first day I was scared because I did not know anybody.*

St P. Part° 3*: I had was join the band with much desire.*

In the same way, in accordance to the journal n° 1, the need to implement worksheets for introducing the topics that could contribute with the development of the portfolio was useful. Using activities such as word search, or getting to the class using introductory questions such as: how did you feel yesterday? allowed to mechanize the vocabulary without the need to use repetition. On the other hand, the implementation of pedagogical workshops was a guide that allowed the students to know the way of writing a biography and knowing what kind of vocabulary used to write about relevant situations, that were, to write about their feelings. Moeller, Ketsman & Masmaliyeva (2009) asseverated that "vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge. Word knowledge is power as words serve as building blocks to learning" (p. 1) showing that, subsequently, vocabulary knowledge supposes an excellent communicative performance of the learner. However, the orthography was a relevant challenge considering that the participants 1,3 and 4 wrote words that were not understandable, there were some words that misspelled by some letter that they need or simply write separate words: *my grand father Mario was born on… 2) they had their first dauther on June (St P. Part° 1).*

Furthermore, even though the researcher tried to do an input for developing the knowledge in the students about the vocabulary required for writing the portfolio, the

participant 4 mentioned that she used the vocabulary learned during the classes but in some cases, she had to turn to the translator for searching vocabulary unknown (Self-assess).

Writing relevant events

Considering the capacity to describe some relevant aspects of student's lives, it was important to carry out this project to improve writing skills. The participants had the opportunity to write about their lives, using the grammar required by CERF. So, they showed only limited control of a few ***simple grammatical*** structures and sentence patterns in a learnt repertoire. In this case, the participants could write correctly, using past simple as a verbal time that was right for describing situations about their lives, making simple and isolates phrases. Likewise, the participants 1 and 2 affirmed that was necessary to use the grammar learnt in class and was easy to do it despite some difficulties to remain the past of some verbs and expressions (Self-assessment).

¿He utilizado la gramática que aprendido en clase?

Participant 1: Si, si la he utilizado en el portafolio y en el resto de clases porque me parece que aprendiendo eso, soy capaz de hacer más cosas.

Participant 2: Si, la he utilizado en el portafolio, en las clases y en las evaluaciones.

Nevertheless, the *St P. Part° 4* showed a difficult using some grammar since in her portfolio was noticeable the confusion that she had with the used of object pronouns. *My parents met in a party, there we went out and became sweethearts, from this relationship <u>our</u> daughter was born.* Also, she wrote some phrases in Spanish, an action that confuses the reader and suggests that she is not interested in looking for the vocabulary she did not know.

The CEFR predicts that the range of different connectives expands across proficiency levels, that more advanced learners make text with several connectors. That is why, for the level A1, it is important to say that the students must show ***coherence*** in their productions, they can link words or groups of words with very basic linear connectors like 'and' or 'then'. The participants 1,2 and 3 demonstrated that they knew the meaning of each connector such as "and, also, because" *he <u>also</u> has hearing impairment <u>because</u> he had a fever <u>and</u> was not brought to the clinic on time (St P. Part° 2)*. Besides, they managed to use frequency adverbs like "always". It is important to note that participants did not use punctuation marks, which makes it difficult to understand the production. On the other hand, talking about the portfolio of the *St P. Part° 4*, the use of logical connectors is scant, the participant only used points or commas which allow him to separate the ideas. Some sentences are very long, which means that some ideas could not be understood: *when I was 6 years old I began study at the school "La presentación" my parents were happy.*

Writing as a pleasure: Creativity

In this project, the researcher looked for improving writing skill through a pedagogical project in which the ***creativity*** was so important. According to CERFL, in level A1, students can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. So, during this process, the participants showed in their productions that they did not use metaphors, hyperboles or narrations that allowed calling the portfolio creative. So, the lack of these aspects could be because of the level because they had a level A1, what makes us think that the participants have a good control of the type of text that they wrote that was in a descriptive way (Journal n°3). Also, it is important to add that all the participants tried, in each section, they had a striking subtitle that defines that part of their life. Similarly,

add photos or drawings that demonstrate what is described. *subtitles: MY DANGEROUS LIVE-MY NEW LIVE. (St P. Part° 2*)

In accordance with Páez (2017), the implementation of some activities such the portfolio allows to develop the mind in the students since with those kind of activities, the teacher can explore the knowledge and the extra linguistics abilities that could contribute with the auto reflection in students. That is way, this project allowed to students show their creativity with photos and draws, so that is the first step for beginning to write more creative text.

Teaching English linked with the real life

The purpose of this project was to implement a new proposal developing project-based learning. Buck Institute Education (BIE) confirms that the used of PBL inside the classroom can engaged hearts and minds because PBL projects provide ***real-world*** relevance for learning. Students can solve problems that are important to them and their communities. That is why, in this project, the creation of a portfolio that allowed students to write about some important aspects of their life contributed with the personal growth: *when there is a difference between my parents, they solve it very respectful without needing to hit (St P. Part° 3)*. In the self-assessment, the participants affirmed that the implementation of this project was an opportunity to improve the relationship between them and their parents because in some cases, their parents did not have time for talking with them but with this project, the parents could have time for talking about some relevant aspects of students. So, the implementation of this kind of project allowed the researcher to demonstrate that it can be transformative for students, seeing a real-world impact gives them the importance of knowing their family (Journal n°3). In the same way, it is important to cite Garay (2016) who affirms working with PBL is a significant experience since this method allow to experiment how the teachers

can reinforce and somehow to motivate students to learn by taking advantage of their interests and needs, working with their real life, so that is with this proposal, the researcher wanted to link real content when she taught a language.

The use of a translator

In a traditional classroom, ***the use of a translator*** is a need since the students think that do not have the capacity to write a text without translate some sentences. During this project, the researcher looked for changing this thinking, she wanted that the students used the dictionary and produced text using only the dictionary but it was not sufficient because when the students arrived home, they traduced all the information that the section required (Journal n°3). But, why did the researcher affirm it? Because during the analysis, the researcher could see that the *St P. Part° 1 and 4*, in their productions, used translator, since there were some sentences that the researcher could not understand, these sentences were written very literal or in some cases, they wrote in Spanish the sentences. Also, they wrote some words with bad spelling in Spanish, so the translator did not translate them into the required language.

Participant's sentences

Participant 1: *my aunt stella tube to jonathan*

Participant 4: *mis amigos y yo, mis 5 añitos (Spanish)*

Irresponsibility a bad friend for developing a project

According to BIE (n,d), Project Based Learning can be transformative for students. By presenting students with a mix of choice and ***responsibility***, cognitive concepts and practical activities, within an environment of real-world authenticity, projects engage students in learning that is deep and long-lasting. At the same time, PBL search to improve the autonomy of students realizing self-working in their houses.

But in this project, the researcher could analyze that the autonomy plays a bad role during the development of this project because all the time, the students were irresponsible, they did not show the attitude for creating a good portfolio and give their production at the time (Journal n°3).

Using portfolio as a tool to change the classes

During the implementation of this pedagogical project, it was noted the meaningful learning that the students of 7th grade acquired, it was clear that the use of this tool provided activities suitable for students and which alleviated monotony during classes. Some schoolchildren recognized the importance of English as a universal language and how this language can be linked with the real-life, in this case, a biography. Looking for several information for creating the portfolio, the students could feel excited knowing about some aspects that they did not know. This was always beneficial to undertake the project and classes and for them to feel motivated and integrated into a specific school and social group (Journal n°3). That is why, it is important to highlight what mention Lema (2017) the use of portfolio for teaching a foreign language allows students used it at home because they reported a significant affinity with the language writing about their life, promoting the student's interest.

Conclusions and recommendations

Conclusions

Having carried this proposal, the researcher could conclude that the use of worksheets that could contribute with the acquisition of some vocabulary was right, since the students could mechanize the lexicon without repetition and using it in their productions. In the same way, with the development of this project, the students showed the capacity to describe relevant events using the correct grammar and connectors. Also, the use of the creativity that the researcher wanted was not possible, the students did not show the interest to write this kind of text in spite of the efforts of the researcher to work with worksheets that allowed students to write more creative, maybe this lack of interest is because the students did not have the level, but they could demonstrate that they had the level required A1 for describing relevant situations and the implementation of this kind of project is a good idea when someone want to link the real-life with the knowledge of a foreign language, since with this project, the students could reinforce the relation, parents-child, with their parents.

On the other hand, the use of translator and the irresponsibility were some bad aspects that emerged during this process, since developing student's autonomy was very difficult for the researcher. Also, in some cases, the students thought that was easier to look for vocabulary on Internet.

Recommendations

For implementing of this project is important to consider some recommendation. Firstly, it is important to implement more activities for working vocabulary: memory games, using more flashcards; connectors and to give more examples about how to write a biography, also narratives text. Teacher who want to implement this project

must consider that their students must know the types of text for developing more easy the portfolio.

In the same way, teachers must give more time for working the production inside the classroom for reducing the use of translator and work the autonomy. Finally, teachers must determine the time for developing the project since the rhythm of the students is different.

Chapter II: Research Component

Introduction

In the context of formation in the foreign language program, developing teachers' pedagogical practices are one of the major interests to study for the enhancement of the teaching learning process to qualify education. However, there is a strong interest in the light of the evident necessity to understand and transform the pedagogical practicum. Hence, it is beneficial for local studies focused on learning problems than in matters of teaching. It is considered the design of a project that involves a reflective approach on the practicum with the aim of developing objective knowledge, behavior and aptitudes that help to guide the teachers' labor.

Justification

The design of this project in the foreign languages integral practicum context was focused on a more professional conception of an innovative practicum to sharpen educative processes in centers where PRADO[1] is held. It is considered that conceding relevance to the reflection role in the teaching process is the first step to fathom the difficulties of the profession, the individual performances and to take an interest on the models and approaches.

In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, the necessity of this study is justified in the sense that it provides analytic tools and self-observation to student-teachers, so that they are allowed to distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

[1] Practica docente

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, as imprints, stable and invariable features that are part of the school identity and culture.

When the events unfold without major alteration, the teacher is at risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking reflection does not lead to the emergence of problematic situations; thus, these realities are invisible and ignored. In this way, the pedagogical practice is assumed as reproductive codes that entail the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge that, otherwise, would respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourages a critical and reflective attitude that contributes to the improvement of their pedagogical practices. So that these at the same time will be essential elements to impact and transform their work and future professional performance.

In the case of the Foreign Languages program of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, retail a critical and constructive look at their work in the teaching role.

Objectives

General objectives

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

Specific objectives

1. To consolidate a group of student-teachers with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
2. To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
3. To identify and analyze the strategies that the student uses in his / her pedagogical practice.
4. To implement workshops for reflection and development of didactic units that guide the reflection of student-teachers.
5. To analyze one's own beliefs about the work of teachers and students.

Theoretical Framework

The theory about the teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be clear about these concepts concerning this research project, it was presented an estimate of each one of them.

The Teaching Profession.

The teacher is one of the most important elements of every educational institution, and he/she has the function of imparting knowledge based on a science or art. However, he/she also has the responsibility of his/her students' comprehensive training.

Teaching demands the development of some skills 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. Therefore, each teacher must meet all the teaching competences that will allow him/her to dominate the knowledge and the set of capacities of the target area. Since the first intellectual requirement of an expert is the level, on which he/she develops his/her activity. Similarly, every teacher must possess some competences dealing with the organization of content. It means that the pedagogical practice not only demands to organize the content to be taught but it also provides teaching conditions inside or outside the educational context. The most important function that a teacher must develop is to design and provide teaching practice.

Reflection.

With regard to reflection, there are different conceptions to this notion that haveto be addressed. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account in order to further elaborate their definition (Correa Molina *et al*, 2010).

Reflection as a process.

Reflection is developed throughout a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina *et al* (2010) reflecting on the

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”

The stages of reflection as a process are shown in the following figure.

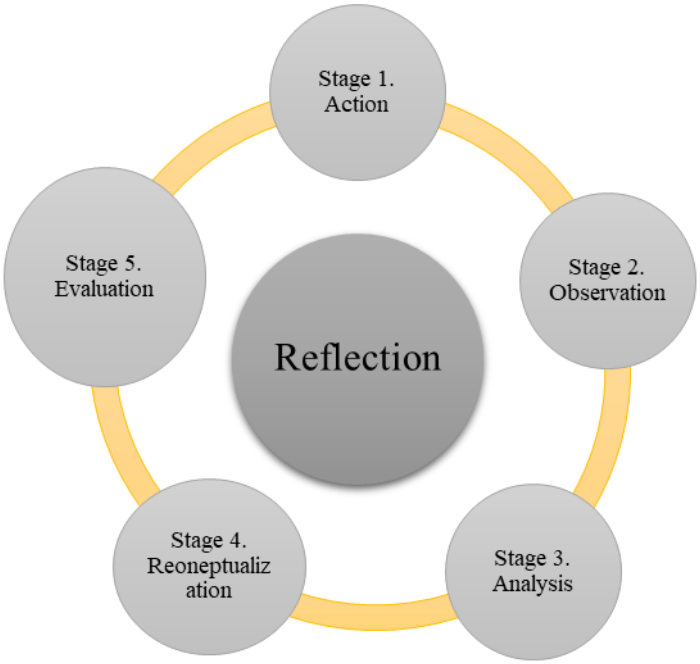


Figure 8. Reflection process

Reflection as a theme.

The conception of reflection is based on a theme linked to this concept. In this sense, Grimmet *et al* (as cited in Correa Molina *et al*, 2010) suggests that reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and, for the third perspective, it is the contextual aspects what allow the reflective exercise.

Likewise, those perspectives count with mediators in order to properly develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. The application of educational criteria is opted for language teaching practices to make pedagogical decisions adapted to the institutional reality and the context.

At a third level, Van Manen (1997) establishes an exercise of critical reflection; at this level, it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

Pedagogical practicum.

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, the Zeichner's proposal is assumed since has established several modalities of practicum as follows:

Academic practicum.

It is guided for preparing teachers who are able to reflect upon the courses they teach, so that they transform them into understandable structures for the students.

Social efficiency practicum.

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the

range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

Development.

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

Social reconstruction.

The object of reflection is to impact the social, economic and political context thus, fostering reliable democratic relations in the classroom, in the social field.

Generic.

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

Reflection triggers.

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

Critical element on reflective thinking.

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton (1991: 39). The interest in social justice and ethics in education.

These authors established classification 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

Theoretical Framework

The knowledge of fundamentals: philosophical, historical, and axiological.

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve 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 teachers' reflective thought, about their experiences of practice, objective, subjective, and inter-subjective.

Methodology

The proposed methodological strategy has as central axis, the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as a vocational space that will contribute largely with the description, identification and analysis of the own pedagogical practicum. For data collection in this project, the following instruments are proposed to be implemented:

Reflective workshops.

The reflective workshops have a fundamental purpose to guide student-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum. These three reflective workshops helped us out to share all the thought we have on our minds and tell the experiences lived in the school.

Data collection.

Self-observation chart.

The self-observation card has as main objective to allow the student-teacher to form a perspective of her own professional activity as a teacher; this is feasible by playing such role in the classroom and in the educational community environment to which they belong. (See annex 3)

Narrative.

The reflection exercise will allow students to express their endeavor based on the narrative of their experience as a way to provide meaning to the teacher's everyday life. (See annex 4)

Class Recording.

Having evidence of the students practitioners' performances in the classroom allows teacher-students to reflect upon different aspects in the foreign languages

teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process.

These recordings will allow having an external and constructive view of their pedagogical practices. In this practicum process, students have to record a class of them in order to analyze and reflect about how the process of teaching is advancing. It is important to mention that this non-participant observation will be realize with the help with another pre-service teacher since in this High School, it is not allowed recording the class.

Data collection timetable.

Table 8. *Timetable, the implementation of the instruments*

DESRIPTION	**DATE**	
Classroom observation	21st – 27th August	
Narratives	14th September 21st September 28th September 5th October 12th October	19th October 26th October 2nd November 9th November 16th November 23rd November
Reflective Workshops	15th October – 19th October 5th November – 9th November	
Self-observation card	22th October – 26th October 19th November – 23rd November	

Conclusion

Analyzing the narratives and the self-assessments made, the pre-service teacher could see that there are some changes talking about controlling of the class, the discipline, the methodology that the practitioner had been used, the interaction of the students and the planning of the class and the importance of using the reflection as a tool.

Taking into account *the control of the discipline*, it is important to say that at the beginning, the practitioner could talk with my students about my rulers such as: listen to me and after you can talk, talk-not shout, you must work inside the classroom, and the most important was the game about the fungus that it was the most important because, with it, the students knew that the practitioner did not shout, she only took away a fungus that was a type of "life", and the other class, they had a quiz about the topic that I worked. This game had helped me with the control of the discipline although some students did not consider it and only talk and not work. So, the narratives had helped her with the reflection about the use of this game, because she could understand that with this game, she could not take control of some groups such as 8°A.

Regarding *the methodology of the teacher in training.* The practitioner had to consider some strategies that the supervisor used when the practitioner worked with 8° since these groups wanted to work with traditional methodology, they only wanted to develop worksheets and no more. So, the practitioner decided to link her methodology that was to develop the relation student-teacher and working with workshops. This decision had caused that the students began to like the classes and, they could lose the fear at the moment to ask the meaning of a word or simply talking or asking in English.

The planning of the classes. It is important to say that elaborate the planning for the classes had been essayer because the supervisor did not demand that the planning had a meticulous description, she only wanted the activities and a little description about each activity. Also, the practitioner wanted confess that the most difficult was to plan activities for working on a week because the students did not want to advance, what made that the planning had a duration of two weeks.

As for *the interaction with the students.* In the beginning, it was very stressed because the students thought that they could make disorder and that the pre-service teacher could not say anything because she was a practitioner, also they thought that my class was only a type of free time. So, the pre- service teacher decided to talk with them and adding some rulers and changing my character, she began to be strictest with them. At this moment, the pre-service teacher could say that the students like to work with me because as she said before, she developed the relation student-teacher with some activities.

On the other hand, it is important to highlight that the reflection as a tool implemented in a practicum is good since this had allowed her to know her profession, abilities and capacities, knowing that as a teacher, the practitioner could help students to learn in a different way and that she could be a good teacher considering my challenges in this process. Thanks to reflection, the practitioner could improve in this process, knowing that it is not essay because controlling a group is so difficult but with the reflection, she could change some activities that had allowed her managing the discipline and improving the knowledge of the students.

To sum up, it necessary to say that the reflection is a helpful tool to improve some situation such as discipline control, work methodology, planning of the class and

interaction with the students, allowing the practitioner to elaborate more different and beneficial activities that can contribute with the knowledge of the students. Talking about the first aspect, discipline control, she learnt to control her class with different strategies without shout and students know some rulers to work better. Work methodology, the pre-service teacher could know how to link the traditional methodology and her methodology that is to work in a dynamic way. Planning of the class, she could learn that the creation of the plans had to be shorter because of the time and the student's rhythm. The interaction with the students, she could know how is the rhythm of the students and the way they work, she focused her classes working with dynamics activities that helped to improve the relation student-teacher.

Chapter III: Outreach component

"Awareness raising project to English language in primary schools in Pamplona, Colombia"

Presentation

When reading this proposal, readers will find two goals: on the one hand, to organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary school's students to the essential foundations of the English language. Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well.

Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram and the estimated budget will be presented as well.

Introduction

The participation in the global policies in terms of culture and economics has motivate the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: having citizens that can be 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. 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. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes. However, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this.

Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

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 regards 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.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this

sector for trying to reduce the gab generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, 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 acquisition of a foreign language allow facing the real needs that today's world demand. That is why the above mentioned process is necessary to implement it and work it from the first steps in the educational life of children so that, by the end of this cycle, they have the essential foundations which allow them to continue this process in the secondary, intermediate and higher education, and in this way, to get more trained people on this area.

The current project has as purpose to raise awareness towards teaching English in primary schools of Pamplona city, contributing to the essential formation in foreign language which is necessary and central in these levels. For this reason, this process is implemented as the outreach component of the pre-service teaching process which is carried out by the tenth semester students of the foreign language degree English and French of the University of Pamplona, as a way to contribute to the reinforcement of the teaching English in the primary school sector.

The implementation of this project helps highly and mutually, not only the institutions and the educational population in Pamplona, but also the foreign language program and its students who develop their practicum process 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, it helps tenth semester students to conclude their professional process in the university by facing the educational realities and needs around them, they thereby contribute by being part of the process that impacts the improvement of these needs.

Objectives

General objectives

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

1. To teach English to the students in primary schools in Pamplona city through didactics strategies such as songs, games, etc.
2. 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:

1. Familiarizing children from primary schools in Pamplona with the essential foundations in English
2. Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.
3. Articulating 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.

Schedule.

The table below shows the schedule which is implemented to carry out this component. The outreach component, as the pedagogical one, lasts 10 weeks: from September 10th to thy 16th November, working students from 4th and 3rdgrade.

Table 9. *Primary school schedule*

	HOUR	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
1	7:00-7:55			3B		
2	7:55-8:50					
3	8:50- 9:45		4B	3A		
9:45-10:15			BREAK			
4	10:15-11:10					
5	11:10-12:05					
6	12:05-01:10			4A	4C	

Methodology

Given that students in 4thand 3rdgrade at “La Presentación” primary school do not have a teacher dedicated just to English area and with only an hour per week. For that reason, it is decided to begin from the very basic vocabulary in an easy and innovative way. The plan of action of this component is based on the lexical approach proposed by Michael Lewis (1990), this method states an important part of learning language that consists of being able to understand and produce lexical phrases as chunks. Teachers at the primary school asked to work especially on vocabulary for this reason this component is based on it.

First, it is important to say that the practitioner had been working the same topics and lessons plan with Valentina Alvares since we had been shared the 3rd grades and for 4th and 5th grades, the teacher told them that they had to work the same topics.

Talking about 3rd grade, in this proposal was so important to implement different activities that could help students to work without traditional methodology. It was necessary to develop games such as "hot potato" and secret friend to teach some vocabulary and grammar. Also, the use of worksheet was essential. And 4th grades, teaching topics such as recycling and health food, the researcher used some flashcard and she also worked with collaborative group for developing some homework. (See annex 4)

Chart with the use of didactics activities.

Table 10. *Topics for third and fourth grade*

WEEK	**TOPICS WITH THE USE OF DIDACTICS ACTIVITIES**	
	4th grade	**3rdgrade**
1	Healthy food and harmful food	Verb to be
2	Vocabulary about food	Adjectives
3	Recycling	Physical description
4	Vocabulary about Recycling	Worksheet about verb to be
5	Oral presentation about Recycling	Game "secret friend"

Conclusion

Implementing a new methodology is so gratifying for me because the pre-service teacher had seen the interest of her students. She had implemented different strategies such as games, developing worksheets that could be working with the help the teacher and it contributed with the development of the relation teacher –student, also working with this population help practitioner to know what they are going to do in the future and in their professions, if they really want to work with children or adolescents. That is why, the practitioner wanted to say that working with this population had made her think about the relevant topics that she wanted teach and how she wanted to do it, because she really thought in the topics that are relevant for the students and for her. Teaching English was difficult because of the things that children have in their minds, what make that all the classes turn boring and stressful. As practitioner, it is necessary know what the students need to learn and how because they only thought that learn English is difficult, so as the practitioner said before it is essential to teach in a dynamic way, controlling the discipline and capturing the student's attention.

Chapter IV: Administrative component

Introduction

In this component, “La Presentación” High School has several pedagogical activities that emerges involving the educational community. As pre-service teacher, we have the responsibility to be present and collaborate in all the extra-curricular events being active and dynamic. In fact, being part of the institution provides pre-serving teachers some experience with a real teaching context assuming the role of a teacher. Also, the pre-service teacher must cover many administrative jobs that allows her to be part of the community, analyzing the way an institution works and to learn how to manage a real teaching context.

Justification

The educational community develops the pedagogical events in order to increase a dimensional process where different areas need to be integrated to contribute to the progress for the institution. For this reason, pre-service teacher takes part in the different academic tasks as in extracurricular activities that the establishment encourage such as theatre meeting, the celebration of the 135 years of foundation, and other events that are some important for “La Presentación’s” family. Also, it is important to participate in those events in an active, enthusiastic and responsible way. This component aims at offering several services as pre-service teacher in which, she offers his English knowledge in order to help students to represent very well the institution in the activities organized among other institutions.

Objectives

General objective

1. To be part in extra-curricular activities proposed by “La Presentación” High School.

Specific objectives

1. To collaborate with the organization, and the appropriated environment to carry out the events created by the establishment**.**
2. To encourage students to be part actively in the extra-activities

Methodology

As a teacher is important to be responsible inside and outside the classroom in order to accomplish the objective that is to be responsible with our students. In this component, pre-service teacher is ready for all the events in order to have the whole disposition to teach, direct and prepare students to make a presentation with a specific purpose. During this process, the pre-service teacher had been part of some activities that are important for the institution, what she did, it was to control the discipline and took care the students. The practitioner could know the authority and the responsibility that she had when she was with the students because she knew that they had listen to her and complied with the order that she said like *be quiet, silence please, etc.* Talking about responsibility, in those events, she tried to take care the students in the protest because she had to pay attention with the cars when we were on the street. (See annex 5)

Timetable of activities.

Table 11. *School activities timetable*

AGOSTO	
FECHA	**ACTIVIDADES**
1	Izada de bandera
1 agosto- 15 septiembre	Inscripciones Prueba Avancemos (Secretaría)
8-16	Pruebas de calidad
9	Conferencia con psicólogos (11°)
10	Bendición de los lápices (11°)
12	Pruebas Saber 11°
13-17	Pruebas Supérate con el saber (1°, 3°,5°, 7°,9°, 11°)
16	Informe de Rectoría: Reunión Profesores y estudiantes de pria/Reunión de profesores y estudiantes de secundaria/Salida Coliseo Mpal/ Reunión Padres de familia (11°).
17	Finalización segundo trimestre/Jornada pedagógica
21	Inicio tercer trimestre/Proyecto CRESER/ Momento Congregacional Primaria
22	Momento Congregacional Secundaria/ reunión área de matemáticas
23	Comisiones de evaluación y promoción
24	Cierre de plataforma/Banquete del amor al colegio
25	Impresión de boletines/cierre de plataforma
21-29	Pruebas Supérate con el saber (2°, 4°, 6°, 8°, 10°)
22-29	Escuela de padres pria
29	Entrega de boletines a titulares para revisión
28	Movimiento Congregacional/ Continuación reunión área de matemáticas
29	Entrega de calificaciones Pria/ Izada de bandera
30	Entrega de calificaciones secundaria

SEPTIEMBRE	
FECHA	**ACTIVIDADES**
2-8	Retiro de estudiantes 11°
10	Trazabilidad Lenguaje
11	Trazabilidad sociales, cívica, urbanidad y filosofía
12	Trazabilidad ciencias naturales
13	Trazabilidad Inglés
14	Trazabilidad área Técnica, emprendimiento
17	Trazabilidad artística, ética y religión
18	Momento Congregacional Administrativos/ Trazabilidad informática
19	Trazabilidad educación física
25	Izada de bandera 9° (a, b, c, d)

OCTUBRE/NOVIEMBRE Actividades 135 años	
FECHA	**ACTIVIDADES**
29 oct	Alborada
30 oct	Eucaristía/ Primeras comuniones/ Presentación Sección Pria
31 oct	Encuentro de bandas show (Invitado Banda Baranoa, Barranquilla)
1 nov	135 años: Actividades en un día
2 nov	Comparsas y carrozas
3 nov	Presentación Sección secundaria
9 nov	Día del Alumno

Some activities in which the practitioner made part:

Titulatura: This activity is carry out all the Tuesday in the theater, the purpose of it is to inform student of some topics like sexual education, disaster prevention. So, the practitioner done an accompaniment in the theatre to control the discipline

- Valentin's day: this day, it was a hoisting flag in the theater and here the institution celebrated this day.
- "La ancianatón" was an event that looked for help old people with some events such as collect money to help this population. The students made a protest again the government.
- Symbol delivery was an important event in which 11th graders give all the responsibility about the values, study and other important things to 10th graders.

Conclusion

To sum up, being part of an institution is so significant since the practitioner could learn more about the responsibilities that she had outside the classroom. Knowing the teacher is an important element in an institution, and the students see her as a guide. Also, this experience allowed the practitioner to know how important is the cultural week because all the community exchange responsibilities that will help the event.

Took part of some important activities such as "La ancianaton" is a way to know how this profession can contribute with the society and increasing the spirit of the students helping the community. Being a teacher is a big responsibility at the moment want to change the mind of the students. The importance is not teaching a language, is teaching values with the aide with the language.

References

Altablero. (2005). Bilingüismo altablero. Retrieved from http://www.mineducacion.gov.co/1621/propertyvalue-32266.html

Bejarano, P. A. (2013). Propuesta Metodológica Para La Enseñanza Del Inglés A.

Berg, B. (2007). Qualitative Research Methods for the Social Sciences. 6th Edition. San Francisco: Pearson Education. HYPERLINK "https://www.american.edu/ctrl/upload/Qualitative-Research-Introduction.pdf" https://www.american.edu/ctrl/upload/Qualitative-Research-Introduction.pdf

Brown, H. D. (2007). *TEACHING by PRINCIPLES An Interactive Approach to Language Pedagogy.*New York: Pearson Eduation, Inc.

Cuq, J.-P. (2005). *Cours de didactiue du francais langue étrangere et seconde.*Presses universitaires de Grenoble.

Creswell, J. W. (2011). Educational research: planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson

Cruz M, Loyo G, & Mendez E, (2011). Políticas lingüísticas nacionales e internacionales sobre la enseñanza del inglés en escuelas primarias. Revista Pueblos y Fronteras Digital, vol. 6, núm. 12, diciembre-mayo, 2011, pp. 167-197 Universidad Nacional Autónoma de México Distrito Federal, México. Recuperado el 29 de Febrero de 2106 de http://www.redalyc.org/articulo.oa?id=90621701007

Domingo, Angels. Niveles de reflexividad sobre la práctica docente.

Niveles, Activadores y Pautas

Elliot, Jhon. La investigación-acción en educación. Ediciones Morata.

El-Tigi, Manal (1999). Write a lesson plan guide. The Educator's Reference

Frandiño Y, Bermudez J, & Vasquez V, (2012). Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe. Educación y Educadores, Vol. 15, N°3 (2012). Recuperado el 29 de Febrero de 2016 de http://educacionyeducadores.unisabana.edu.co/index.php/eye/rt/printerFriendly/2172/2951

Garay, K. (2016). PBL As A Method To Foster 21st Century Learning Skills At La Presentación High School.(Undergraduate thesis). Universidad de Pamplona, Pamplona-Norte de Santander.

Hatch (2002), cited by Center for Teaching, Research & Learning (n.d), "Qualitative Research Introduction". Research Support Group at the Social Science Research Lab. American University, Washington, D.C. 202-885-3862.

Harmer, J. (2007). how to teach english. In J. Harmer, *how to teach english* (p. 112). Pearson education limited.

Hernandez, F., & Diaz, L. (2015). La escritura autobiográfica en inglés.

Lema, A. (2017). Implementation of a Pictorial Portfolio as a Creative Tool to Enrich 6th-grade Students' Vocabulary Acquisition at Institución Educativa Pablo Correa León in Colombia: An Action Research.(Undergraduate thesis).Universidad de Pamplona, Pamplona-Norte de Santander.

Lima M, (2006), La enseñanza de lenguas extranjeras en el CELE de la UNAM Reencuentro, núm. 47, diciembre, 2006, pp. 9-16 Universidad Autónoma

Metropolitana Unidad Xochimilco Distrito Federal, México, Recuperado el 29 de febrero de http://www.redalyc.org/articulo.oa?id=34004702

Medina, Jarauta, Imbernon. (2010) La enseñanza reflexiva en la Educación Superior. Editorial Octaedro.

Ministerio de Educación Nacional (2006). Serie Guías 22. Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: el reto! Lo que necesitamos saber y saber hacer.

Ministerio de Educación Nacional. (2006). Formar en lenguas extranjeras: Inglés el reto.

Ministerio de Educación Nacional. Retrieved on August 12, 2017 from

HYPERLINK "http://www.mineducacion.gov.co/1759/articles-115174_archivo_pdf" http://www.mineducacion.gov.co/1759/articles-115174_archivo_pdf

Milkova, S. (2016). Strategies for effective lesson planning. Center for Research on Learning and Teaching. Retrieved from HYPERLINK "http://www.crlt.umich.edu/gsis/p2_5" http://www.crlt.umich.edu/gsis/p2_5

Moeller, A., K., Ketsman, O., & Masmaliyeva, L. (2009). The essentials of vocabulary teaching: From theory to practice. Faculty Publications: Department of Teaching, Learning and Teacher Education, 171, 1-16. Retrieved on August 10, 2017 from

http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1174&context=teachlearnfacpub

Muzás, María Dolores; Blanchard Giménez, Mercedes. Propuestas metodológicas para profesores reflexivos. Narcea, S.A. de Ediciones.

Paez, N. (2017). Encourager La Créativité Chez Les Apprenants De Fle Du Niveau A2 Pour Donner Un Renouveau À La Pratique Pedagogique.

Richards, J., & Renandya, W. (2002). Methodology in Language Teaching. In J. Richards, & W. Renandya, *Methodology in Language Teaching* (p. 303). Cambridge University Press.

Sacristán, Gimeno J. (1998). El curriculum. Una reflexión sobre la practica. Madrid. Editorial Morata.

Sierra (2012). "Portfolio as a Tool to Improve Writing Skills among First Semester EFL Learners at a Public University in Colombia, a Case Study".

Susman, G. (1983). Action Research: A Sociotechnical Systems Perspective. London: Sage Publications. https://apliut.revues.org/4276

Tillema, H. (2002). Portfolios as developmental assessment tools. International Journal of Training and Development International Journal of Training and Development, Vol 5, No 2, 2002.

Van Manen, M. (1977) Linking ways of knowing with ways of being practical. Curriculum Inquiry, vol.6, n.3.

Yesser A & Chacon C, (2011), El enfoque lúdico como estrategia metodológica para promover el Aprendizaje de Ingles en niños de Educación Primaria. SABER. Revista Multidisciplinaria del Consejo de Investigación de la Universidad de Oriente, vol.23, num.1, enero-junio, 2011, pp69-76. Universidad de Oriente Cumana, Venezuela. recuperado el 28 de febrero de 2016 de http://www.redalyc.org/articulo.oa?id=427739445011.

Annexes

Annex 1. Lesson plans and worksheet

	I. E. COLEGIO TÉCNICO LA PRESENTACIÓN PAMPLONA N de S. - 2016	*Fecha de Aprobación* *Aprobado por Resolución* No. 03119 del 7 de Septiembre de 2015 *Carácter Oficial*
	PROCESO. Gestión de aula COMPONENTE. Planeación de clase 2016	**Docente: Aura Veronica Rico V. Área: Ingles**

GRADO: SEPTIMO **TRIMESTRE: Tercero** **ÁREA: INGLES** **HORAS: 3Hours**

ESTÁNDAR:

- **Entender la idea general de un texto**
- **Describir sus sentimientos en pasado.**
- **Traducir un dialogo**

FECHA				HORAS	EJE TEMÁTICO	ACTIVIDADES METODOLÓGICAS	RECURSOS	OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACIÓN
A	**B**	**C**	**D**					
Sept 11	**Sept 11**	**Sept 10**		**1hora**	**Feelings** Sad/ unhappy Feel blue Feel low/down Depressed Downhearted Angry Cross Annoyed Irritated Mad Furious Vexed Indignant Irate	**INICIACIÓN** Remember vocabulary about feeling with a dynamic The teacher will reproduce a video in order to show the topic: This is the trailer of the film “Inside out” The teacher will ask in Spanish: De qué trata la película? Cuáles son los personajes principales? Qué tema trataremos hoy? **DESARROLLO** Grammar explanation about expressing feelings in past. The teacher will write a question on the	Vocabulary https://www.youtube.com/watch?v=seMwpP0yeu4}	**-Read and pronunciation about vocabulary** **-Check the correct writing** **-Do corrections**

					seething	board: How were you feeling yesterday? The teacher will give possible answers with emoji's (Images) (sad, angry, furious..) And then, she will present the rest of the vocabulary in order to make students answer the question. ***Asking about feelings*** How were you feeling yesterday? You looked sad/upset. Were you OK? What was wrong? ***Expressing feelings*** • Well, it was been a _____ day • Actually…../ The thing was… • To be honest…. I felt/ I had been in a good/bad/etc. mood all day • I was sad/angry/glad about • Thanks for asking, but I really didn't want to talk about it right now… The teacher will give some examples.	**Images**	
				2 horas		1. Look for the words 2. Write about a time when you felt these emotions in space provided. 3. Answer the questions 4. Match the faces with the emotions 5. Cut out pictures from	**Worksheet 1**	**do the exercise on the worksheet**

						magazines that show a person with the feeling listed and paste on shapes below. Draw pictures if you can't find any in magazine. The teacher will develop an exercise in order to work reading comprehension, students will read some letters, they will answer some questions and after that they will talk about the text. After that, the students will write a letter in order to talk about their feelings	**Worksheet 2**	

	I.E. COLEGIO TECNICO LA PRESENTACION **Pamplona N. de S. – 2016** **ENGLISH WORKSHEET**	**AREA: INGLES** **ASIGNATURA: INGLES**

NA ME _____DATE:_____7TH___

Standars:

- ✓ Understands general idea of clearly spoken texts.
- ✓ Understands short texts from different sources.
- ✓ Writes simple texts, using vocabulary learned.
- ✓ Expresses feelings

Directions: Look for the words

Active	Bright	Embarrassed	Joyful
Afraid	Cautious	Excited	Lonely
Alert	Confident	Glad	Peaceful
Angry	Confused	Happy	Proud
Ashamed	Depressed	Hurt	Relaxed
Sad	Silly	Stressed	Weak

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

IT'S OK TO FEEL ALL EMOTIONS

Which emotion have you tried to avoid feeling?

Directions: Write about a time when you felt these emotions in space provided.

Emotion	**What was happening when you felt emotion?**
Afraid	
Angry	
Confident	
Confuse	
Embarrassed	
Jealous	
Stressed	
Excited	
Energetic	
Glad	
Relaxed	

Directions: Answer the questions

How were you feeling yesterday?

_____
_____

You looked sad/upset. Were you OK?

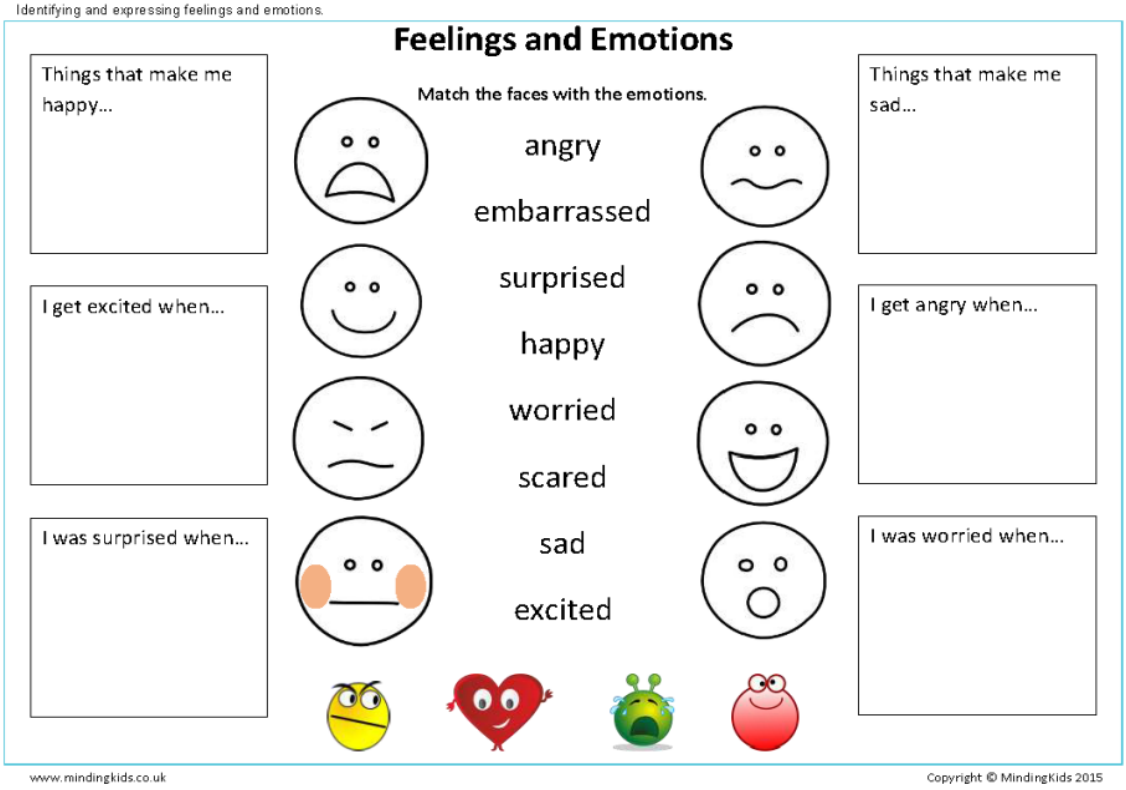
_____

What was wrong?

_____

	I.E. COLEGIO TECNICO LA PRESENTACION **Pamplona N. de S. – 2016** **ENGLISH WORKSHEET**	**AREA: INGLES** **ASIGNATURA: INGLES**

Identifying and expressing feelings and emotions.



Directions: Cut out picture from magazines that show a person with the feeling listed and paste on shapes below. Draw pictures if you can't find any in magazine.

Feelings

Feeling angry	Feeling Excited	Feeling Sad	Feeling Silly
Feeling Relaxed	Feeling Lonely	Feeling embarrassed	Feeling loved

NAME _____DATE:_____7TH___

Standars:

- ✓ Understands general idea of clearly spoken texts.
- ✓ Understands short texts from different sources.
- ✓ Writes simple texts, using vocabulary learned.
- ✓ Expresses feelings

Emotions Reading Worksheet

Vocabulary

embarr-	delig-	worr- up-	-yed	-used	-vous
disapp-	jeal- over-	ner-	-ointed	-assed	-ous
exci- conf-	fur-	anno-	-ious	-joyed	-set
			-hted	-ied	-ted

1. Match the beginnings and endings of these adjectives.

How would you feel in these situations?

Choose an adjective from question 1.

a) You go to town with odd shoes on.
b) You lose your credit cards.
c) A friend breaks a promise.
d) You win a lot of money.
e) A friend can't come to your party.
f) Your friend moves to another country.
g) You don't understand some grammar.
h) You are going on holiday soon.

2. Choose an adjective from question 1. Make a face to describe this emotion. Your partner must guess which emotion it is.
3. Read the letters. Match the titles below to the correct letter.

Test Nerves	Does She Like Me?	Love Triangle	Good Marks, Bad Situation

C Dear Marnie,

There's a boy at our school who my friend and I have always really liked. The problem is that last week he asked me out, and of course I said yes. I'm really excited about it, but my friend is really annoyed. I think she's jealous. Now she wants nothing to do with me anymore. What can I do to convince her that she's still important to me?
Jess

D Dear Marnie,

We have to do presentations for a test next week, and I'm really worried about it. The thing is, I get really nervous when I'm talking in front of people and I know I'm going to make a real mess of it. The problem is, I'm usually a pretty good student at school, and my dad is going to be furious if I get bad marks. What should I do?

Andy

A Dear Marnie,

The other day, I got my exam results and I was overjoyed to find out that I passed with flying colors. But when I rang my friend to arrange a night out to celebrate, I found out that she had done really badly. She's really upset and doesn't want to go out. It's really awkward because I did so well, and I'm disappointed we can't go out and paint the town red. What should I do to make her feel better? Karen

B Dear Marnie,

Last week, this girl invited me out to the cinema. I was really delighted because I really liked her. We went out and had a really good time. But yesterday, I saw her hanging out with her friends and I told her what a good time I'd had. She made fun of me and said she didn't know what I was talking about. I felt really embarrassed, and now I'm really confused because I don't know if she likes me or not. What should I do?
Kevin

4. Find phrases in the letters with the following meanings.

a) did very well in a test (letter A)
b) go out to celebrate (letter A)
c) talking informally (letter B)
d) laughed at me (letter B)
e) doesn't want to be with me (letter C)
f) persuade (letter C)
g) do it badly (letter D)

5. In pairs, discuss what you would advise each of the letter-writers to do.
6. Choose four adjectives from question 1 and write a letter to a problem page including these adjectives.
7. Read the letter from someone else in the class and write a reply.

	I. E. COLEGIO TÉCNICO LA PRESENTACIÓN PAMPLONA N de S. - 2016	*Fecha de Aprobación* *Aprobado por Resolución* No. 03119 del 7 de Septiembre de 2015 *Carácter Oficial*
	PROCESO. Gestión de aula **COMPONENTE. Planeación de clase 2016**	**Docente: Aura Veronica Rico V.** **Área: Ingles**

GRADO: SEPTIMO **TRIMESTRE: Tercero** **ÁREA: INGLES**
HORAS: 3Hours

ESTÁNDAR:

- **Entender la idea general de un texto**
- **Realizar preguntas simples**
- **Presentar a una persona de manera simple**

FECHA				HORAS	EJE TEMÁTICO	ACTIVIDADES METODOLÓGICAS	RECURSOS	OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACIÓN
A	B	C	D					
Oct 1-5	**Oct 1-5**	**Oct 1-5**	**Oct 1-5**	**1 hour**	**Feelings** Biography: Working writing **Immersion-In**: small groups, the students will read a biography together and	**INICIACIÓN** The teacher will begin by introducing to the class what a biography means, writing it on the board and explaining that it is a story about a person's life. **DESARROLLO**	**worksheet**	**-Read a text** **-Ask questions** **-Check the correct writing** **-Do corrections**

					prepare, then present to the class with individual task cards.	The teacher will explain that each group will become experts on one person and share about that person with the class. After that, the teacher will assign each group to a person's biography. She will explain that the groups will read the biography together. Each student will use a task card as they read to write at least three sentences that answer questions about the person. It's important to say that groups can help each other so that everyone is ready when it is time. The teacher will remember the students that they must read and prepare to present. Finally, each group will take a turn presenting about the person their group has read about.	**worksheet**	**Write a biography about an important person**

				1 hour	**Model-** I will show the class my power point presentation about Ployer Pete Hill, the namesake of Hill Air Force Base, and talk (think-aloud) about my process in writing it while revising it as I share	The teacher will begin by explaining to the class that she has written a biography, she would like to share with them and see if they can help you make it better. The teacher will show the class the biography she has prepared, read it aloud with a lot of think-aloud talk. The teacher will follow classroom procedures (raising hands) and conferencing rules, it is important to be respectful to get feedback that can improve the biography. The teacher will revise the biography together as a class, then read it again.		

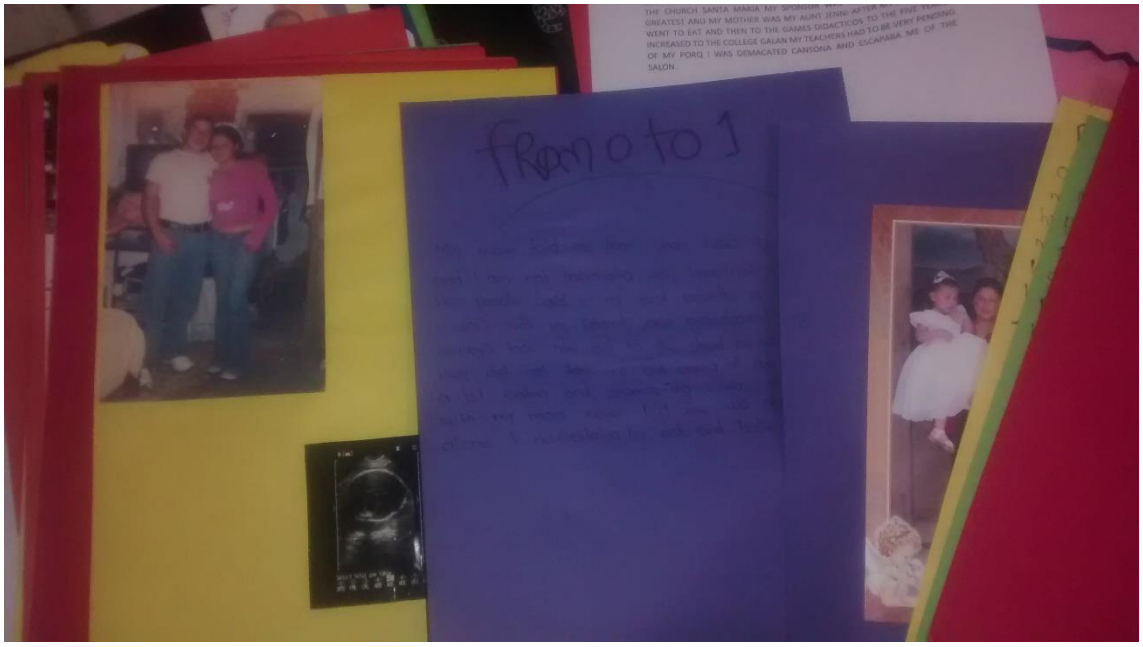
				1 hour	**Shared-** As a class, we will interview the principal then think-aloud/write a biography together about him.	The teacher will begin by having students each write down a question to ask the principal about his life. The teacher will say students that they will invite the principal in to be interviewed. - Have all students listen while each student asks the question and writes the answer. The teacher will sort out the pieces of paper on the board with magnets (or on the floor) to write the biography of the principal together, everyone contributing a part and helping decide the best order for the answers. Then the teacher can easily type up the sentences and the principal's biography by the class will be written.		

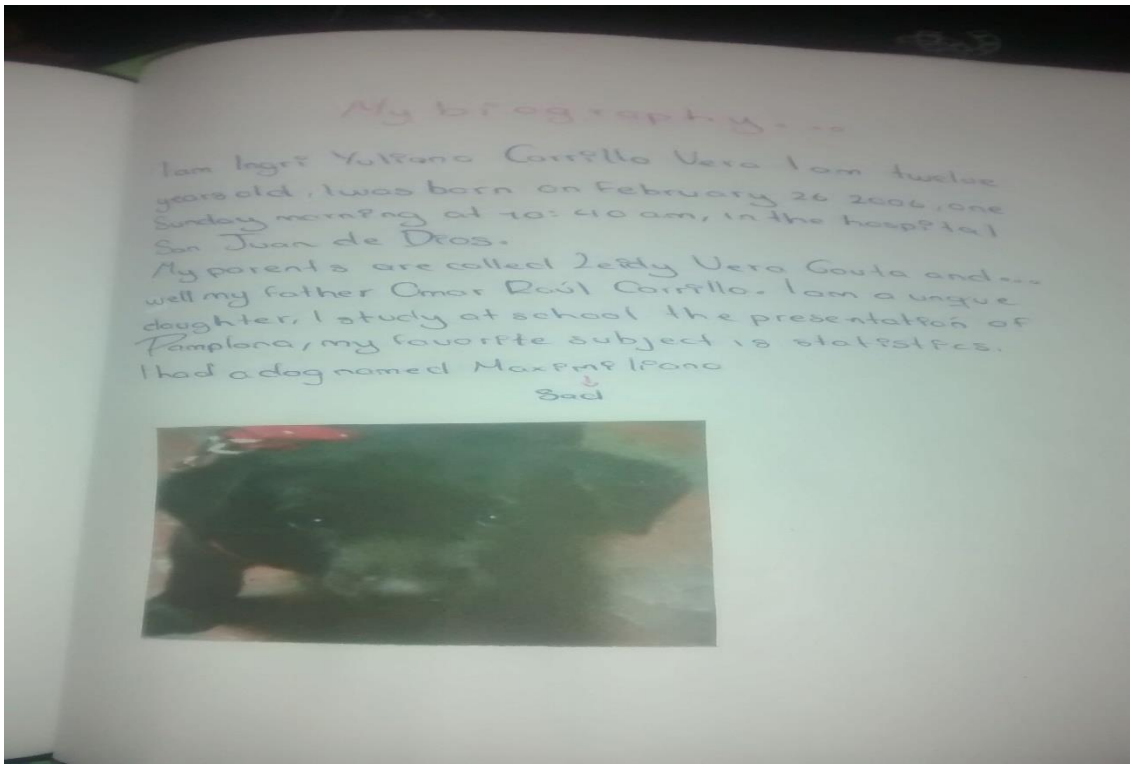
One example of a biography used in the lesson plan

Justin Bieber is a Canadian pop star and actor. He was born on March 1st 1994. He wanted to be a musician for as long as he could remember. When he was a child, he taught himself to play the piano, guitar, trumpet and drums. In 2007, his mother posted many videos of him singing covers of blues and soul songs. A record company executive saw one and in 2008 Bieber signed for Island Records.

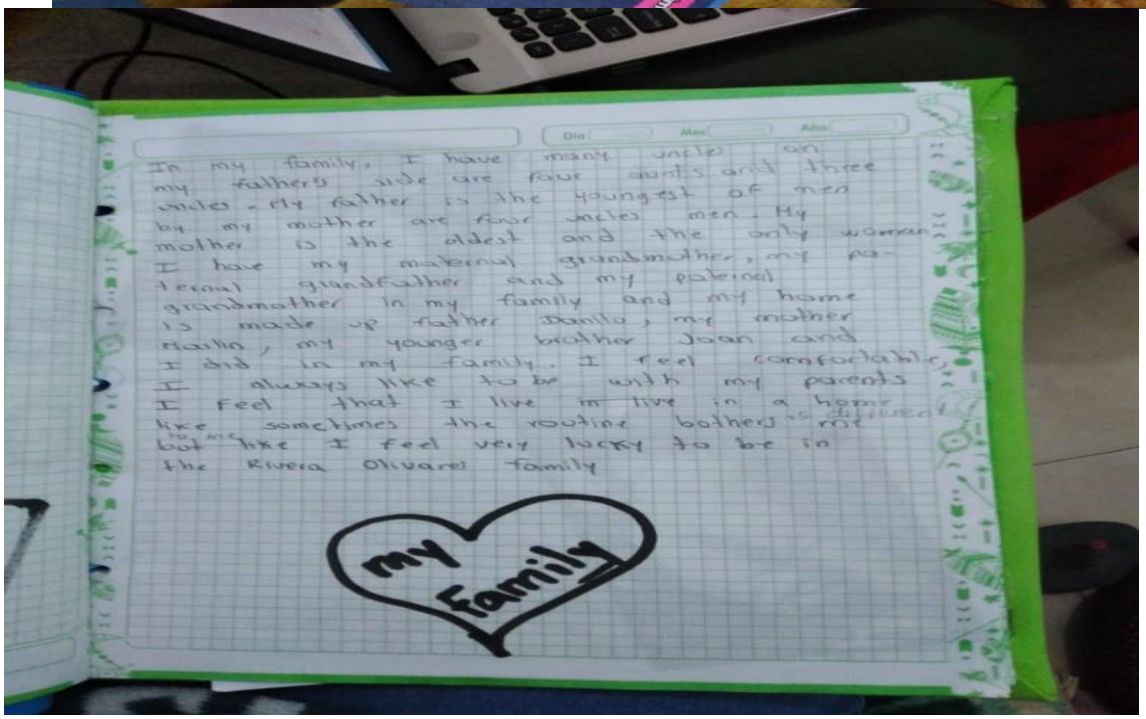
Bieber's first single, "One Time", reached number 17 on America's Billboard Hot 100. His first album, "My World", was released in November 2009. It went platinum in the U.S. He went on tour to promote the album. The 3D movie of the tour nearly broke the sales record for the biggest opening weekend for a concert movie. Bieber also appeared on many prime time TV shows in the U.S. Bieber has become an international star in a very short period of time. In 2010, he won the Artist of the Year award at the American Music Awards. He was also nominated for Best New Artist at the Grammy's. Bieber appeared in several TV roles, including in the hit TV series CSI. He has also sung on records for charity to help victims of the Haiti and Japan earthquakes. Justin Bieber is a modern-day star. He is highly popular on Internet sites. He has over six million followers on Twitter, which he uses to chat with his fans. Romantically, Bieber has been linked to reality TV star Kim Kardashian and Selena Gomez, although Bieber says this was just gossip. He is also often the target of criticism and pranks on the Internet.

Annex 2. Portfolios' construction

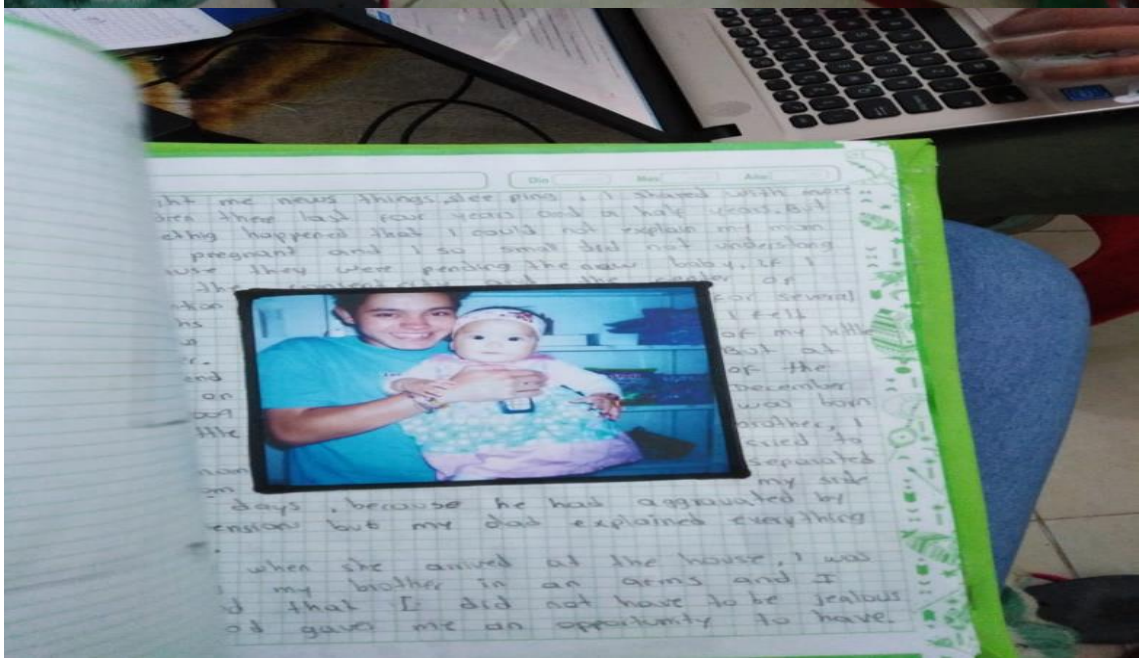




A LOT OF
LIVES


In my family, I have many uncles on my father's side are four aunts and three uncles - My father is the youngest of men by my mother are four uncles men - My mother is the oldest and the only woman I have my maternal grandmother, my paternal grandfather and my paternal grandmother In my family and my home is made up father Danilo, my mother Nadia, my younger brother Joan and I and in my family. I feel comfortable, I always like to be with my parents I feel that I live in a home like sometimes the routine bothers me but like I feel very lucky to be in the Rivera Olivares family
my family

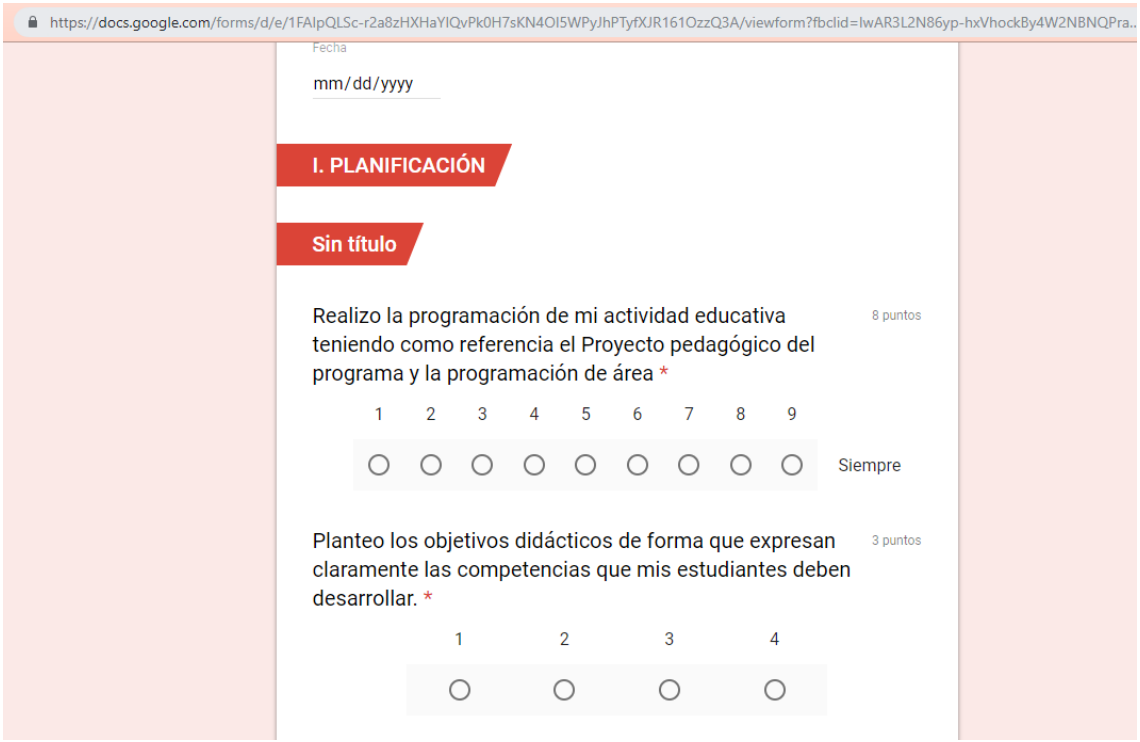
A LITTLE SUMMARY OF MY LIFE
ONE TRAVEL A LOT OF LIVES



LOT OF
Lives

A LOT OF
LIVES
INDIGO
BLUE
LOVE

Annex 3. Example of self- assessment (R.C)



Annex 4. Example of narrative

Narrativa #1

General

Llegar a un lugar nuevo es bastante complicado, adaptarse a una metodología diferente a la mía y al ritmo del colegio es algo con lo que se debe lidiar. De igual forma, es necesario la adaptación a la dinámica del colegio en cuanto al desarrollo de actividades, ya que esta institución además de que se basa en los principios religiosos también busca que sus estudiantes se sientas amadas y valoradas para estar al servicio de una comunidad.

Por otro lado, es importante resaltar como la metodología tradicional predomina en instituciones públicas como esta, en donde las niñas están acostumbradas a trabajar

con guías y donde algunos recursos no son utilizados de manera adecuada por los maestros.

Proceso en las Clases

Esta primera semana ha tenido buenos aspectos y algunos altibajos. Como en la mayoría de instituciones, hay algunos grupos que son más calmados, manejables y por ende el trabajo es más ameno y más productivo. Por otro lado, hay otros donde la disciplina es más conflictiva es más complicado llevar a cabo todo lo planeado para la clase y he notado que esto hace que algunos estudiantes que desean aprender no avancen en el proceso teniendo como consecuencia el no poder comprender el tema completamente. Por ende, trate de implementar una metodología que me permitiera manejar la disciplina y que al mismo tiempo sea divertido para las estudiantes, esta metodología se trata de pegar tres honguitos en el tablero, estos hongos representan tres vidas para ellas, entonces cada vez que ellas griten, no me escuchen, no trabajen en clase significa que perderán una vida, a consecuencia de la perdida de la "vida", ellas tendrán un quiz o un trabajo para la próxima clase. Esto hace ue las estudiantes trabajen más y rindan durante la clase.

Por último, en primaria se completaron todas las clases y las estudiantes son realmente trabajadores, también expresaron su alegría de tener una nueva profesora de inglés. Es importante resaltar que la preparación de los temas se me hizo demasiado complicado ya que a último momento, una profesora me cambio el tema para trabajar.

Material usado en el curso

En realidad esta semana trabaje la guía que la profesora-supervisora estaba trabajando con los grados de octavo ya que era necesario para sacar las notas sobre el tema. En cuanto a séptimo, empecé a trabajar con las niñas el tema planeado, utilizando

algunos recursos como el video-been y el uso de guías que es bastante importante en esta institución. Finalmente, concerniente a seguir instrucciones, percibí en repetidas ocasiones que no escuchan atentamente y por lo tanto se les dificulta seguir correctamente las pautas dadas, también desarrollar las actividades porque no son atentos al leer lo enunciados aun cuando están en lengua extranjera y lengua materna.

Desarrollo del portafolio

Empezar el desarrollo del portafolio ha sido demasiado complicado esta semana, ya que el atraso de las niñas desarrollando las guías ha provocado que esta semana no se les hable del todo sobre el portafolio a las estudiantes. Es por esto que decidí empezar a desarrollar un tema que me facilitara el desarrollo del portafolio.

Por otro lado, decidí cambiar el cronograma del desarrollo del portafolio y así mismo hacer la introducción al proyecto la otra semana como se tenía planeado.

Annex 5. Example of Journal

Journal n°1

September 10th, 2018

I began the class with my presentation, I said my name to the students and the rulers of my classes. After that, I began to implement my first lesson plan “Feelings and emotions” I started with a video about the trailer of the film “Inside out”, when I reproduced the video, the students were so happy because they never listened to the trailer in English but at the same time, this reaction was so embarrassed because they had already watched the film and the trailer so when I showed this, they already discerned the topic and also the feeling that we could work. As I did not prepare this reaction, I felt surprised because I did not how to follow with the class, I prepared

another different thing, it is to say, I introduced the topic and began with the worksheet that I prepared. The reaction of the students was so different because the worksheet started with a word search, the students began to resolve it and compared with others, including me because I also developed this in order to improve the relation teacher-student.

As a homework, I said students to arrive at the classroom with an emoji that could identify them.

September 13th, 2018

When students arrived at the classroom, I felt very surprise because each student arrived with an emoji that identify them. For example, there was a student that use glass and the emoji was similar to her. So, I started the class with the question "How were you feeling yesterday?" and I answered the question as an example but I could say that the students did know what I was saying, one of them said me – Teacher, What do you ask us? (in Spanish) so I had to translate the question. When I translate it, the students could understand me and answered: I felt very happy because of my family and my friends. After that, I decided to continue working with some expressions that they could say when they wanted to express feelings and emotions. Moreover, I used the workshop in order to reinforce those expressions and to know more the students, so in this worksheet, students had to answer some questions and also to write: When do you feel angry? And also with others emotions. It is important to say while answering the questions, I was resolving some doubts.

September 14th, 2018

I began this class asking students the question that they already answered in the last class in order to verify that the student had done those points but I was wrong

because they did nothing, only five girls had answered it, so I could say that I was very annoyed and frustrated because I had the hope that those students wanted to work but not, they like to work in a traditional way. So, I decided to explain one more time the topic, it is to say, the expressions and also the way that we could write a phrase and pronounce it. All the class, I worked with those expressions and make that the students talk and write using it, also I used the questions that were on the worksheet.

Finally, as a homework, the students had to answer the questions that they had to do before.

September 17th, 2018

I started revising the homework, I asked each student a question in order to know if they did it. After that, I decided to continue with the other points of the worksheet, I explained the rest of the points in order to finish the worksheet. So, the students could resolve the points and also write a little text with my help. They asked me some words or expressions in order to write a text about their feelings and emotions.

During this implementation, I can say that it is difficult to work with this grade because they do not want to learn English in a different way and also they are very irresponsible and dishonest.

NB: This day, the class was the shortest because of one activity that was proposed by the High School.

Annex 6. Writing rubric for analyzing students' production

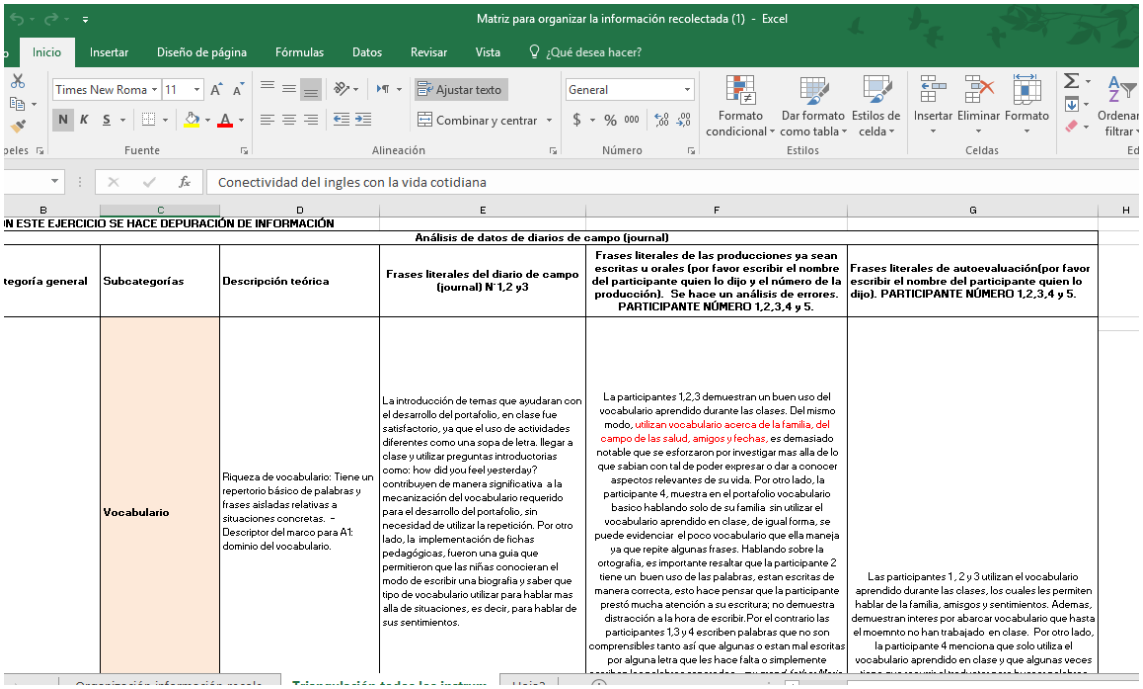
WRITING RUBRIC	0	0,5	1	1,5	2
Respect the instructions You can express your ideas in a correctly, according to the topic proposed. You can respect the instructions (required words)					
Sociolinguistics corrections You can write in a formal way, taking into account the topic carried out.					
Capability to inform and to describe You can write simple and isolate sentences or expressions					
Creative expression You are able to write simple phrases and phrases on yourself and on your personal lives. You can write your text orderly You can present your portfolio creatively					
Lexical You can use expressions and words learned inside the classroom. You can spell some words of the elementary repertory.					
Grammatical You can use the grammatical structures learned inside the classroom, doing simple sentences.					
Coherence/ Cohesion You can write a short text with coherence and cohesion					
TOTAL	**_____/10**				

Annex 7. Self-assessment

Autoevaluación			
	🤔	😔	😀
He entregado mi portafolio a tiempo			
He utilizado la gramática que he aprendido en clase			
Demuestro mi creatividad en mi portafolio			
Escribo la información requerida por la profesora sobre mi vida			
He utilizado traductor para redactar mi portafolio			

🤔 ALGUNAS VECES SIEMPRE 😔 NO 😀

Annex 8. Grille of Categories (Excel)



Annex 9. Working recycling with primary graders

Demás
Residuos
Desechos
Peligrosos
Vidrios
Orgánico

Annex 10. School's activities

APOYA
LA
ANCIANATION