

The Scrapbooking as a Tool to Enhance Writing Skills in 6<sup>th</sup> Graders at ‘La Presentación High School’

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Faculty of Education

Foreign Languages Degree English and French

Integral Practice

Pamplona

2018-1

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## Acknowledgements

*I would like to express my sincere gratitude to God, who has guided me in every part of my life giving me the strength to overcome any obstacle and difficulty. Secondly, I offer this achievement to my beloved parents and my little brother who have motivated and encouraged me in this process, I will never forget that you are my reason and my whole life, always and forever.*

*In the same way, I would like to thank each one of the teachers of the Foreign Languages Program, specially my mentor Mayeini Katherine Garcia, for her patience and immense knowledge. Without her support it would not be possible to conduct this project.*

*Finally, it is necessary to thank those people who became my inspiration and my unconditional friends, I look forward to see you again!*

*“And however difficult life may seem, there is always something you can do, and succeed at. It matters that you don’t just give up.”-Stephen Hawking*

*Jeniffer D. Araque Lamus*

**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative teacher signature**

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## **Presentation**

This proposal is organized into four components, pedagogical, research, outreach and administrative component that are essential during the pre-service teaching process.

The pedagogical component consists of the description of the problem to enhance, and the tool or strategy which was implemented taking into account the theoretical framework and literature review. Besides, 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.

Next, in the research component, there is the full description of a strategy implemented with the pre-service teacher as participant, this study is based on several theories and contains several instruments which were implemented by the trainee teachers during their pre-service teaching process; this implementation mostly based on reflection, contributed to the development of this proposal.

Subsequently, the outreach component presents the population from a primary school which lacked English teachers who could not contribute to the educational students' formation. For this reason, this component aimed at implementing a strategy that can highly contribute and help this population.

Finally, the administrative component presents the importance of being part of all the extra-curricular activities of the high school which also contributes to the professional formation of the pre-service teacher since we are teachers not only inside the classroom but also outside. This component highlighted the importance of being responsible with all the extra activities organized by the school.

## Introduction

Language is our primary source of communication, and in its role as a global language, English has become one of the most important academic and professional tools. English is increasingly recognized as the most important language to learn by the international community (Genç and Bada, 2010), providing a significant influence not only on the educational but also on the social and economic field (Mckay, 1992).

Nowadays, due to the constant development of the country, improving English performance of students is a need, because the results of the EF English Proficiency Index for Schools (EF EPI-s) (2017) places number #50 of 80 countries around the world and 11/15 in Latin America. That is why, Colombian government is carrying out a project called National Program of Bilingualism that helps to promote an inclusive vision of bilingualism sharpening the communicative skills so that students become competent in this globalized world.

However, even if writing is one important ability to develop, the role of the teacher is totally indispensable to reach it, because in some cases students can read and understand well but they do not have a good level when writing or creating any kind of phrase or short paragraph. In this sense, this project aims at improving writing skills, increasing vocabulary through the use of scrapbooking in 6<sup>th</sup> grade students, and it was carried out at 'La Presentación High School' in Pamplona, Colombia.

Furthermore, it is important to state that the pre-service teacher has proposed some objectives that permitted the researcher to be focused on the purpose of the study. So that, in this inform were exposed the achievement of the objectives according to the planned calendar at the very beginning of the practicum.

## Justification

The implementation of this proposal was carried out at ‘La Presentación High school’ where after several observations came to light a problem in the students and some methods implemented by the teacher. This problem deals with the lack of vocabulary, students could not express their ideas orally or in writing due to this problem and by the same token, students showed a lot of spelling mistakes at the moment to participate. When talking about the methods implemented by the teacher it made reference to the lack of time and 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.

Consequently, the most accurate strategy that emerged to improve this situation was the use of the scrapbooking as a tool for improving the students’ writing competences and the vocabulary acquisition. With this strategy, students put into practice their reading skill for trying to understand the main idea and general aspects of the reading, besides it provided them with new vocabulary which were implemented in their writing opinions and productions. Finally, students learnt more about the Anglophone culture since they find some general aspects during the activities. However, this strategy not only contributed to their writing competence but also it helped them to learn the new topics included on the contents for 6<sup>th</sup> grade and by the same token it was a tool of assessment of students’ learning process.

On the other hand, the beneficiary population were the students because with the proposal they improved some of their problems with writing and lack of vocabulary. Moreover, scrapbook creating was a form of reflective assessment that required students to think deeply about what they learnt, and how they could demonstrate that knowledge (Bader, 2005), plus, they felt more

motivate to learn English since they learnt through a scrapbooking, which made the environment more enjoyable for them, this signifies that students not only enhanced their linguistic competences but also their reasoning as well, because of scrapbooking can offer opportunities for students to develop a meaningful product that they feel successful completing (Barder, 2005). Finally, the supervisor teacher probably took into account some of the strategies implemented by the pre-service teacher for their future classes, what will improve her English classes rather more.

## **General objectives**

### **General objective**

- To enhance Writing Skills through Scrapbooking in 6<sup>th</sup> Graders at 'La Presentación High School'

### **Specific objectives**

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To integrate formation of-foreign languages degree English and French students to the educational reality of teaching English in primary schools in Pamplona city.
- To participate in administrative activities proposed by La Presentación High School during the pre-service process.

## General Conclusions

The following aspects emerged thanks to the developing of this project:

- This project was based in the improvement of the writing skill of students of 6<sup>th</sup> grade at “La Presentación High School”. Different aspects related to writing resulted during the execution of this proposal such as the importance of reading comprehension before develop the writing activities, vocabulary acquisition, learning culture and students’ motivation. Those aspects were primordial in the creation of their scrapbooks as a final product.
- The reflection is an important part of the educational work since it is the only way to improve the classes and to make that students can understand more accurately; as teachers it is fairly important to reflect on own strategies, methods, and techniques, in order to analyze if they are working correctly or they need to be improved
- Students from primary school could understand the importance of every topic and increase their interest for learning a new language throughout the use of visual materials like the flashcards.
- The development of extra activities allowed to the pre-service teacher became a part of the educational establishment, moreover contributed to the practitioner in terms of knowledge, it is possible to learn in which way to proceed when performing them.

## **Institutional observation**

It is necessary to carry out the institutional observation in order to identify general aspects of the educational establishment, understand the context and the population for having an overall perspective as well as building teacher-practitioner's true self and experience. Therefore, this section provides the most important elements of "La Presentación High School" that were searched included: the topographical location of the institution, the school authorities, the most important aspects of the Institutional Educational Project (PEI), some 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.

## **History and topographical location of the Institution**



*Figure 1 La Presentación High School*

"La Presentación High School" is the only female institution, and one of the most representative public schools in Pamplona in which girls and ladies receive an inclusive



education based on values and the pedagogy of love. This public school is located in Pamplona, Norte de Santander, Colombia, specifically in the street # 6 n° 2-99, El Carmen neighborhood. Nowadays, this institution offers to community grades from kindergarten, primary school, high school until technical education in the last two grades (10<sup>th</sup> and 11<sup>th</sup> grades) with an emphasis in administrative assistance.

This school was founded in 1883 by the Dominican Sisters who arrived to the city on January 27<sup>th</sup>. In 1970, the physical plant of the school is rented out to the government allowing the possibility of the adjustment of several aspects of the secondary level.

Nowadays, “La Presentación High School” 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.

**School authorities.** The group of authorities at “La Presentación High School” is composed of three people:

| CHARGE                               | NAME   |
|--------------------------------------|--|
| Principal                            | Esp. Mireya Acevedo Mejía  |
| Academic and discipline Coordinators | Esp. Martha Judith Rosas Contreras<br>Esp. Roger Yesid Bautista Rico |
| Supervisor teacher                   | Liliana Parada Garcia  |

*Table 1. School authorities*

## Principal aspects of the Institutional Educational Project (PEI)

In this section, it is possible to know how the philosophical foundation and the projection of the institution are established in which are highlighted the objectives, the principles, foundations and the symbols, these elements 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-psycho-social conception, throughout the Humanistic-cognitive pedagogical model, the research and the technology incorporation.

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

**School shield.** The elements that are highlighted in the Shield of “La Presentación High School” are a cross, a rosary, a bee and in the top the motto of the institution: “PIEDAD, SENCILLEZ Y TRABAJO”, and they are shown in the following figure.



Figure 2. School Shield

**School flag.** “La Presentación” is essentially a Marian society, for that reason the representative colors are blue and white of its flag. The Blessed Virgin Mary is symbol of all the values that the congregation wants to share with the members of the educational institution. This figure illustrates the shield of “La Presentación High School”.



*Figure 3. 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 compromises her faculties of being rational, able to change and make change, showing her uniqueness of her individual.

***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**

- To raise awareness in the system of quality management
- To form happy people with a Christian-human profile
- To increase the satisfaction of parents and students with the quality of the educational system.
- To enhance the application of the specific projects
- To guarantee the continuous improvement of the institution
- 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 Rulebook of educational institution.**

Among all the elements which are included in the rulebook can be summed up by saying that this important tool of the educational institution La Presentación that comprises various important sections whose composition is divided into: general part; about student admission, educative costs, about cohabitation and its exercise; rights and duties of the education community; prohibitions, procedures; incentives; and functions of the education community.

Moreover, through this document, the institution contemplates some notions necessary for the cohabitation, namely community, conflict, mediation, integral individual, rules, authority, autonomy, moral, knowledge and finally the agreements and modifications to the rulebook.

### **Physical description of institution.**

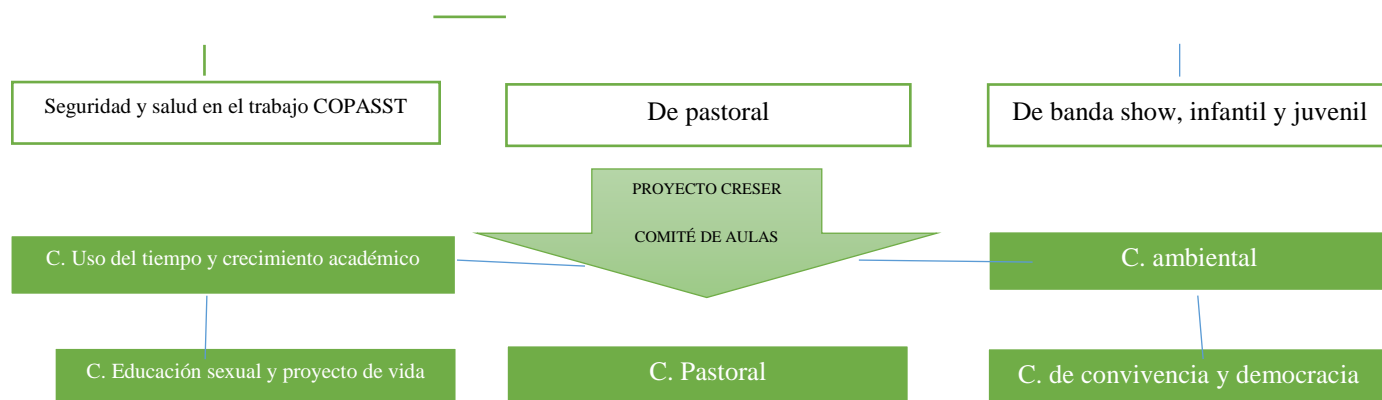
La Presentación School is broken down into two seats, the first one is used to accommodate all the students from elementary school, and this seat offers education from preschool to fifth

grade. The second one hosts students from high school, these courses range from sixth grade to eleventh grade. The institution has common areas as in primary as in secondary and technical, apart from the classrooms it offers, two teacher's rooms; corridors; cafeterias; four recreational playgrounds; a play center; a chapel; two auditoriums; six computer classrooms; two smart rooms; a virtual classroom; a radio station; a library; and an English laboratory.

### Organizational chart of the educational institution.

In this organizational chart, it is possible to find the order of each one of the authorities of the educational institution





*Figure 4. School organizational chart*

### **Timetable of the educational institution.**

The academic calendar in the educational institution is based on what is proposed by the Education secretary of the department, that 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.

| <b>ACADEMIC PERIODS</b> |                                       |
|-------------------------|---------------------------------------|
| First period            | From January to March (10 weeks)      |
| Second period           | From April to June (10 weeks)         |
| Third period            | From July to September (10 weeks)     |
| Fourth period           | From September to November (10 weeks) |

*Figure 5. Academic Periods*


### English timetable of the supervisor teacher

| Hour            | Monday  | Tuesday | Wednesday | Thursday | Friday  |
|-----------------|---------|---------|-----------|----------|---------|
| 1 <sup>st</sup> | Sixth C | Sixth A |           |          |         |
| 2 <sup>nd</sup> | Sixth D |         | Sixth D   |          | Sixth C |
| 3 <sup>rd</sup> |         |         |           |          | Sixth A |
|                 | B       | R       | E         | A        | K       |
| 4 <sup>th</sup> | Sixth A |         |           |          |         |
| 5 <sup>th</sup> |         | Sixth D |           | Sixth C  |         |
| 6 <sup>th</sup> | Sixth B |         | Sixth B   |          | Sixth B |

| Ordinary        |               | Special days    |               |
|-----------------|---------------|-----------------|---------------|
| 1 <sup>st</sup> | 07:00 - 07:50 | 1 <sup>st</sup> | 08:00 – 08:45 |
| 2 <sup>nd</sup> | 07:55 - 08:50 | 2 <sup>nd</sup> | 08:45 – 09:30 |
| 3 <sup>rd</sup> | 08:50 – 09:45 | 3 <sup>rd</sup> | 09:30 – 10:15 |
| Break           | 09:45 – 10:15 | Break           | 10:15 – 10:45 |
| 4 <sup>th</sup> | 10:15 – 11:10 | 4 <sup>th</sup> | 10:45 – 11:30 |
| 5 <sup>th</sup> | 11:10 – 12:05 | 5 <sup>th</sup> | 11:30 – 12:15 |
| 6 <sup>th</sup> | 12:05 – 01:00 | 6 <sup>th</sup> | 12:15 – 01:00 |

Table 2. Supervisor's teacher schedule

**Pedagogical aspects detected during the observations.** Regarding the material, in the 6<sup>th</sup> grades of “La Presentación High School”, teachers do not use a specific book with the students.

|   |   |  |   |  |  |
|---|---|--|---|--|--|
|  | I. E. COLEGIO TECNICO<br>LA PRESENTACION<br>PAMPLONA N de S. - 2018 |  | Fecha de Aprobación<br>Aprobado por Resolución No. 03119 del 7 de Septiembre<br>de 2015<br>Carácter Oficial |  |  |
|   | PROCESO. Gestión de aula<br>COMPONENTE. Planeación de clase 2018    |  | DOCENTE:  |  |  |

GRADO: \_\_\_\_\_ PERIODO: \_\_\_\_\_ AREA: \_\_\_\_\_ INGLES \_\_\_\_\_

ESTANDAR: \_\_\_\_\_

| FECHA |   |   | HORAS | EJE TEMATICO | ACTIVIDADES METODOLOGICAS   | RECURSOS | OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACION |
|-------|---|---|-------|--------------|---|----------|---|
| A     | B | C |       |              | WARM UP :<br><br>PRE-WRITING:<br><br>WHILE-WRITING:<br><br>POST-WRITING:: |          |   |

*Figure 6. School planning format*

On the other hand, in the figure, it is possible to appreciate a format implemented for planning every English class with the students.

When talking about the students’ problems and abilities, most of them demonstrated good level at listening some audios, given that they could get the main idea of it, the problem emerged when they had to express the idea in English, the girls did not find the appropriate words to express their opinions, but this did not only happen when giving opinions but also when reading, most of the students did not pronounce properly a lot of English words. As well, it was clearly expressed by the supervisor that it was difficult to teach through a communicative approach, it was not even easy to deal with grammar due to factors such as no or bare teaching of a Foreign Language in primary school or some students came from different schools where English was not a subject.



## CHAPTER I: Pedagogical component

### Introduction

Nowadays, learning a foreign language is an important feature of human beings' lives; it offers great opportunities to discover and understand the world. Furthermore, it is an unavoidable necessity for people because globalization demands a high qualification for the economic and cultural integration in mastering English. According to the English Language Center (2013) "English is the dominant business language and it has become almost a necessity for people to speak this language if they are to enter a global workforce" (p. 10). This is why, Ministry of Education in Colombia has created policies to achieve great standards in Foreign Languages literacy.

Increasingly teaching a Foreign Language is a complex process since it supposes the definition of an appropriate methodology, a conception of language, and applying a didactic strategy. Thus, with regards to English as a Foreign Language in higher education, the programs related to Degree in FL are encouraged to learn about the national policy founded in the National Bilingualism Program (NBP) initiated 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 study was focused on implementing strategies to motivate students, enhance writing skills and improve their knowledge in vocabulary in sixth grade students. Subsequently for this project, a scrapbooking, is an instrument that was used as a strategy to enhance creative writing in students. Moreover it is important to state that the researcher adopted the communicative

approach so that students were involved in real communication, allowing them to learn to use the language.

### **Problem**

After carrying out 6 observations in courses of 6<sup>th</sup> grade at “La Presentación High School”, some pedagogical aspects were identified; the supervisor mainly employed grammar/translation method to teach English in classrooms, focusing on vocabulary learning and the repetition of isolated words avoiding communicative approach of any kind.

Meanwhile, teacher in charge in the school mentioned that for 6<sup>th</sup> grade, the teaching of vocabulary was the predominant component because students had null or basic knowledge in English; as a result, some grammar features were complicated to be explained. Otherwise, the supervisor indicated that students sometimes did not study or did not completely internalize the information given in classes.

Accordingly, strategies or techniques to improve writing skills and support vocabulary learning had to be put into practice in order for students to well assimilate, through a different strategy. In this regard, one question was postulated: How the use of a scrapbooking enhance writing skills in 6<sup>th</sup> grade students?

## **Justification**

Colombian public education's situation relates to a bigger problem referring as overcrowded classrooms; in other words, the large amount of students that a classroom holds. This project encountered a strategy to contribute in the amelioration of the described condition; moreover, this plan intended to improve students' low proficiency level and tried to vary the current traditional methodology based on grammar/translation method and repetition of words.

Conducting this project sought to change this traditional teaching, not just to teach grammar, but also to help learners to develop the four communicative competencies. This is the reason why the pre-service teacher uses imagination to look for new teaching tools for an effective learning achievement and aid students in reinforcing their writing skills and lexical knowledge they were learning in classes through a new procedure in order for them to revise and master all vocabulary taught, because vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). In doing so, it was designed a scrapbooking as a tool to enhance students' academic process with the expectation of the accomplishment of the present proposal objectives. This strategy searched to encourage creativity, imagination and curiosity of students.

Likewise, English is also indispensable to the field of education because in many countries, such as Colombia, children are taught and encouraged to learn it. Students from schools must learn appropriately English while developing listening, speaking, reading and writing skills in order to reinforce English as a foreign language in the country. So that the institutions have to promote or to create opportunities for students to improve in every

competence and to reduce the difficulties of learning by doing activities to set national standards for language skills that they should develop in each grade.

Correspondingly, writing skills can help learners to express themselves, it can be a great tool to help them know more about what the way they think because people are better at expressing themselves in writing than any other. Taking into account that, it is important to analyze the role of the teacher in the English learning process, specially to enhance writing skills, because in most of the circumstances, scholars can read and understand well but they are not proficient when writing or creating any kind of phrase or short paragraph.

### **General Objective**

- To enhance Writing Skills through Scrapbooking in 6<sup>th</sup> Graders at ‘La Presentación High School’

### **Specific Objectives**

- To design workshops which main purpose is connecting writing skills with communicative approach that allow students to learn English in real situations.
- To implement Scrapbooking by developing writing and lexical skills.
- To work on reading activities in order to complement writing skills.
- To attempt to articulate lexical development with other skills such as creativity, imagination and curiosity.

## **Theoretical Framework**

As one of the productive skills, writing is necessary to communicate and exchange ideas, thoughts and expressions with others. In this section, it is provided the theoretical foundations that supported this study.

### **Bilingualism program in Colombia.**

The National Ministry of Education has established five fundamental strategies, which will be essential to improve the educational system. In this context, the purpose of the national government with the bilingualism program is to implement actions in the territorial entities and focus educational institutions for having better professional and occupational opportunities and improving the communication.

### **The Basic Learning Rights (BLRs).**

The Basic Learning Rights (BLRs) in the area of English language describe the knowledge and skills that students must learn in English class in grades 6th to 11th in the Colombian educational system. The BLRs are structured coherently with the Curricular Guidelines and the Basic Standards of Competence (BSC), and they are tools that allow for the identification of key aspects necessary for the development of the communicative competence of students in a foreign language.

### **Communicative approach**

According to the British Council (2016), classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems. At

the same time, in this approach, students are given tasks to accomplish using language, instead of studying the language. The syllabus is based primarily on functional development (asking permission, asking directions, etc.), not structural development (past tense, conditionals, etc.), Jim (2008).

On the other hand, OXFORD English Dictionary (2016), says that the Communicative Approach is a method of teaching a foreign language which highlights the importance of learning to communicate information, thoughts, and ideas in the second language. In this way, Richards & Rodgers (2007) stated that “today European and American language teaching experts view communicative language teaching (CLT) as an approach, which has communicative competence as its goal of language teaching and which seeks to include all of the four language skills into communicative exercises” Therefore, this project aims to put into practice student’s knowledge in real situations by using scrapbooking in order to foster writing and lexical skills.

### **Reading**

Reading comprehension is perceived as an important ability that emerges in a collaborative procedure between readers, context and texts that involves cognitive resources and knowledge. Additionally, Alderson (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners’ language competence.

### **Writing**

Writing is a type of communication because it allows students to put their thoughts on a paper. It is also useful to organize information and opinions into undoubted arguments; as children learn how to write it progresses from simple sentences to elaborate stories. To

demonstrate advanced writing skills, the student must have a good level in spelling, vocabulary, grammar, and sense of organization.

Rahmawati (2014) expressed that:

To write a type of short essay in form of narrative text the learners should be able to integrate their knowledge of language, the correct grammar and spelling applied in writing process, generate and organize their ideas, and their understanding of the fact given to them (p. 14).

So that it is not only necessary to know about grammar and vocabulary but also to be able to share ideas that at the end will be displayed in text form.

### **Creative writing**

Ken Hyland (2002) argues that “we can see creative writing as any writing, fiction or non-fiction that occurs outside of everyday professional, journalistic, academic and technical forms of writing”. Creative writing is a way of drawing on the imagination to transmit meaning through the use of imagery, narrative, and drama.

The aim of the actual use of creative writing features in teaching English is then to allow students to express themselves freely, raise their motivation, creativity and imagination and practice writing skills (Pelcová, 2015). But, most of the time students cannot write because they do not know how to do it. Morley (2007) affirms that writing “can be cultivated, creativity nurtured or protected, and the purpose of creative writing as a discipline is to develop the talent and technique of new writers” (p. 60)

## **Scrapbooking**

Scrapbooking is a process through which makers choose and arrange images and pictures that have particular connotations on pages to tell stories, make descriptions or narrate important events. Scrapbooks are used not only for hobby activities but also for research and professional purposes due to it is considered a therapeutic tool to facilitate self-expression and to make able self-learning and growth through connecting and sharing with others (Kohut 2011; McCarthy and Sebaugh 2011; Williams and Lent 2008). Scrapbooking has also been used as a participatory research method, with the aim of foregrounding the concerns and opinions of research participants (Enright and O’Sullivan 2011; Jones 2007).

## **Methodology of the Research**

### **Research approach**

This study was a *qualitative research* because the researcher could explore and interact with people by examining their behaviors, relationships, etc. Creswell (2007) conceived the qualitative research as “the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37). In here, researcher took into account the voices of participants, the reflexivity of the researcher, and the description and interpretation of the problem.

### **Developing an action research**

This pedagogical component was developed under the parameters of an Action Research. According to Mills (2000) action research is a systematic inquiry done by teachers to fold



information about, and subsequently improve, the ways their particular educational setting operates, that means how they teach, and how well their students learn.

To achieve the main goals of this project, two interventions were carried out, so that, students were given a topic and then they create their own product. At the very beginning, the researcher was motivating students by presenting some examples about creative writing, with the purpose of students being familiarized with the study but working at the same time with the activities proposed for every week in the classroom.

### **Participants**

This study was carried out at “La Presentación high School” located in Pamplona, Norte de Santander with the participation of sixth grade C students, this group was composed of 32 students approximately aged around 9 to 12 years. The sample was composed of 6 students to guarantee an appropriate data analysis process. These students were 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.

### **Methods to collect data:**

For each intervention the teacher used some *instruments for the data collection* process which are the non-participant and participant observation, interviews, journals and student’s productions, which is a useful instrument to analyze the improvement of writing skills in students. According to this, the researcher is open-minded to accept the creativity of the students when talking about materials and stories, as long as they follow the criteria and the topic that was given previously.

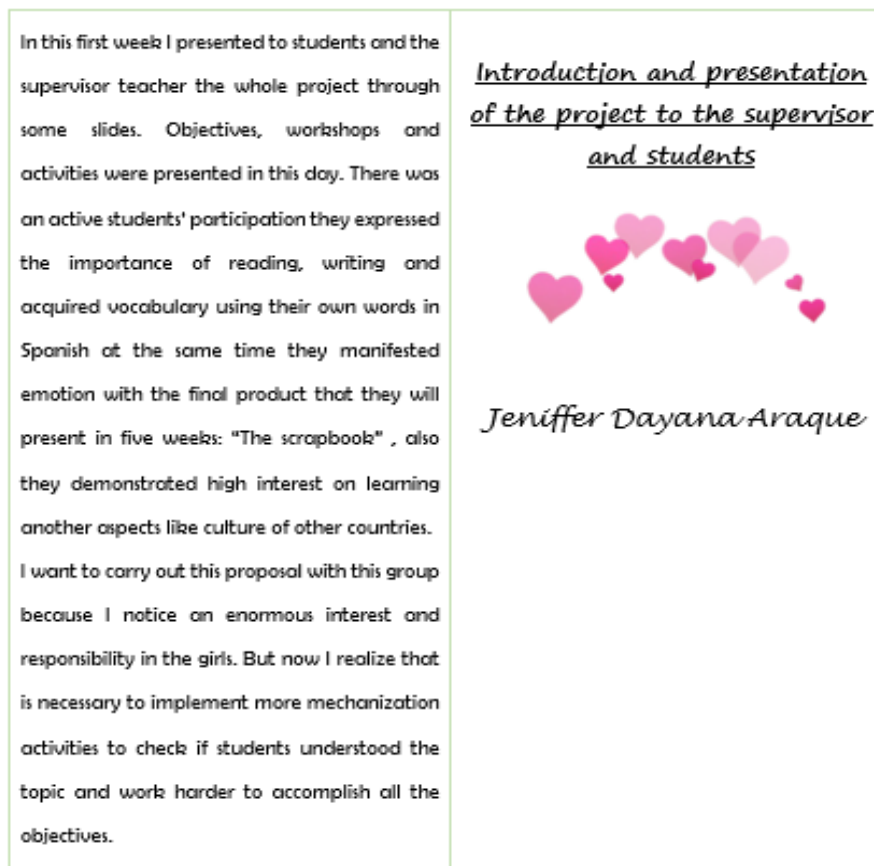
**Non-Participant Observation.** Liu & Maitlis (2010) stated that “Non-participant Observation can offer a more nuanced and dynamic appreciation of situations that cannot be as easily captured through other methods” (p. 217). In this sense, classroom observation was the most important tool which allowed us to begin the process of researching from a problem observed. Six non-participant observations were carried out at the beginning of the practicum process. (**Annex 1. First non-participant observation**)

**Participant observation.** Wayland (1998) states that participant observation is a qualitative method whose objective is to support researchers in the process of learning the different perspectives, according to any given community, through the study of a population. The purpose of these observations is to analyze the effects of creating scrapbooking to enhance writing skills.

**Journal.** Journal is a powerful and insightful strategy that fosters critical thinking, improve achievement and attitude, encourage researcher’s reflection and capture changes in student’s behavior through a collection of notes and writings, that will be made by the pre-service teacher: here, descriptions, explanations, and little hypothesis throughout of the project will be presented. Russell (1988) served as a reference concerning the analysis of the input and notes made. This journal counted with five digital narratives during a ten-week period with the aim of writing different aspects of the pedagogical component, reflecting on teacher’s endeavor, and particularly students’ learning process.

## First Journal

### Date: 9<sup>th</sup> to 13<sup>th</sup> April



*Figure 7. Sample of journals*

### **Semi-Structured Interviews**

According to Cohen (2006) "Semi-structured interviews are often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions"(p. 415), in other words, this instrument was useful with the purpose of gathering deeper information about the phenomenon, taking into account the participants' voices, opinions, thoughts and answers at the moment of analyzing each question.

For this study, the researcher implemented a semi-structured interview to six students from the 6<sup>th</sup> Grade C at the end of the practicum process in order to know their opinions and reflections about their English learning process and progress before and after implementing the research proposal. (**Annex 2. Interviews model**)

The image shows a document titled "Students' interview model" from the University of Pamplona. The document is divided into several sections:

- Header:** "Students' interview model" in large bold letters, with the University of Pamplona logo on the right.
- Contact Information:** "Universidad de Pamplona, Pamplona - Norte de Santander - Colombia. Tels: (7) 8683363 - 8683304 - 8683363 - Fax: 8682760 - www.unipamplona.edu.co"
- Departmental Information:** "UNIVERSIDAD DE PAMPLONA, DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN, LICENCIATURA EN LENGUAS EXTRANJERAS, PRÁCTICA INTEGRAL 2018-1"
- Project Title:** "TÍTULO DEL PROYECTO DE INVESTIGACIÓN: The Scrapbooking as a Tool to Enhance Writing Skills in 6<sup>th</sup> Graders at 'La Presentación High School'"
- Objective:** "Objetivo general: Mejorar las habilidades escritas de las estudiantes de sexto grado a través de la técnica scrapbooking."
- Introduction:** "Esta entrevista será desarrollada con el objetivo de conocer de qué manera la estrategia implementada cambió la expresión escrita de las estudiantes de 6to grado del Colegio la Presentación. Es importante mencionar que esta entrevista será grabada para facilitar el análisis de la información, mas no para otros propósitos sin el permiso previo del participante."
- Interview Questions:** A list of 13 questions in Spanish, numbered 1 through 13, covering topics like interest in the project, writing improvement, motivation, and the impact of scrapbooking on English learning.

*Figure 8. Students' interview model*

**Document analysis.** Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). In this case student's written productions were analyzed in order to provide information in different aspects such as: orthographic, lexical, pragmatic and other elements that composed student's work taking into account the communicative competence. (**Annex 3. Students' Written productions**)

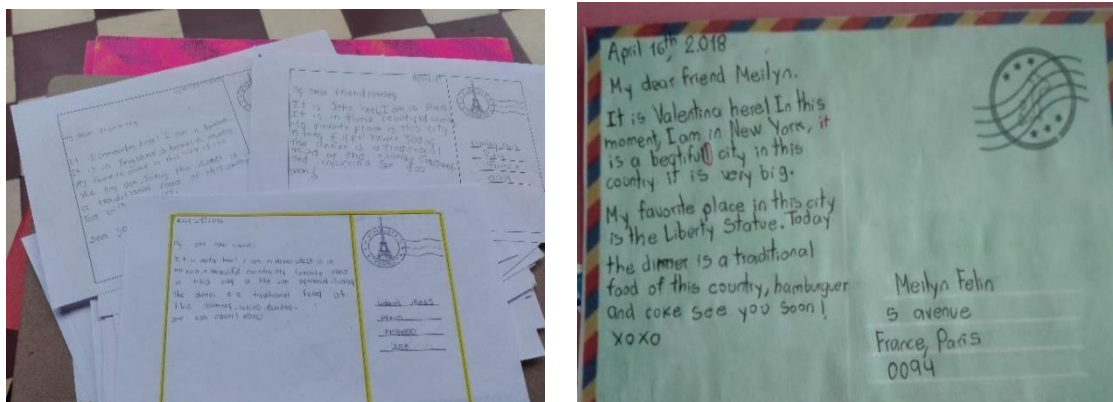


Figure 9. Students' written productions

The following timeline showed the different instruments applied for collecting data during the observation weeks and the time in which the practicum was carried out:

| Week                                    | Institutional observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---------------------------|---|---|---|---|---|---|---|---|---|----|
| <b>Instrument</b>                       |                           |   |   |   |   |   |   |   |   |   |    |
| <b>Non-participant observation</b>      | X<br>X<br>X<br>X<br>X     |   |   |   |   |   |   |   |   |   |    |
| <b>Interviews</b>                       |                           |   |   |   |   |   |   |   |   |   | X  |
| <b>Journal-participant observations</b> |                           |   |   |   |   | X | X | X | X | X | X  |
| <b>Document analysis</b>                |                           |   |   |   |   |   |   | X |   |   | X  |

Table 3. Data collection timetable - Pedagogical component

## Data analysis method

According to Hatch (2002) 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”. (p.148). Steps in the interpretive analysis model are listed in the following figure:

### Steps in Interpretive Analysis

1. Read the data for a sense of the whole
2. Review impressions previously recorded in research journals and/or bracketed in protocols and record these in memos
3. Read the data, identify impressions, and record impressions in memos
4. Study memos for salient interpretations
5. Reread data, coding places where interpretations are supported or challenged
6. Write a draft summary
7. Review interpretations with participants
8. Write a revised summary and identify excerpts that support interpretations

*Figure 10. Steps in Interpretive Analysis*

The main idea in this case was to understand if the students’ problems improved to the implemented strategy, by organizing and comprehending the information throughout a general matrix for analyzing the whole information. (**Annex 4. Matrices for the analysis process**)

# Sample of the matrices



| ANÁLISIS DE DATOS DE ENTREVISTAS |                        |   |  |
|----------------------------------|------------------------|---|--|
| Categoría general                | Subcategorías          | Frasas literales de entrevista  | Comentarios del investigador   |
| READING COMPREHENSION            | Vocabulary acquisition | P1: "a través de los talleres pudimos aprender todo el vocabulario necesario para realizar las actividades"<br>P2: " Si encontrábamos una palabra nueva la profesora nos ayudaba con la traducción"<br>P3: "las diferentes palabras que aprendimos en clase las pude utilizar en los textos que realicé"<br>P4: "Aprendí muchas palabras nuevas con los juegos y también las imágenes que la profesora nos enseñó durante las clases"<br>P5: "Algunas palabras ya las había visto pero no sabía cuál era su significado por esa razón me sirvieron los talleres hechos en la clase de inglés"<br>P6: " en los textos encontrábamos nuevas palabras que después utilizamos en nuestros escritos" | Todas las participantes coinciden que durante los talleres expuestos en clase, aprendieron nuevo vocabulario y lo llevaron a la práctica en sus producciones escritas. |

| ANÁLISIS DOCUMENTAL |                          |             |                     |   |   |
|---------------------|--------------------------|-------------|---------------------|---|---|
| CATEGORÍA GENERAL   | SUBCATEGORÍAS            |             | DESCRIPCIÓN TÉCNICA | FRASES LITERALES DE LAS PRODUCCIONES ESCRITAS ANÁLISIS DE ERRORES   | COMENTARIOS DEL INVESTIGADOR  |
| PRODUCCIÓN ESCRITA  | competencia comunicativa | Lingüística | Lexical             | JUGARERÍA<br>Tiene un aspecto técnico de palabras y frases a situaciones concretas.<br><br>In the first workshop were used:<br>Countries: Franco-Mexico-United States-Italy-England-etc.<br>The different nationalities: American, Colombian, English, American, French, Italian, etc.<br>Professions: actor, actress, Singer, etc.<br>Tourist places: Tower, pyramid, Statue, etc. | Las estudiantes ponen en práctica lo aprendido durante las clases, se evidencia el buen manejo del léxico teniendo en cuenta la situación requerida. Gracias a las actividades realizadas con anterioridad es posible apreciar el buen uso de palabras y frases dentro del escrito. |
|                     |                          |             |                     | ESTUDIAR<br>(para) Aprender a y estudiar como cualquier es estudiante, en los que se utilizan frases para formar oraciones con sentido.<br><br>"In it camera here! At this moment I am in London."<br>"My favorite place in this city is..."  | Se estudió de manera general las partes de los textos trabajados en clase tanto la postal como la carta de felicitación. Las estudiantes emplean de manera correcta dichas estructuras.   |

Formando líderes para la construcción de un nuevo país en paz

Figure 11 Sample of the matrices

After reading the whole information and organizing it according to each instrument, the data was divided into three important categories, each one of them with their representative subcategories. In the following figure it is shown how the data was organized in the different categories:

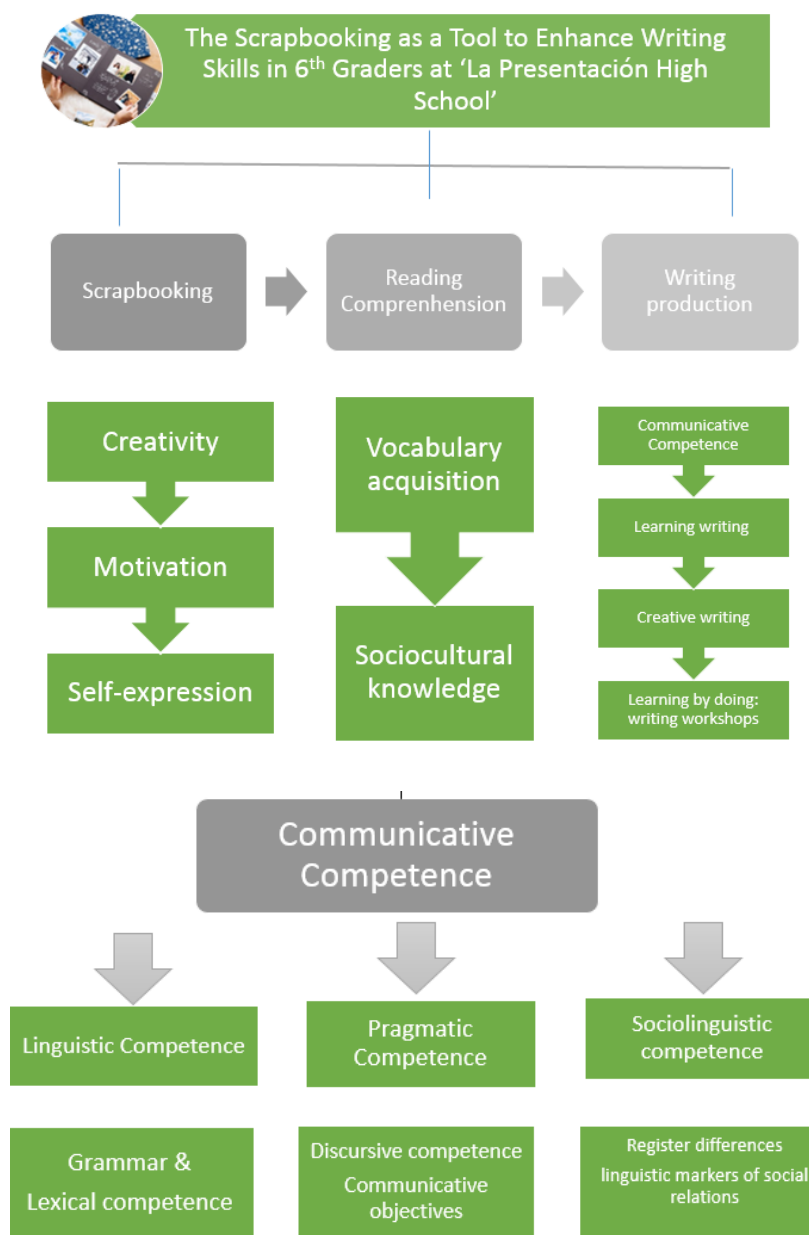


Figure 12. Categories and subcategories

**Interpretive method.** According to Hatch (2002) the interpretive analysis refers to “Making inferences, developing insights, attaching significance, refining understandings, drawing conclusions, and extrapolating lessons” (p. 180). Once the whole information was collected the next step to follow is understanding it and to check if the problem improved a little. It was necessary to draw conclusions about the information collected from the strategy, to look



for the advantages, the disadvantages, and the recommendations for further researches taking into account the participants' and researcher data as a support in the project.

## **Pedagogical Methodology**

### **Principles of planning**

As a reference, planning served as an instrument of research. Undoubtedly, El-Tigi (1999) established the criteria to be taken into account and general steps to develop for the formulation of the planning such as “introduction, main activity and closure/conclusion” (p. 3-4). Thanks to the objectives of this project, it was important to have a guide to carry out classes where portfolio was intended to be applied. Thus, the way how planning is often done is useful for the structure of the steps to be followed when analyzing, what meant a correct process of the project. Similarly, concerning the specific development of classes, Milkova (2016) defined three key components for a lesson plan:

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

### **Methodology to accomplish the pedagogical component**

This proposal was based on the task based learning method. According to Rodriguez and Rodriguez (2010), the best way to integrate a task-based approach is by going from

topics to tasks, on the other hand it was liken with the product and process approach in writing Steele (2004).

### **Implementation of TBL and product and process approach**

**Pre-task.** The student-teacher will present in a creative way the vocabulary of each lesson. It could be through flashcards, games, brainstorming among others. This vocabulary presentation aims at allowing the students know the key words they will use in different exercises but mostly during the main task. Mofareh (2015) stated that using illustrations and pictures connect students' prior knowledge to a new story, and in the process, help them learn new words.

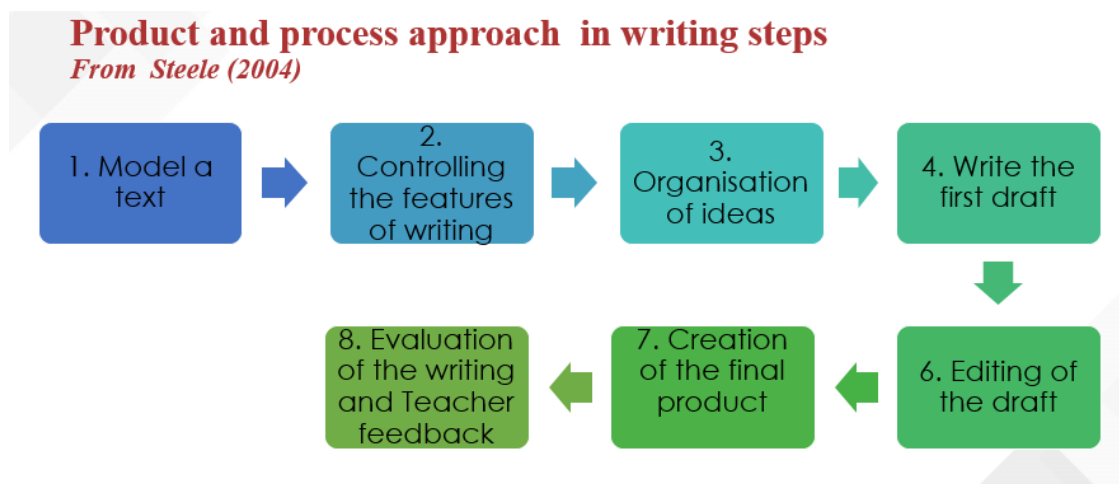
**The task cycle.** During this stage, the learners developed the reading exercises and the different activities joined to the process and product approach in writing steps.

Additionally, in the reading comprehension Howarth (2013) presented the steps:

- Pre-reading tasks: Look at some pictures related to the topic, predictions, etc.
- While-Reading tasks: questions about the text, games
- Post-Reading tasks: Discussions

After the Reading activities, learners followed the product and process approach in which the pre-service teacher showed them a model of a specific text, explained the structure and the communicative purpose of it and gave to students the different steps for following and creating a text, using not only the vocabulary learnt in the pre task, but also the

information, suggestions and recommendations made in the evaluation of the written productions and the feedback given to students.



*Figure 13. Product and process in writing steps*

**Final task.** The final task of the course will be based on the topics, vocabulary and expressions the students learn throughout the whole steps. This final product was a scrapbook in which students achieved the two final versions worked in the different classes during the practicum process, the postcard and the festivity card. It is remarkable to say that two workshops were conducted with all the stages of the pedagogical methodology. At the end students present their works in English and Spanish in front of the classroom. (**Annex 5.**

**Students' scrapbooks)**



*Figure 14 Students' scrapbooks*

The following chart was constructed taking into account the strategy implemented, supervisor's and tutor's advices and finally students' need. Those aspects helped to the pre-service teacher to plan the different workshops:

|                          |   |                               |                                 |
|--------------------------|---|-------------------------------|---------------------------------|
| <b>1</b>                 | <u>GROUP</u>  | <u>LEVEL</u>                  | <u>CLASS N°</u>                 |
|                          | <u>PRE-SERVICE TEACHER</u>  | <u>SUPERVISOR</u>             | <u>DATE</u>                     |
|                          | <u>LINGUISTIC OBJECTIVE</u>   | <u>COMUNICATIVE OBJECTIVE</u> | <u>SOCIO-CULTURAL OBJECTIVE</u> |
|                          | <u>GENERAL COMPETENCES</u>  | <u>PREVIOUS SEQUENCE</u>      | <u>TOPIC</u>                    |
| <b>TASK:</b>             |   |                               |                                 |
| <b>STAGES</b>            | <b>DESCRIPTION OF THE ACTIVITY</b>  |                               | <b>MATERIAL</b>                 |
| OPENING                  |   |                               |                                 |
| COMPREHENSION ACTIVITIES | <ul style="list-style-type: none"> <li>o Socio-cultural activity</li> </ul>   |                               |                                 |
|                          | <ul style="list-style-type: none"> <li>o Pre-teaching Vocabulary</li> </ul>   |                               |                                 |
|                          | <ul style="list-style-type: none"> <li>o Modeling</li> <li>- Pre-reading task</li> <li>- While-Reading task</li> <li>- Post-Reading task</li> </ul> |                               |                                 |
|                          | <b>TASK</b>   |                               |                                 |
| CREATIVE WRITING         | <ul style="list-style-type: none"> <li>o Drafting</li> <li>o Editing</li> <li>o Final Version</li> </ul>  |                               |                                 |
| EVALUATION AND FEEDBACK  |   |                               |                                 |

*Figure 15 model of the writing workshop*

The workshops were implemented since the third week to the last week in which students presented the final product that was their scrapbook. The following figure shows the timetable of the pedagogical implementation:

| WEEK | DATE                | ACTIVITY   |
|------|---------------------|--|
| 1    | 12 – 16<br>March    |  |
| 2    | 19 – 23<br>March    |  |
| 3    | 2 – 6 April         | Planning 1 <sup>st</sup> Task                      |
| 4    | 9 – 13 April        | Introduction and presentation of the project       |
| 5    | 16 – 20<br>April    | Implementation 1 <sup>st</sup> Task                |
| 6    | 23 – 27<br>April    | Implementation 1 <sup>st</sup> Task                |
| 7    | 30 April - 4<br>May | Evaluation 1 <sup>st</sup> Task                    |
| 8    | 7 – 11 May          | Planning 2 <sup>nd</sup> Task                      |
| 9    | 14 – 18<br>May      | Implementation and Evaluation 2 <sup>nd</sup> task |
| 10   | 21 – 25<br>May      | FINAL PRODUCT                                      |

*Table 4. Implementation of the pedagogical component*

### **Implementation of the proposal**

It is important to present to students the project for knowing better. For that reason, in the fourth week of the pre-service process, the practicum teacher decided to introduced the project taking into account the objectives, purposes, the schedule, the different kind of texts, the contexts and the final product, this presentation was made through a power point intervention. (**Annex 6.**

### **Power Point Presentation)**



*Figure 16 slides of the presentation of the project*

### **First writing workshop: “Have a good trip!”**

The first writing workshop was implemented from 16<sup>th</sup> April to 4<sup>th</sup> May. In this workshop students learn about countries, nationalities, professions and different expressions for greeting; additionally, they were able to share personal information and important facts thanks to the different activities performed in class. In order to develop this writing workshop, students followed the next sequence for writing a postcard to a friend in another country which include a brief description of a famous place using the correct forms of verb to be and the different expressions.

|   |  |  |                      |
|---|--|--|----------------------|
| <b>1</b>  | <u>GROUP</u><br>Sixth Grade  | <u>LEVEL</u><br>A1   | Hi! Have a good trip |
| <u>PRE-SERVICE TEACHER</u><br>Jeniffer Dayana Araque Lamus  | <u>SUPERVISOR</u><br>Liliana Parada Granados   | <u>DATE</u><br>April 16th to May 4 <sup>th</sup>   |                      |
| <u>LINGUISTIC OBJECTIVE</u><br>To learn vocabulary about personal information<br>To properly use the structure of verb to be.   | <u>COMUNICATIVE OBJECTIVE</u><br>To share personal information.                        | <u>SOCIO-CULTURAL OBJECTIVE</u><br>To know the most important Anglophone countries and their capitals. |                      |
| <u>GENERAL COMPETENCES</u><br>Communicative competence<br>Socio-cultural competence<br>Lexical competence<br>Linguistic competence  | <u>PREVIOUS SEQUENCE</u><br>Personal pronouns, verb to be, countries and nationalities | <u>TOPIC</u><br><b>PERSONAL INFORMATION</b>  |                      |
| <b><u>TASK:</u></b> To write a postcard to a friend in another country which include a brief description of a famous place using the correct forms of verb to be and the different expressions. |  |  |                      |

| <b>STAGES</b> | <b>DESCRIPTION OF THE ACTIVITY</b>  | <b>MATERIAL</b> |
|---------------|---|-----------------|
| OPENING       | The teacher is going to greet the class and ask them how they are in that day. In order to start the class, the teacher and the students prayed together. After that the teacher will review the homework assigned the last class. Once the homework is checked, the teacher is going to do a brief review of the topic of the last class by asking questions to the participants like... "Where are you from?" "What is your nationality?" indeed, the |                 |

students are expected to answer using the expression “I am from ...”.

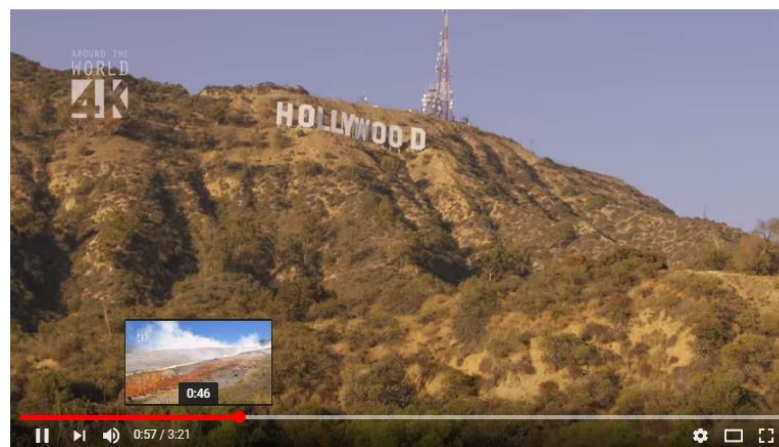
- Socio-cultural activity

In this moment the teacher is going to share with students a video about England and USA, the video shows different aspects such as important places, representative elements, food, people, landscapes, etc.

<https://www.youtube.com/watch?v=PtWeqZsuzpE>



London tourism - England - United Kingdom - Great Britain travel video



Best of USA in 4K

<https://www.youtube.com/watch?v=4Ot0T4iCXfM>

- Pre-teaching Vocabulary

In this part, teacher is going to use some flashcards for introducing different places and professions, the authentic

Videos,  
projector

Flashcards

COMPREHENSION  
ON ACTIVITIES



material is required (real famous places and photographs of famous people around the word) this activity with the objective of introducing vocabulary taking into account a real context.



Worksheet

### First reading exercise

The teacher is going to deliver a reading activity about people from another countries and their personal information and interests. (**Annex 7. Information Chart- First workshop**)

#### - Pre-reading task

First of all, she is going to explore the images on text to introduce by asking some questions for global comprehension such as: “What can you see in this picture? What is it? What is the color of this object? How many people are in this picture? How many children?



#### - While-Reading task

First of all, students will read the charts with the activity and then they will ask to the teacher for the new vocabulary found also, they will read again, this time aloud for understanding each one of the descriptions, correcting student's pronunciation and complete the chart with the information required. The teacher with students will correct the answers.

#### - Post-Reading task

Finally, students must write a paragraph regarding their own personal information, in this paragraph they must include important aspects such as name, age, nationality, and profession, where they live, important elements of their country etc.

Modeling : second Reading Exercise

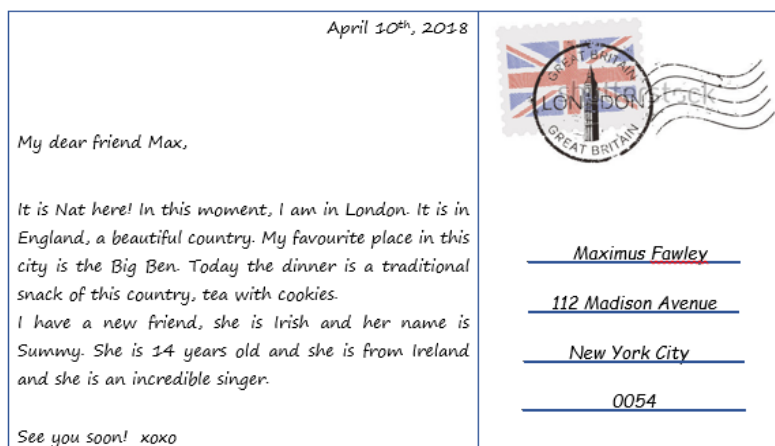
**Pre-reading task:**

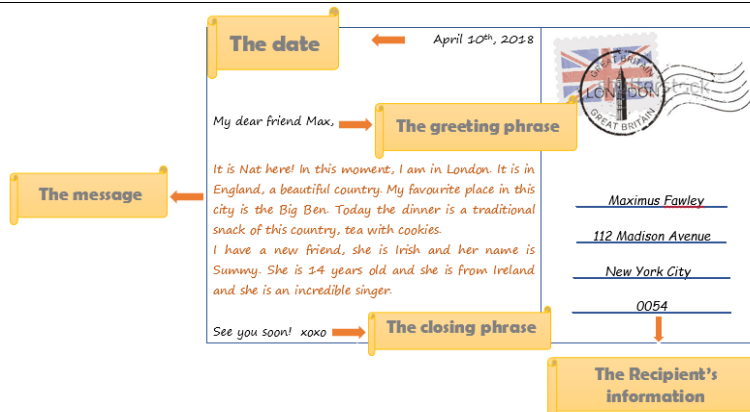
First of all, the teacher is going to show an image of London and students must explore it in order to guess which the country is? What is the place? What is the important monument of the city? These questions are for global comprehension and for introducing the first written production. Moreover the teacher is going to ask them what they know about postcards.

**While-Reading task:**

The teacher is going to show the model of a postcard in order to identify the communicative purpose of the postcard and its parts. Then students are going to read individually the example for searching the unknown words and for identifying the structure of this authentic material.

Also, they will read again, this time aloud for understanding each one of the parts, correcting student's pronunciation and identifying the topics in the postcard.





### Post-Reading task:

Finally, students must answer some question about the text, in this case the postcard. There some opened and closed questions related to the information and meaning of the reading part.



I.E. Colegio Técnico La Presentación  
Pamplona N. de S. - 2018  
Reading activity

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

- Answer the questions

- ❖ What is the date? \_\_\_\_\_
- ❖ What is the address? \_\_\_\_\_
- ❖ Where is London? \_\_\_\_\_
- ❖ What is the traditional snack? \_\_\_\_\_

- Choose the correct option

Where is Nat?

- A. She is in New York city    B. She is in Otawa    C. She is London

Where is Maximus?

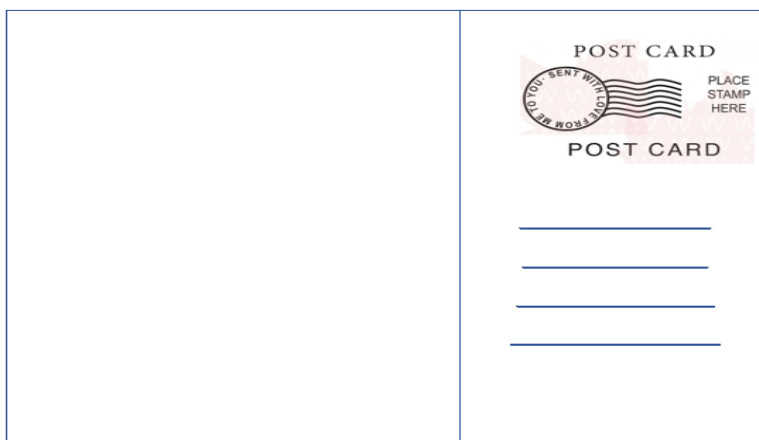
- A. He is in California    B. He is in London    C. He is New York City

What is the traditional snack in England?

- A. Pizza    B. Capuccino    C. Tea and cookies

### TASK

Students will write their first written production: a postcard addressed to a friend in another country which include a brief description of a foreign country using the correct forms of verb to be and the different expressions learnt in class.



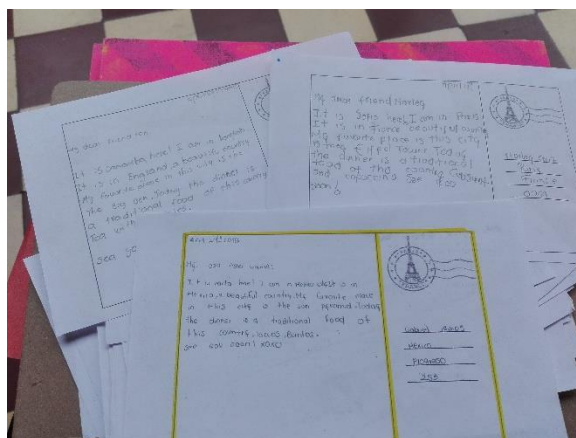
- Drafting

Students will organize all the information given and they are going to decide what information they need in this creative workshop. They must start to write a first draft of their written production.

- Editing

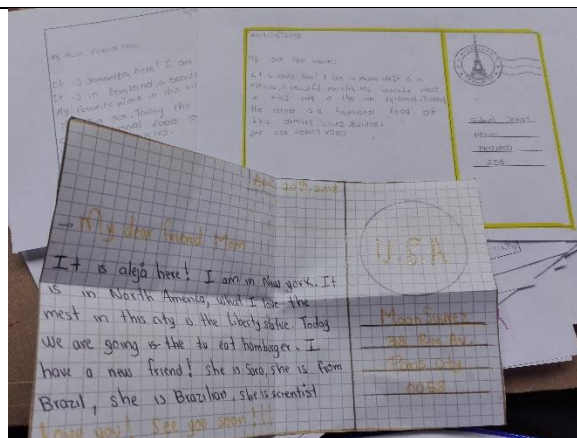
When students finished their first draft, they will show their productions to the teacher in order for her to correct them and make some suggestions about what they had written.

CREATIVE  
WRITING



Sheets

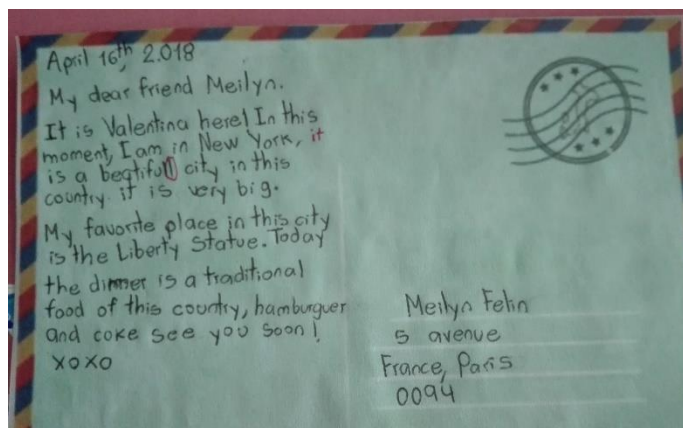


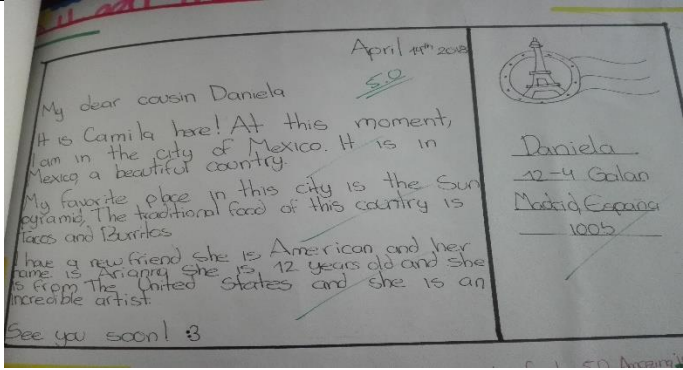
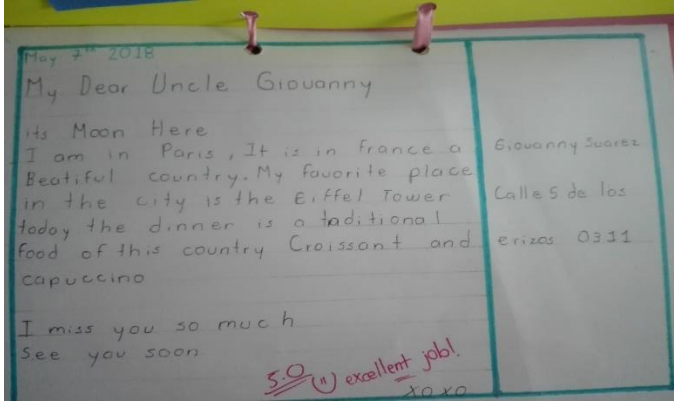


○ Final Version

Finally, when students corrected their texts by taking into account the suggestions and comments received by their teacher and their classmates; they wrote the final version of their postcards, to do so, students considered what they could change or add to their text in order to make it better. In this final part students were able to create their own postcard in which they expressed their travel adventure in a foreign country, they expressed the representative places, traditional food and another cultural aspects of the country.

This first workshop was the most complex due to students had to organize the information



|                                |  |                         |
|--------------------------------|--|-------------------------|
|                                |  <p>April 11<sup>th</sup> 2018<br/>5.0</p> <p>My dear cousin Daniela<br/>It is Camila here! At this moment, I am in the city of Mexico. It is in Mexico a beautiful country.<br/>My favorite place in this city is the Sun pyramid. The traditional food of this country is Tacos and Burritos.<br/>I have a new friend she is American and her name is Arianna. She is 12 years old and she is from the United States and she is an incredible artist.<br/>See you soon! 3</p> <p>Daniela<br/>12-4 Galan<br/>Madrid España<br/>1005</p> |                         |
| <p>EVALUATION AND FEEDBACK</p> |  <p>May 7<sup>th</sup> 2018</p> <p>My Dear Uncle Giovanni</p> <p>It's Moon Here<br/>I am in Paris, It is in France a Beautiful country. My favorite place in the city is the Eiffel Tower today the dinner is a traditional food of this country Croissant and capuccino.<br/>I miss you so much<br/>See you soon</p> <p>Giovanny Suarez<br/>Calle 5 de los erizas 0311</p> <p>5.0 (w) excellent job!<br/>tara</p>   | <p>Rubric and board</p> |

| <b>Writing Rubric</b>     |                                    |                                   |                                  |                                  |                                    |
|---------------------------|------------------------------------|-----------------------------------|----------------------------------|----------------------------------|------------------------------------|
| Workshop:                 |                                    |                                   | Date:                            |                                  |                                    |
| Student:                  |                                    |                                   | Subject:                         |                                  |                                    |
| ASPECTS TO EVALUATE       | LEVEL 5<br>(5 Points)<br>Exemplary | LEVEL 4<br>(4 points)<br>Adequate | LEVEL 3<br>(3 points)<br>Limited | LEVEL 2<br>(2 points)<br>Minimal | LEVEL 1<br>(1 point)<br>Inadequate |
| ORGANIZATION              |                                    |                                   |                                  |                                  |                                    |
| DEVELOPMENT               |                                    |                                   |                                  |                                  |                                    |
| SENTENCE STRUCTURE        |                                    |                                   |                                  |                                  |                                    |
| WORD CHOICE/GRAMMAR USAGE |                                    |                                   |                                  |                                  |                                    |
| MECHANICS                 |                                    |                                   |                                  |                                  |                                    |
| Total: _____              |                                    |                                   |                                  |                                  |                                    |

### **Second writing workshop: Let's celebrate this special date!**

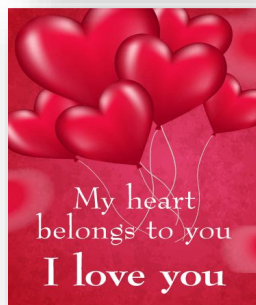
This second workshop was implemented during the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> week of the practicum process. In this last workshop students were able to write a festivity card for expression their affections and love to their mother trough using wishes and desires and recognizing the different holidays celebrated in Anglophone countries.

|          |  |  |  |
|----------|--|--|--|
| <b>2</b> | <u>GROUP</u><br>Sixth Grade                                | <u>LEVEL</u><br>A1                           | <i>Let's celebrate this special day!</i>                   |
|          | <u>PRE-SERVICE TEACHER</u><br>Jeniffer Dayana Araque Lamus | <u>SUPERVISOR</u><br>Liliana Parada Granados | <u>DATE</u><br>May 7 <sup>th</sup> to May 23 <sup>rd</sup> |
|          | <u>LINGUISTIC OBJECTIVE</u><br>To learn months and days.   | <u>COMUNICATIVE OBJECTIVE</u>                | <u>SOCIO-CULTURAL OBJECTIVE</u>                            |



|   |  |  |
|---|--|--|
| To use properly the possessive adjectives<br><br>To learn different expressions to talk about celebrations and holidays                               | To express wishes and desires.<br>To talk about holidays.                            | To recognize the most important festivities and holidays in some Anglophone countries. |
| <u>GENERAL COMPETENCES</u><br><br>Communicative competence<br>Socio-cultural competence<br>Lexical competence<br>Linguistic competence                | <u>PREVIOUS SEQUENCE</u><br><br>Verb to be, countries and nationalities, professions | <u>TOPIC</u><br><br>DATES AND HOLIDAYS,<br>FAMILY MEMBERS AND<br>OTHER RELATIONS       |
| <b><u>TASK:</u></b> To write a festivity card which include a short message for one family member in Colombia or a special friend in another country. |  |  |

| STAGES  | DESCRIPTION OF THE ACTIVITY  | MATERIAL |
|---------|--|----------|
| OPENING | <p>The teacher is going to greet the class and ask them how they are in that day. Then, the teacher and students will express why they are thankful that day. After that, the teacher will revise the homework assigned the last class with help of another teacher while students arrive. Once the homework is reviewed, the teacher is going to do a brief review of the topic</p> <p><b>WARM UP:</b></p> <p>The teacher is going to bring real objects such as a mask, a Christmas' hat, and love cards among others. The teacher will ask "What is this?" "When do you write a love card?" "When do you wear this hat". Students are expected to answer the name of the festivity.</p> | Realia   |



- Socio-cultural activity

During this activity, students will watch a short video about the most important holidays in USA in order to catch students' attention and introduce festivities celebrated in an Anglophone country, and to know about the festivity card that they will write.

<https://www.youtube.com/watch?v=dOOmwS73xhA>




Holidays in the USA

503 visualizaciones

3 0 COMPARTIR

○ Pre-teaching Vocabulary

Before introducing the expressions for wishes and desires, the teacher is going to review some vocabulary related to some useful verbs and adjectives on a poster, in order to use them for the topic explanation those verbs are: love, give, spend time, Enjoy, Go and some adjectives such as: Nice, Beautiful, great, wonderful and happy, so the teacher is going to ask students to match the verbs with their corresponding picture and the same avec the adjectives.



**Second Writing Workshop!**  
**Let's celebrate this special date!**

*Useful adjectives for describing your mom*


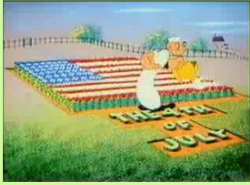
|                  |                    |                |                      |                 |                 |
|------------------|--------------------|----------------|----------------------|-----------------|-----------------|
| <i>Beautiful</i> | <i>Intelligent</i> | <i>Loving</i>  | <i>Amazing</i>       | <i>virtuous</i> | <i>Cool</i>     |
| <i>Polite</i>    | <i>Tender</i>      | <i>Magical</i> | <i>creative</i>      | <i>Pretty</i>   | <i>Happy</i>    |
| <i>Strong</i>    | <i>Brave</i>       | <i>Helpful</i> | <i>Extraordinary</i> | <i>Graceful</i> | <i>Selfless</i> |

First reading exercise

The teacher is going to deliver a reading activity about special days. (**Annex 9. Reading Activity second workshop**)

- Pre-reading task

First of all, she is going to explore the images on text to introduce by asking some questions for global comprehension such as: “What do you see in this picture? What is it? What is the color of this object?”

|  |   |
|--|---|
|   |   |
| Easter Day   | July 4th(USA Independence Day)  |
| <p>Easter is the time for holidays, festivals and a time for giving chocolate Easter eggs. But Easter means much more....</p> <p>Easter is the oldest and the most important Christian Festival, <b>the celebration of the death and coming to life again of Jesus Christ</b>. For Christians, the dawn of Easter Sunday with its message of new life is the high point of the Christian year.</p> <p>Easter is the story of Jesus' last days in Jerusalem before his death. The Easter story includes <b>Mundy Thursday</b> (the Last supper leading to the Eucharist), <b>Good Friday</b> (the day on which Jesus was crucified) and <b>Easter Day</b> (the day on which Jesus came back to life).</p> | <p>In the United States, <b>Independence Day</b>, commonly known as the <b>Fourth of July</b>, is a federal holiday commemorating the adoption of the Declaration of Independence on <b>July 4, 1776</b>, declaring independence from the Kingdom of Great Britain.</p> <p>Independence Day is commonly associated with fireworks, parades, barbecues, carnivals, picnics, concerts, baseball games, political speeches and ceremonies, and various other public and private events celebrating the history, government, and traditions of the United States.</p> |
| <p>- While-Reading task</p>  |   |
| <p>Secondly, students are going to match the special days on the left with the description on the right. First of all, students will read the piece of paper with the activity and then they will ask to the teacher for the new vocabulary found also, they will read again, this time aloud for understanding each one of the descriptions, correcting student's pronunciation and match each one with the correct special day.</p>  |   |



I.E. Colegio Técnico La Presentación  
Pamplona N. de S. -2018  
Reading Activity

Name: \_\_\_\_\_ Grade: 6<sup>th</sup> C

Match the special days on the left with the description on the right.



- |                    |   |   |
|--------------------|---|---|
| ◇ Valentine's Day  | — | (___) People like to play tricks on their friends on this day.  |
| ◇ Thanksgiving Day | — | (___) Adults honor kids in this day and do special things with them.  |
| ◇ April fool's Day | — | (___) Children dress up in strange costume on this day.   |
| ◇ Halloween        | — | (___) It is one of the most special times of the year in which Santa Claus brings some presents to good children. |
| ◇ Children's Day   | — | (___) People give thanks to God for all the blessings they received during the year.                              |
|                    |   | (___) People give cards, candy, or flowers to their friends and loved ones on this day.                           |

- Post-Reading task

Finally, student must write a paragraph regarding their favourite special day or festivity, in this paragraph they must include the specific date of the festivity, what they can do in this day and why is their favourite festivity.

I.E. Colegio Técnico La Presentación  
Pamplona N. de S. -2018  
English workshop



Name : \_\_\_\_\_ Grade : 6<sup>th</sup> C

*What is your favorite Holiday?*

Write a paragraph about your favorite special day or festivity. Include: a) The festivity's name b) festivity's date c) What do you like of this festivity?



.....  
.....  
.....  
.....

### Modeling : second Reading Exercise

Happy mother's Day to my  
amazing mom!

**AMAZING  
LOVING  
STRONG  
HAPPY  
SELFLESS  
CREATIVE**



My dear mom Adriana:

You are a strong, brave and graceful woman, it is true.  
I love your smile and your big heart.  
Your patience and love make me happy every day.  
And in this special date I wish you happiness!  
Don't forget that you are the best mom ever!

Thanks for everything!

With lov e, Jeniffer

### TASK

So from these messages in mind, the teacher is going to explain students that they are in USA and they have to write a festivity card which include a short message for one family member in Colombia or a special friend in another country, so the teacher is going to give them a different card (San Valentine, Mother, thanksgiving or Christmas card) for each one of them, so they can write their cards using some expressions and phrases from the posters on the wall, and with the help of the teacher, besides the teacher is going to write in the board how to begin like "My dear Sophie, I wish you... with love...."


**Second Writing Workshop!**  
**Let's celebrate this special date!**

*Useful adjectives for describing your mom*

|           |             |         |               |          |          |
|-----------|-------------|---------|---------------|----------|----------|
| Beautiful | Intelligent | Loving  | Amazing       | virtuous | Cool     |
| Polite    | Tender      | Magical | creative      | Pretty   | Happy    |
| Strong    | Brave       | Helpful | Extraordinary | Graceful | Selfless |

Happy mother's Day to my amazing mom!

**AMAZING  
LOVING  
STRONG  
HAPPY  
SELFLESS  
CREATIVE**



My dear mom Adriana:

You are a strong, brave and graceful woman, it is true.  
I love your smile and your big heart.


Your patience and love make me happy every day.  
And in this special date I wish you happiness!

Don't forget that you are the best mom ever!

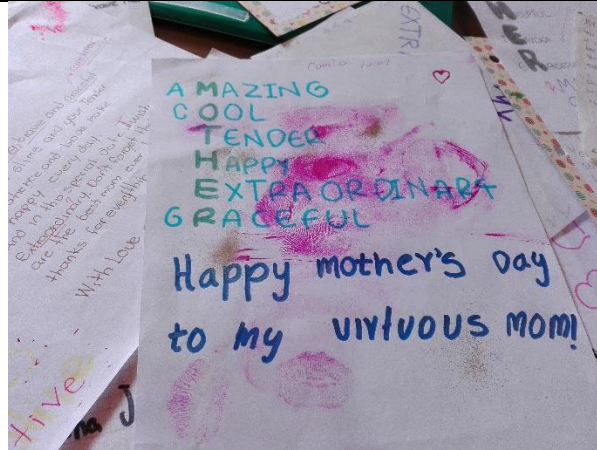
Thanks for everything!

With lov e, Jeniffer

**Create your own festivity card!**

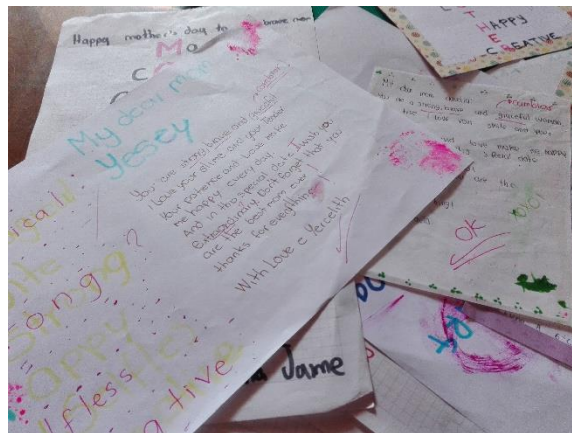
|                             |  |               |
|-----------------------------|--|---------------|
|                             | <p>Happy mother's Day to my<br/>_____ mom!</p> <p><b>AMAZING<br/>LOVING<br/>STRONG<br/>HAPPY<br/>SELFLESS<br/>CREATIVE</b></p>  <p>_____ mom _____</p> <p>You are a _____, _____ and<br/>_____ woman, it is true.<br/>I love your _____ and your<br/>_____.</p> <p>Your patience and love make<br/>me _____ every day.<br/>And in this special date I wish<br/>you _____.</p> <p>Don't forget that you are the<br/>best mom ever!</p> <p>Thanks for everything!</p> <p>With _____, _____</p> <p><b>Create your own festivity card!</b></p>  |               |
| <p>CREATIVE<br/>WRITING</p> | <p>For this written production, the teacher show some messages on posters for different festivities such during three weeks: San Valentine's day : I wish you a special day, I hope you have a nice day, also for Mother's day: you are the best, I wish you the best , I love you, God Bless you sign: with love, kisses.. And for Christmas: I wish you a merry Christmas, I hope you enjoy this day.. Among others.</p> <ul style="list-style-type: none"> <li>○ Drafting</li> </ul> <p>Students will organize all the information given and they are going to decide what information they need in this creative workshop. They must start to write a first draft of their written production.</p> | <p>Sheets</p> |





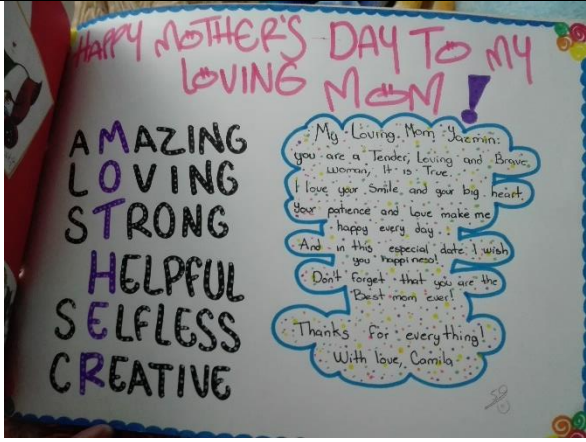
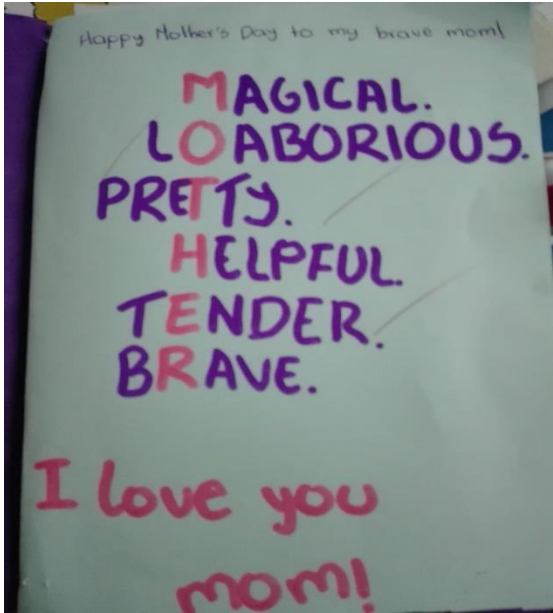
- Editing

When students finished their first draft, they will show their productions to the teacher in order for her to correct them and make some suggestions about what they had written.



- Final Version

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

|                                |   |                         |
|--------------------------------|---|-------------------------|
|                                | <br>   |                         |
| <p>EVALUATION AND FEEDBACK</p> | <p>When students finished their texts, the teacher picked all of them in order to evaluate them according to the evaluation rubric level adopted from Stevens and Levi (2012). The corrections, advices and recommendations were given with personal feedback in students' works. Some of the mistakes made in this writing production were related with the acronym, this first part of the festivity card was difficult for them, because they did not find the words to complete the activity and organized the adjectives in a better way, for this reason there were some mistakes related to misspelling of some words. And taking the account the feedback step, It was not possible giving it to the entire class because some of the student did not</p> | <p>Rubric and board</p> |

participate in the second workshop, only 19/32 students took part of the second final version, besides, the lack of time interrupted the correct development of this workshop. (**Annex 9. Evaluation rubric**)

### Writing Rubric

|           |          |
|-----------|----------|
| Workshop: | Date:    |
| Student:  | Subject: |

| ASPECTS TO EVALUATE             | LEVEL 5<br>(5 Points)<br>Exemplary | LEVEL 4<br>(4 points)<br>Adequate | LEVEL 3<br>(3 points)<br>Limited | LEVEL 2<br>(2 points)<br>Minimal | LEVEL 1<br>(1 points)<br>Inadequate |
|---------------------------------|------------------------------------|-----------------------------------|----------------------------------|----------------------------------|-------------------------------------|
| ORGANIZATION                    |                                    |                                   |                                  |                                  |                                     |
| DEVELOPMENT                     |                                    |                                   |                                  |                                  |                                     |
| SENTENCE<br>STRUCTURE           |                                    |                                   |                                  |                                  |                                     |
| WORD<br>CHOICE/GRAMMAR<br>USAGE |                                    |                                   |                                  |                                  |                                     |
| MECHANICS                       |                                    |                                   |                                  |                                  |                                     |

Total: \_\_\_\_\_

### Findings

As it is presented below, the main purpose of this proposal was to improve the 6<sup>th</sup> graders writing skills through the use of scrapbooking, a creative tool which were previously chosen according to students likes. The results were supported with students' interviews, written productions, by the same token with the journals and non-participant observations from the researcher.

## Writing

*Communicative Competence.* Communicative competence refers to a learner's ability to use language to communicate successfully. According to the Common European Framework of Reference for Languages the “Communicative competence in this narrower sense has the following components: linguistic competences; sociolinguistic competences and pragmatic competences” (p. 108). Furthermore, during the document analysis of the students written productions, the pre-service teacher found that there was a progress and a ***notable improvement of the three components which englobe the communicative competence.***

With regards of the first component, the ***linguistic competence***, some of the students demonstrated in their written productions that there were some mistakes of capitalization in different word such as “april-> April; camila-> Camila” and misspelling in the lexical part in which some participants omitted, added or changed a specific letter “ beautiful<sub>l</sub>-> beautiful; favrite-> favorite; contry-> country; plece-> place” (Document Analysis N.1). On the other hand, in general aspects students improved their lexical and grammar competences. “Gracias a los dos talleres realizados en las clases de inglés, puedo notar una mejora en sus escritos, en cuanto a uso de nuevo vocabulario y empleo correcto de las estructuras gramaticales en inglés (...) siendo un contraste favorable, si comparamos con las producciones que realizaban antes de implementar la estrategia.”. (Journal N. 5).

Additionally, When working with reading activities for teaching English, it is a great opportunity to learn a lot of vocabulary, for this reason, students were asked for this factor, all of them agreed on saying that they learnt ***new vocabulary***, when they looked for unknown words in the different texts. Besides, taking into account the document analysis, it is shown in the first one

that students had a basic repertory of words and structured phrases learnt in the different classes which allowed them to write in a proper way “Se evidencia que las estudiantes emplearon de forma correcta el léxico enseñado en clase (nacionalidades, países, profesiones, lugares turísticos, etc.) en cada una de sus producciones escritas, cumpliendo satisfactoriamente con la subcategoría lexical de la lingüística de la competencia comunicativa”. (Document Analysis N.1). Moreover the participants stated that most of the vocabulary required for the different activities the pre-service teacher gave them the meaning for developing in a better way each one of the productions facilitating the process of learning new words. “las diferentes palabras que aprendimos en clase las pude utilizar en los textos que realicé” P3. “Entre las palabras aprendidas y utilizadas por las participantes se encuentran: Businesswoman, American, London, actress, Italian, etc. (...) Y algunas frases estructurales de los textos vistos como: My loving, My dearling, you are the best, see you soon, I miss you, etc.” (JOURNAL N.3)

This aspect was supported from the information in the journals and participant observations since instead of using the translation method, student increased their vocabulary with the different activities proposed during the pedagogical practice. On the other hand, the journals evidenced that students began learning and implementing the new vocabulary on their written productions “Cabe resaltar que las actividades enfocadas a la parte lexical se realizan en cada clase, lo cual permite que las estudiantes retengan el vocabulario enseñado y sea utilizado en las producciones realizadas.” (Journal N. 5).

Taking into account previous studies findings Bustos and Carrillo’s (2013) method is related to the students’ method since these authors provided their students with list of vocabulary in English so that they could understand the meaning of the words. For that reason, students were

also asked to utilize the vocabulary in different activities such as in the reading activities and in the writing productions.

In conclusion, students learnt new vocabulary which they implemented in their written activities such as the postcard and the festivity card related to each topic, the implementation of reading activities allowed to introduce new words that were useful for students' learning, and this is a fact that was confirmed not only by the participants but by the pre-service teacher.

Taking into account the *pragmatic competence*, Culberston, Shen, Jung & Andersen (2017) affirm that “the key to teaching pragmatic competence is in giving learners as much experience as possible with as many different scenarios as possible” and during the interviews, participants expressed that the project was useful in terms to use all that they learnt in real communicative situations “(...) gracias a la postal realizada podemos transmitir un mensaje en inglés a una persona que se encuentra en el exterior y pueda entendernos” P5. “(...) Si viajamos es necesario comunicarnos en inglés, (...) uno de los idiomas más importantes y hablados en el mundo”. P1.

Finally, students used in a *significant way* the rules of courtesy, they expressed their feelings and emotions (gratitude, affection, love and so on) making a difference between the *formal an informal register and style* that they learn during the workshops. It was mentioned by some of the participants “Aprendimos las diferentes expresiones utilizadas en diferentes clases de textos (...) No es lo mismo escribir a un familiar o un amigo que a una persona desconocida” P2. “(...) Tanto la postal como la carta las escribí pensando en las personas más importantes que tengo y que quiero) P4.

## **Scrapbooking**

*Motivation and creativity.* During the two writing workshops, the scrapbook was the tool and the final product based on students' interest during the initial observations. During six weeks students had a real contact with different texts used in different contexts but with a specific communicative objective and one of the most recently way to represent memories, interest and writings was the scrapbook which is a process through which makers choose and arrange images and pictures that have particular connotations on pages to tell stories, make descriptions or narrate important events and as a participatory research method allow to foreground the concerns and opinions of research participants (Enright and O'Sullivan 2011; Jones 2007).

To motivate students to learn English may be the most difficult part of being a teacher, because if they are not motivated, the task of teaching this foreign language is going to become more difficult, for this reason the practitioner always took into account the students likes since the non-participant observations in which the researcher could noticed that students love drawing and making cards to their friends in the middle of the class. This distraction allowed to the pre-service teacher to use it in a better way taking into account not only the learning process but also students' creativity.

On the other hand, students established in the interviews that their like for the English language highly increased since they enjoyed learning through the elaboration of their scrapbook, for them, this is an excellent strategy as long as they were motivated, some participants also understood the importance of learning English "Aprender inglés es una de las cosas más importantes en la vida, y hacer el scrapbook me ayudó a querer estudiarlo cada vez más" P6. For instance, they established that they need English to communicate with foreign

people, for this reason, they took advantage of English classes. “Gracias al proyecto podré comunicarme con personas de otros países que no hablan español”. P4.

When it comes to the journals the practitioner established several times that students showed especial interest for learning about different aspects about other countries and the using their creativity at the moment to present the final version of each one of the written productions employing the scrapbooking. “En este encuentro noté como el scrapbooking no sólo les ha permitido conocer aspectos culturales de otros países (...) además, las niñas se sintieron motivadas al expresar con libertad sus potenciales y creatividad (...)” (JOURNAL N°4).

Furthermore, students liked the second workshop implemented in which they had to write a festivity card for the most important person in their lives, they chose their mother. .In this workshop they enjoyed making their productions and learning the grammatical topics and vocabulary in an easiest way. “La carta a la mamá me gustó mucho, porque allí pude expresar todo los sentimientos que tengo hacia ella. (...) por eso la decoré bonito, porque será un regalo para el día de la madre”P3.

When comparing with other studies, Bader (2005) stablished: “scrapbooking can bolster motivation and help students express their feelings and ideas effectively” and Howard Gardner stated that all students learn differently (Peterson & Hittie, 2003), for this reason as teachers our purpose is to find any way we can to help each and every student to find successful learning strategies, and to utilize meaningful forms to motivate students in their learning process.

In conclusion, the use of the scrapbooking will highly increase the students’ interests and motivations for learning English as long as the teacher takes into account their preferences, and



the appropriate choice of workshops made explore students' creativity throughout English language.

### **Conclusions and recommendations**

The main purpose of the implementation was to improve the 6<sup>th</sup> graders writing skills at La Presentación high school' through the implementation of scrapbooking as a creative tool, and to get this objective, there were established four specific objectives, when it comes to the first specific objective: "To design workshops which main purpose is connecting writing skills with communicative approach that allow students to learn English in real situations." It was carried out successfully as it was demonstrated in students' interview, all of them agreed on saying that they can used in real situations the two written productions worked in class because each one of them had a communicative purpose and it was evidenced during the classes.

Additionally, another objective was related to the expansion of new vocabulary in students, this aspect was accomplished successfully as it was evidenced on the students' interview, also the journals showed that the students implemented the new vocabulary in most of their reading activities and written productions.

In terms of the objective related to work on reading activities in order to complement writing skills, students agreed on saying that it was worked properly, besides; the practitioner also noticed that giving the model text is a good strategy for working not only the reading comprehension but also in written production due to the A1 level. Finally, the practitioner got that students followed the reference and wrote their own productions using the new vocabulary and grammatical structures learnt in class.

As recommendation for further research, it is fairly important to take advantage of all the aspects included on a written production (vocabulary, grammar, culture and so on), because in such a way students are going to put into practice all their competences throughout the production of a text, and this advantage depends on the organization of the activities proposed and the students' motivation when developing reading and writing activities.

## Chapter II: Research component

### Introduction

In the PLEX training context, developing teachers' pedagogical practices are one of the major interests to study and document for the enhancement of the teaching-learning process in order to qualify education. However, there is a strong interest in the light of the evident necessity to understand and transform the pedagogical practicum.

Therefore, it is beneficial to local studies specially focus on learning problems than in matters of teaching. It is relevantly 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 focuses on a more professional conception of a cutting edge practicum so as to sharpen educative processes in rollout centers where PRADO (Práctica docente) 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 Jon 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.

## **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 entails 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 programs 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.

## **Research questions**

### **General questions**

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

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

### **General objectives**

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

### **Specific objectives**

- 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.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of student-teachers.
- 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 approximation 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. But he/she also has the responsibility of his/her students' comprehensive training.

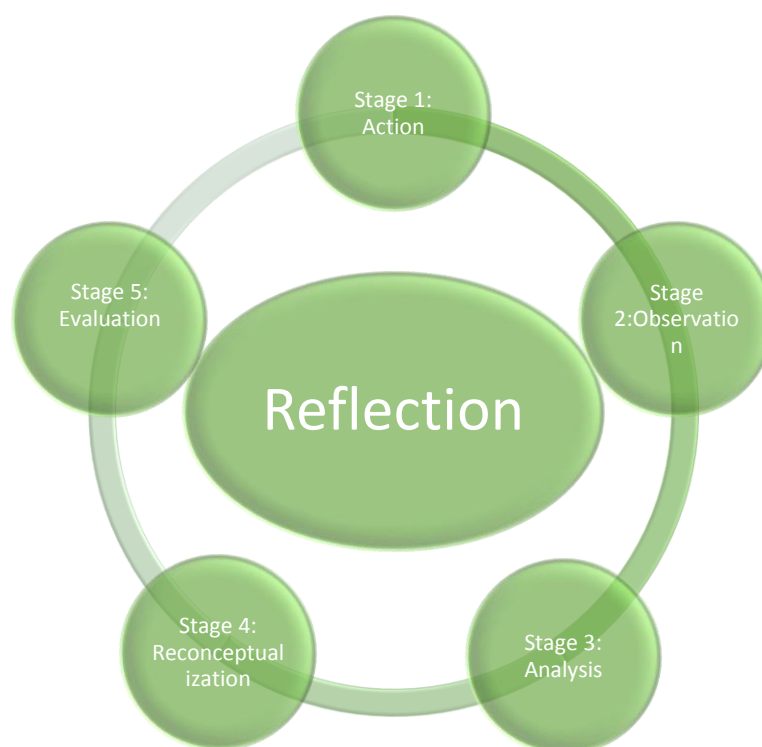
Teaching demands the development of some skills that currently constitute a conceptualization and a way of operating in the planning and management of human resources that facilitate a link between management, work and education. Therefore, each teacher has to meet all the teaching competences that will 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 develop his/her activity. Similarly, every teacher has to 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 has to develop is to design and provide teaching practice.

**Reflection.** With regard to reflection, there are different conceptions to this notion that are to 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 dialogo 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 stage of the reflective process as process is evidenced in the following schema:



*Figure 17. Reflection as a process schema*

**Reflection as a theme.** The conception of reflection is based on a theme that is related to this concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al

(2010), the reflection is based on three perspectives: reflection as an instrumental mediation of the action, reflection as a deliberation and reflection a reconstruction of the experience. Being for the two first perspectives, the external aspects, the source of knowledge which allows reflecting, and the contextual aspects what allow reflecting in the third perspective. At the same time, these perspectives have intermediaries so that this process can be held; at first instance is action, context, mates and the reflective person.

**Reflective practice.** To refresh and to qualify the academic proposals in the University and to guide the learners towards new manners to keep in touch with the world, it is necessary that teacher reflects about their own practice and about the repercussion that this one has generated, she/he has to be able of objectifying their behaviors and assuming the different roles in the pedagogical relation.

Teacher has an important role in the current scholar world, he is in a complex space where is subject to constant changes determined by the interaction among different factors and conditions. The teacher profession demands: that they develop their professional knowledges in relation with the continuous changes. (Ebutt & EllioT:1986). In this context, the biggest difficulty when teaching is that the classroom demand a particular solution addressed to the comprehension and social interaction.

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

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



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

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

As third stage, Van Manen establishes a critical reflective exercise; in this stage, he proposes that the most elaborate reflection takes place, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

**Pedagogical practice.** For the analysis and reflection about the practice, it is considered accurate to resort methodologically to a conceptual operation of practice classification; for this, it is assumed Zeichner's proposal, he has established several modalities of practice like this:

***Academic practical.*** It is guide to form teachers able to reflect about the groups they are working with, in such a way they can transform it into comprehensible structures for the students

***Social efficiency practice.*** It is about to get more effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical investigation has arrived. In this case, the reflection consists of a strategic decision: to select among the available techniques the most effective.

*Development.* Teaching is based on the interested and the development of the students, and at the same time, it is considered the teacher's development as teacher and as person.

*Social reconstruction.* The purpose of reflection is the social, economic and politic context, in such a way, relations can be fomented in the classroom democratically and equally in the social context.

*Generic.* Programs mention to the reflection in a generic way, but with no specifications about the pretensions of the programs or contents on which it is necessary to reflect, neither the strategies to foster the reflective learning.

*Promotors of the reflection.* According to Schulman (1987), these promotors are the cognitive foundations of the teacher about life in the classroom; they are essential given that they form the element of the reflective thinking that contributes in the process of the specific knowledges that a good teacher take into account when making decisions in the classrooms

*Critical element on reflective element.* This element of the reflective thinking is related to the moral and ethical aspects of the compassion and social justice according to Sparks-Langer and Colton 1991;39. The interest for all related to the social justice and ethics in education

These authors stablished several classificatory categories of the knowledges:

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

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 teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

### **Participants and population**

The total population of the present study is constituted by seventeen students of tenth semester, pre-service teachers of the foreign Languages program of the University of Pamplona.

Nevertheless, the evidence presented bellow corresponds only to the experiences of the person in charge of carrying out the actual project.

- Direct beneficiary population:
- Pre-service teachers
- Supervisors
- The student community of each institution

### **Indirect beneficiary population:**

It is represented by the educational community of the Foreign Languages program. These results provided a feedback about the Program agents' vision regarding the Integral teaching practice.

**Institutional dependences articulated to the project:**

- Foreign languages program
- Languages and communication department
- Faculty of education

**External institutions associated to the project:** La Presentación High School**Expected results**

The expected results arise from the objectives for this experience like this:

- The formation of the reflective spirit in the practitioners of the foreign language program, as tool of formation to qualify the pedagogical practice
- Analyzing the context, the realities and the social representations in teachers in training, notions and concepts in the scholar world.

**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 to a large extent with the description, identification and

analysis of the own pedagogical practicum. For data collection in this project, the following instruments were proposed to be implemented during ten weeks:

| Weeks                                 | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> | 7 <sup>th</sup> | 8 <sup>th</sup> | 9 <sup>th</sup> | 10 <sup>th</sup> |
|---------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| <b>Instruments</b>                    |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |
| <b>Narratives</b>                     | X               | X               | X               | X               | X               | X               | X               | X               | X               | X                |
| <b>Self-observation card</b>          |                 |                 | X               |                 | X               |                 | X               |                 | X               |                  |
| <b>Practicum meetings</b>             |                 |                 |                 |                 | X               |                 |                 | X               |                 | X                |
| <b>Peer Observation</b>               |                 |                 |                 |                 |                 | X               |                 |                 |                 |                  |
| <b>Tutor observation and feedback</b> |                 |                 |                 | X               |                 |                 |                 |                 | X               | X                |

*Table 5 Instruments for collecting data*

### **Reflective workshops**

The reflective workshops had 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, by the same token, we shared with the other pre-service teachers personal aspects and strategies implemented in the classroom. Moreover it was given the opportunity to share the positive and aspects to improve in one of this reflective workshops in which we learnt the different student's needs and contexts as a teachers we will assume in professional life.

### **Self-observation card**

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.

The four self-observation sheets have enormously contributed to the practicum stage, given that they have allowed bettering organizing the lessons and the strategies included in. Every fortnight these formats are completed and this allows following the progress of the lessons plans, the practitioner has noticed that the organization of the lessons and the evaluation has positively changed, given that, she has learnt how much time to spend in every activity with each course, and how to evaluate the topics. This tool has contributed getting the objective related to the guidance when planning a lesson.



*Figure 18 Answers of the 4 self-observation sheets*

## **Narrative**

The reflection exercise allowed students to express their endeavor based on the narrative of their experience as a way to provide meaning to the teacher's everyday life.

The weekly narrative helped the practitioner to get some of the objectives which were related to the strategies and the own beliefs towards teacher's job. The ten narratives allowed reflecting on the decisions made in the classroom, this tool enormously contributed to the practitioner to express the feelings during the practicum stage, feelings that could be summed up in: anger, frustration and happiness. Some of the implemented strategies have been reviewed thanks to this narrative, with this instrument it is easier to know which one of them have worked properly and which one require more attention, at the same time, this written production contributed to the organization as teacher, in other words, it permitted to better organize the time depending on the course.

Universidad de Pamplona  
 Práctica Integral  
 Jeniffer Dayana Araque-Lamus



## Narrativa N°1 12 al 16 de Febrero

En esta semana me sentí muy bien en cuanto al cambio y aceptación por parte de las estudiantes de los cuatro sextos quienes estuvieron muy activas y participativas al momento de realizar algunas actividades; además recibí ese amor y ese cariño de su parte, lo cual me hizo sentir algo realizada y tener el deseo de llegar a ser una gran docente, sin embargo en uno de los grupos en el cual mi supervisora no pudo estar por un permiso académico que tenía, las niñas fueron algo indisciplinadas, pero agoté todos los recursos para retomar el control del grupo llamando totalmente su atención y logrando el desarrollo de las actividades planteadas.

En cuanto a la parte temática, me llevé una gran sorpresa, ya que tenía todo listo para empezar esta semana con el tema que me correspondía, material preparado, actividades y ejercicios, pero el día lunes la supervisora me informa que debo terminar uno de los talleres propuestos en su clase ya que no pudo ser terminado totalmente, aspecto que me llevó toda la semana trabajar en ello, y de una manera muy desagradable para mí ya que el primer día tuve que improvisar un poco y ser algo tradicionalista en cuanto a instrucciones y demás, sin embargo traté de ser lo más creativa posible con algunas actividades extras para el repaso y contextualización de lo aprendido. Sin embargo es muy difícil ya que la supervisora, no le agradan este tipo de actividades, prefiriendo así la traducción de los puntos expuestos en el taller.

Mi relación con ella es buena ya que hace muchos años nos conocíamos y fue mi profesora de inglés en aquella época, hablamos y nos comunicamos perfectamente, ella me da consejos al finalizar cada clase y me sugiere en qué momentos evaluar, no obstante, siempre quiere que utilice traducción, y que siempre trabaje talleres, no le gustan mucho las actividades innovadoras porque piensa que las niñas se saldrán de control, en parte la entiendo, pero es necesario motivar a las estudiantes e inculcar el amor hacia el inglés, saliendo de la monotonía en la que se encuentran.

En cuanto a primaria, con las niñas de segundo no pude encontrarme aún, ya que no hubo clase, el día de nuestro encuentro por una actividad planteada por la institución, por el contrario las niñas de los tres cuartos aman el hecho de tener una nueva profesora, por lo tanto, su actitud fue de gran alegría y entusiasmo, las profesoras titulares estuvieron muy agradecidas, ya que se sienten privilegiadas en tener a alguien que les apoye esta área de estudio, y mi experiencia con los tres cursos esta semana fue significativa y alentadora, ya que al momento de presentarme y conocerlas, manifestaban su deseo de ser como yo y estudiar lo mismo, ya que les encanta el inglés.

Uno de los inconvenientes evidenciados, es que debido a la gran cantidad de estudiantes por curso tengo que estar en un constante aumento de mi tono de voz ya que son algo habladoras, incluso cuando están trabajando en alguna actividad, la hiperactividad se apodera de ellas y esto me lleva a esforzar mi voz.

*Figure 19 Sample of a narrative*

### **Peer observation**

Having evidence of what happens in the classroom will allow 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.

This peer observation allowed having an external and constructive view of their pedagogical practices. In this practicum process pre-service teacher observed a classmate in order to analyze and reflect about how the process of teaching is advancing.



This observation helped to see students from a different perspective, to see the class from a different point of view and to improve several aspects that would not be possible without this exercise. When analyzing the first observation, it is noticed some aspects to improve in the way of teaching, the way that the board is used and different aspects that emerged in the middle of the class. All of that through the criteria established in the rubric for analyzing the class sequence and taking into account comments from the different aspects observed in class, positive aspects and aspects to improve.

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

#### FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

**NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE:** TABARES CONTRERAS, Silvana

**NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO:** ARAQUE LAMUS, Jeniffer Dayana

**TIEMPO DE CLASE OBSERVADA:** 55 minutos

| CRITERIO A OBSERVAR   | COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE   | ASPECTOS POSITIVOS   | ASPECTOS POR MEJORAR                         |
|---|--|--|--|
| <b>METODOLOGÍA</b>  |  |  |  |
| Número de actividades implementadas   | Se desarrollaron 5 actividades durante los 55 minutos de clase.  | El número de actividades fue adecuado para el momento de la clase.   |  |
| Qué habilidad se trabajó más  | La escritura y el habla.   | Las estudiantes pudieron expresar sus ideas de manera oral y escrita con las actividades propuestas.             |  |
| Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase | La planeación es evidente ya que se desarrollan con fluidez y dedicación las actividades propuestas, como actividad de apertura mostrando diferentes rutinas y preguntando a las estudiantes qué actividades realizaban. | Es notoria la planeación de la clase.<br>Las actividades muestran una apertura de la clase y cierre de la misma. | La actividad de apertura debe ser más breve. |
| La clase evidencia un trabajo de los objetivos lingüísticos,                                    | Se trabajaron objetivos lingüísticos y comunicativos durante la sesión de clase.   | Se utilizaron imágenes para el objetivo comunicativo.  |  |

*Práctica Integral*  
2018

*Figure 20 Sample of a peer observation*

### **Tutor observations and feedback**

Three tutor observations helped getting the first specific objective which deals with the possible solutions towards the real problems in the pre-service teaching, once the aspects to improve were detected, the pre-service teacher reflected on, and looked for the most accurate solution. Moreover, tutor's feedback allowed the practitioner to identify and analyze the different strategies implemented during the class sessions, learning which one of them it is necessary to modify, preserve or change. By the same token, this instrument contributed to reflect on beliefs and tools which are implemented during the classes and that were useful to improve the integral formation of the pre-service teacher.

### **Conclusions**

The main purpose of this component is the implementation of reflection as a transformative tool of the pedagogical practices of the pre-service teaching process, moreover, to promote the pre-service teacher the development of critical thinking that allows her to analyze their pedagogical activity.

The practitioner can analyze and reflect on their decisions, due to the possibility of choosing which strategies improve or change. Furthermore, thanks to the weekly narratives, the practitioner can notice which strategies are appropriate for the classes during the pedagogical practicum, because writing narratives every week allow teachers to express their feelings and opinions towards their jobs.

On the other hand, due to the two self-observation sheets, it is possible to get the objectives related to the organization of the lesson plan, and the beliefs about teachers' job because, this instrument makes the practitioner to reflect on the way she is organizing her lessons, objectives, evaluations, activities and so on.

The reflection is an important part of the educational work since it is the only way to improve the classes and to make that students can understand more accurately; as teachers it is fairly important to reflect on own strategies, methods, and techniques, in order to analyze if they are working correctly or they need to be improved, these aspects emerge because of the reflective workshops and the feedback given of the session class.

Finally, it is remarkable to state that a pre-service teacher that does not reflect does not lead to the emergence of problematic situations and those realities are ignored and invisible. So that, during the reflective practices it is evidenced that reflection not only allows the pre-service teachers to take a look at their practices but also to improve them since the reflection activity results in many aspects as reference in order to change them, or add them to each one's pedagogical practices; impacting not only their performance but also the English learning process of the students.

### **Chapter III: outreach component**

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

#### **Presentation**

When reading this proposal, readers will have 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 schools 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 motivated 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 regard to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

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 gap 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 city, but also the foreign language program and its students who develop their pre-service teaching 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 will help tenth semester students to conclude their scholar process in the university by facing the educational realities and needs around them, they will thereby contribute by being part of the process that impacts the improvement of these needs.

### **General objectives**

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

- To teach English to the students in primary schools in Pamplona city.
- To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Pamplona city.

### **Specific objectives**

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

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

- 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.

### **Typology of the project**

This one is a formative project open to the institutions that offer primary education in which the pre-service teaching process will be carried out in Pamplona city. This project is part of the formation of the foreign languages program English and French.

This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

### **Contribution lines**

- Contribution to the academics formation in the foreign languages areas.
- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)
- Outreach towards the educational community in terms of University and program.

### **Theoretical framework**

#### **Teaching languages**

*Languages international policies.* The UNESTO has been concerned since many years, for the role of the language in the world. In 1999, it adopted the term multilingual education to make reference to the use of three languages: mother tongue, regional or national language, and



international. This emerged from the idea that the particular needs from communities with different cultures which speak different languages, they just can be understood through the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

The UNESCO (2003) considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESO suggest enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

According to Lima M, (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir-faire.

***National bilingual program.*** Colombia, as other countries in Latin-American and the world, has adopted academics policies addressed to foster the English language as a foreign language, through the National bilingual program created in 2004 with three specific guidelines: institutions of basic, intermediate, higher education, educational programs for human-development, the ethno-education and flexible models of education. This program aims at the

formation of the competitive and productive human talent in a global setting in different fields of action. (MEN, 2006, p. 6).

***Bilingualism.*** Bilingualism refers to the different degree of domination by which a person can communicate in more than one single language and culture. This degree depends mainly on the context in which the individual is. Hence, based on how a different language is used, different from the native, these languages are considered second languages or foreign languages. MEN (2006)

***Teaching English in primary School.*** According to Yesser A, & Chacon C, (2011) the process of acquiring a foreign language is a complex process in which there are cognitive and affective factors from the learner, in the same manner there are some sociocultural and educational factors including the curriculum, the methodology and the formation of the foreign language teacher, In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is related to the native language. From the previous statement Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction between acquisition and learning in terms of LE. “la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente las reglas de la lengua”

“Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)”. Authors show their point of view regarding the topic and they differ in

saying that the terms 'learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of natural approach are relevant for the acquisition of a foreign language in children and they support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-Production, is the phase in which the child develops the ability of listening and comprehending the language through gestures and actions; it is a period distinguished by the silence. Therefore at this stage it is advisable to implement the Total Physical Response (TPR) method proposed by Asher (1976) for stimulating the development of a foreign language through psychomotor activities without stressing on oral production.

Early production, in this phase one or two words/ phrases are said. It is recommended to focus in the meaning omitting grammatical mistakes.

Extended speech, in this period, the child is able to say complete phrases and also to participate in conversations. Now, the teacher must help the boy to improve fluidity in the foreign language.

To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society. Consequently, children can learn a language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason learning a foreign language must begin from the prior

knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language

Yesser A and Chacon C, (2011) cite Ausubel (1986) who state that in terms of the cognitive psychology there are many differences among the cognitive skills of children and adults in relation to the cognition and affectivity which are presented in motivation, creativity, spontaneity and flexibility which differentiate children from adults, generally adults have more problems when talking in a foreign language. Consequently, it is possible to say that the age is a factor that affects learning English as FL.

*Why to learn a foreign language in primary School?* Frandiño Y, Bermudez J and Vasquez V, (2012) cite Madrid and McLaren (1981) who state that there are different type of reasons that justify learning a foreign language in the school. Pointing that the real reasons are kind of pedagogical and formative. For example, based on various studies, it is possible to say that:

- Children who begin studying a foreign language in school tend to get a better and more positive performance than others.
- Children show not only a special capacity of imitating colloquial sounds and expressions but also a great flexibility, spontaneity and audacity what overcome young and adult people.
- Children not only tend to be scare of making mistakes but also acquire and transmit this meaning through gestures and pantomime.
- Children are in a stage of their life in which plasticity of their brains allow them to learn languages.

To conclude, the learning process of the human being is in function of experiences in the closer context, influenced by the predominant culture and identify their idiosyncrasy and autonomy; especially in the young population in the vital cycle of childhood, where from a great number of theories from the physiological and sociological area, it is stated that learning emerge through the observation and listening to some sounds that give primordial attention to the senses of every individual. Emphasizing that the cognitive process from the mental process address and take a successful conclusion a significant learning in children that are beginning their learning processes especially of a foreign language.

**School context.** The scenario where this component was carried out is ‘La Presentación primary School’ located at the street # 6 n° 2-99, El Carmen neighborhood.

**Schedule .**The table below shows the schedule which was implemented to carry out this component. The outreach component, as the pedagogical one, lasts 10 weeks: from March 12th to thy 25rd, working students from 4th and 2nd grade.

| <i>Hour</i>     | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> | <i>Friday</i> |
|-----------------|---------------|----------------|------------------|-----------------|---------------|
| 1 <sup>st</sup> |               |                |                  |                 |               |
| 2 <sup>nd</sup> |               |                |                  | Second B        |               |
| 3 <sup>rd</sup> |               | Fourth B       |                  | Fourth C        |               |
|                 | B             | R              | E                | A               | K             |
| 4 <sup>th</sup> |               |                | Fourth A         |                 |               |
| 5 <sup>th</sup> |               |                |                  |                 |               |
| 6 <sup>th</sup> |               |                |                  |                 |               |

*Table 6 Primary School Schedule*

**Beneficiary population.** It was students from three groups in 4<sup>th</sup> and one group of 2<sup>nd</sup> grade at ‘La Presentación primary School’ and at the same time their four teachers who learnt some ideas and strategies to teach English at those levels.

**Indirected beneficiary population.**

- Foreign languages program
- Academic community of Pamplona

**Institutional dependencies articulated to the project.** ‘La Presentación High School’

**Methodology**

Given that students in 4<sup>th</sup> and 2<sup>nd</sup> grade at ‘La Presentación primary school’ do not have a teacher devoted just to this area and with only an hour per week, 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 in 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.

**Chart with the use of flashcards**

The following chart shows the different topics worked in class during the ten weeks and in which students learnt through the use of didactic material and visual aids especially with flashcards. It is important to mention that some activities could not be executed due to the lack of time and extracurricular activities:


| Week | TOPICS AND USE OF FLASHCARDS           |            |   |            |
|------|--|------------|---|------------|
|      | Fourth Grade                           | Flashcards | Second grade                            | Flashcards |
| 1    | Review of greetings and numbers (1-30) | ✓          | Review of greetings, colors and numbers | ✓          |
| 2    | The alphabet                           | ✓          | School vocabulary                       | ✓          |
| 3    | Polite expressions                     | ✓          | Adjectives (tall, short, blonde, etc.)  | X          |
| 4    | Fruits                                 | ✓          | Entertainment activities                | ✓          |
| 5    | FINAL TEST                             | X          | FINAL TEST                              | X          |
| 6    | Benefit and harmful food               | ✓          | Pets                                    | ✓          |
| 7    | Expression: Do you like?               | ✓          | Habitats                                | ✓          |
| 8    | Sports                                 | ✓          | Parts of the house                      | ✓          |
| 9    | Outdoors activities                    | X          | Parts of the body                       | X          |
| 10   | Numbers 1-100                          | ✓          | Numbers 10-20                           | ✓          |

*Table 7 Topics for second and fourth grade*

### Lesson Plan

The lesson plan in primary school was based in three important aspects: the first aspect was the warm up in which the pre-service teacher introduced the topic of the day through games or songs for motivating children, the second aspect was the development of the topic in which the different visual aids such as illustrations, posters, photos and flashcards were used to introduce the new vocabulary, another skills like phonetics and spelling were worked during this

step, after those exercises, mechanization activities were implemented for learning the lexical part, and finally, the third aspect was the homework, in which puzzles, word searches, drawings and creative worksheets took an important part in students' learning process. The following figure shows a sample of a lesson plan for second grade:

|   |  |  |   |  |  |
|---|--|--|---|--|--|
|  | I.E. COLEGIO TECNICO<br>LA PRESENTACION<br>PAMPLONA N de S. - 2018 |  | Fecha de Aprobación<br>Aprobado por Resolución No. 03119 del 7 de Septiembre<br>de 2015<br>Carácter Oficial |  |  |
|   | PROCESO. Gestión de aula<br>COMPONENTE. Planeación de clase 2018   |  | DOCENTE:<br>Jeniffer Dayana Araque Lamus  |  |  |

GRADO: 2B PERIODO: PRIMER TRIMESTRE ÁREA: INGLES

ESTANDAR: Identify the different fruits in English.

| FECHA      | HORAS  | EJE TEMATICO  | ACTIVIDADES METODOLOGICAS   | RECURSOS              | OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACION |
|------------|--------|---------------|---|-----------------------|---|
| 12/04/2018 | 1 hora | <b>Fruits</b> | <p><b>WARM UP</b><br/>To learn and sing the song "I like to eat apples and bananas"</p> <p><b>DEVELOPMENT</b><br/>The teacher is going to introduce the topic using jelly with the shape of different fruits<br/>The teacher will show ten fruits using flashcards<br/>The teacher will make students write the names of the fruits in English and Spanish<br/>The teacher will deliver a word search of the fruits using pictures</p> <p><b>HOMEWORK</b><br/>Students will draw and write what is their favourite fruit and they will repeat the vocabulary five times in English.</p> | Realia and flashcards |   |

*Figure 21 Lesson plan for the fruits*







*Figure 22 Students working with flashcards*

## **Conclusions**

Taking into account that in the primary section, some graders did not have an English teacher, the need of teaching English was identified; in this way, to contribute to the education of four groups of students in 4th and 2<sup>nd</sup> grade, and at the same time, to complement the integral formation of the practitioner. The main objective of the outreach component is to teach English to those communities lacking an English teacher, at this objective was being accomplished since students were increasing their vocabulary and even improving their pronunciation looking for different strategies so that students can understand the importance of every topic and increase their interest for learning a new language.

## **Chapter IV: Administrative Component**

### **Introduction**

When we belong to a school community as teachers, it is important to consider some aspects that concern different events and activities that might help students and the pre-service teacher to improve other professional skills. In other words, this administrative component involves the pre-service teacher as part of the community with the responsibility to be present and collaborate in all the extra-curricular events being active and dynamic. In this sense, being part of the institution will provide pre-serving teachers some experience with a real teaching context assuming the complete role of a teacher.

That is why, as part of the practicum process, trainee teacher must attend to activities during the semester with the purpose of integrating the complete educative community and to strengthen the good atmosphere between students and teachers. Additionally, the practitioner will have the opportunity to cover many administrative tasks that will allow the pre-service teacher to be part of the community, to analyze the way an institution works and to learn how to manage a real teaching context.

## **Objectives**

### **General objective**

- To participate in extra-curricular activities proposed by “La Presentación High School” during the pre-service process.

### **Specific Objectives**

- To be an active participant in extra-curricular-events proposed by the Institution in order to create an appropriate atmosphere.
- To motivate students to learn English through the different activities projected.

## **Methodology**

As mentioned above, a teacher has to be responsible not only inside the classroom but outside too, given that there are extra-activities with which it is possible to complete the teachers' formation, all of this through a calendar established by the educational institution with activities according with each trimester, for this reason, the following extra activities were carried out during five weeks of the pedagogical practicum.

### **Timetable of activities**

This schedule shows all the activities in which the practitioner made part of during the first trimester and part of the second one.

| DATE            | ACTIVITY   | RESPONSIBLES                                 |
|-----------------|--|--|
| <b>FEBRUARY</b> |  |  |
| 20              | MOMENTO CONGREGACIONAL<br>PRESENTACIÓN CANDIDATAS G.<br>ESCOLAR A LA COMUNIDAD | ESTUDIANTES 11<br>GRADO, ÁREA DE<br>SOCIALES |
| 26              | RENDICIÓN DE CUENTAS 2017  | DIRECTIVAS                                   |
| 27              | INAUGURACIÓN JUEGOS<br>INTERCLASES   | SECUNDARIA ÁREA<br>ED. FÍSICA                |
| <b>MARCH</b>    |  |  |
| 22              | DÍA DE SAN JOSÉ, VIACRUCIS   | SECUNDARIA                                   |
| <b>APRIL</b>    |  |  |
| 3               | MISA DE LUNES DE<br>RESURRECCIÓN   | SECUNDARIA                                   |
| 10              | DIA DE POESÍA  | SECUNDARIA                                   |
| 20              | DIA DE LA COLPRESITA   | PADRES DE FAMILIA,<br>PRIMARIA               |
| 20              | BINGO  | SECUNDARIA                                   |
| 21              | DÍA DEL IDIOMA Y MOMENTO<br>CONGREGACIONAL                                     | SECUNDARIA                                   |
| <b>MAY</b>      |  |  |
| 23              | DÍA MARIANO  | PRIMARIA Y<br>SECUNDARIA                     |

*Table 8 Educational institution's calendar*

Beginning with the congregational moment in which it was showed the life and work of Marie Poussepin, students reflected on her lessons, and remembered who was this great woman, students from 11<sup>th</sup> grade were responsible of this activity. Moreover, the different candidates for

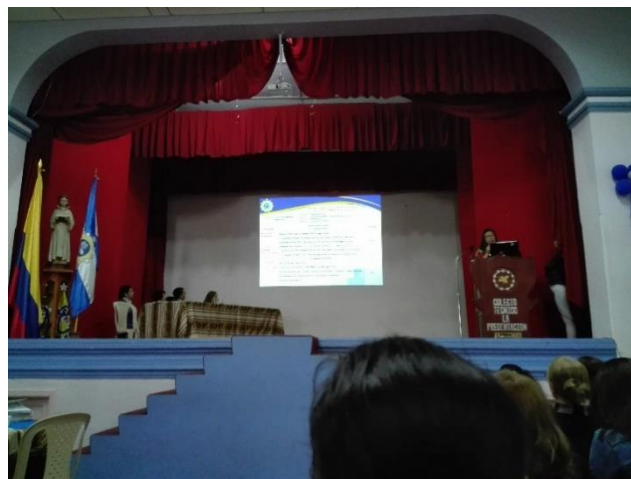
the school government were presented to the institution, they expressed their desires and purposes in the campaign. The role of the practitioner on this extra activity was to keep discipline between the students and remember Marie Poussepin's life.



*Figure 23 Congregational moment*

The second extra activity that was carried out in the educational institution was the accountability tool to inform the state of the management of the school last year. This event was carried out on February 26<sup>th</sup> from 8:15 am to 10:30 am, and the practitioner joined the supervisor, Liliana Parada, the other teachers, parents, students and administrative personal, beginning with the explanations and continuing with relations between the resources. This extra

activity helped the practitioner to know the protocol of the directives for showing the school's state to the public, taking into account income and expenses of the institution and the practitioner's role was to be involved as member of the school thanks to the Principal and Coordinators' invitation.



*Figure 24 accountability tool event*



The third extra activity which was carried out was the **opening of the institutional games**, the practitioner cooperated with this ceremony presenting one famous video at the end of the event. This extra activity taught the practitioner to know the protocol for this kind of events in the institution.



*Figure 25 opening of the institutional games*

The fourth extra activity was carried out on 22<sup>nd</sup> March in the primary section, this was the celebration of the day of “San José” and the “viacrucis”, it was organized by pastoral committee, this activity began at 7:30 am, there were several oral presentations from the students, some words were told by the Coordinator, some parents and even teachers. The

practitioner's role in this extra activity consisted of organizing the students so that they could be quiet during the event.



*Figure 26 Viacrusis*

The fifth extra activity was carried out on April 3<sup>rd</sup>, and it was a sacred mass from 7:00 am to 8:00 am with 6<sup>th</sup>, 5<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> graders in “El Carmen”, the practitioner cooperated with this ceremony keeping the discipline and singing the chants for every moment of the Eucharistic of “Lunes de Resurrección”. This extra activity taught the practitioner to know the protocol for this kind of ceremonies in the institution.





*Figure 27 Sacred Mass*

The sixth extra activity was the poetry day in which the school has a special guest who demonstrated his talent at the moment to recite some poems by Jairo Anibal Niño. At the same time this person showed us the importance of literature nowadays, on the other hand he involved students with poetry making exercises for creating their own productions. This day was full of prizes, poetry and the beauty of the words. The role of the practitioner was to help supervisor teacher with the course 6<sup>th</sup>A, maintaining discipline.



*Figure 28 Poetry day*

The seventh extra activity was carried out on April 20<sup>th</sup>, from 9:00 am to 11:00 am, in this opportunity primary students were invited to be part of a special day for them: “El Día de la Colpresita” in which parents and teachers celebrated the child day with different games, dancing therapy, exercises and details for girls in this section of the school. On the other hand in secondary, a “Bingo” was celebrated in which the practitioner participated actively, helping with the basketball and volleyball players of the school, this activity was to help students with resource for their future trips. The practitioner’s job was to help to organize the students in primary, helping with the dancing therapy, motivating the girls to dance, keeping discipline and in high school buying the “Bingo” to collaborate with the sport committee and with the students.





*Figure 29 Colpresita day and bingo*

The eighth extra activity was carried out on April 21<sup>th</sup> (Saturday), the activity began with a congregational moment in which it was showed the life and work of Marie Poussepin, students showed different values and made a tribute to “La presentación” sisters who were during this activity being honored for their work in the institution years ago, after this, the celebration of the “Día del Idioma” began. Songs, Poetry, Theater, Music and “trobas” were played during the morning.







*Figure 30 Language day*

The final extra activity was conducted on May 23<sup>rd</sup> (Wednesday). During this activity a sacred Mass was in commemoration to the Virgin and in which were exalted the virtues and values that a student and every member of the educational community must have. Furthermore, an altar contest was conducted in the different classrooms with a special banquet, students and teachers spent time together and thanked all the blessing from the Holy Marry. At the end of the day were shown the different forms taken by the Virgin Mary in her apparitions through a procession with the images and inside the school. In this day the pre-service teacher helped to organize students and was invited to the banquet in 6<sup>th</sup> grade A and C.





*Figure 31 Marian day*

### **Conclusions**

The main purpose of this component when it comes to the responsibility during the extra activities, the practitioner always is on time for all the extra activities which emerge during her pedagogical practicum; besides, encouraging students to participate in these extra activities by being very responsible and respectful. Moreover, the pre-service teacher collaborated and learned to work in a group, to be an active member of the community and to better understand the role of the teachers in education through an active participation not only in academic activities but also in cultural and representative activities of the institutional establishment. The development of these activities contributed to the practitioner in terms of knowledge, it is possible to learn in which way to proceed when performing them since some activities are a bit different from other, on the other hand it allowed to the pre-service teacher to have a general perspective about the educational field and all the aspects that englobe teacher's role inside and outside of the classroom.

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## Annexes

### Annex 1. First non-participant observation



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#### OBSERVACIÓN DE CLASE N°1

Fecha: Jueves 22 de febrero del 2018  
Hora: 11:10 a.m. – 12:05 p.m.  
Estudiantes: 30 estudiantes  
Curso: Sexto Grado C  
Objetivo: Identificar la situación que amerita una intervención pedagógica

| HORA          | DESCRIPCIÓN   | COMENTARIOS  |
|---------------|---|--|
| 11h15         | La profesora llega 5 minutos después de que el timbre sonara. Ella saluda y pregunta a sus estudiantes cómo están en inglés. Las estudiantes responden de forma positiva. Después les indica que deben hacerse en parejas para realizar un taller en clase  | La clase cuenta con 30 estudiantes. El salón de clase es amplio, y las sillas se encuentran organizadas en 6 filas, una detrás de otra. El ambiente de clase es bueno, la profesora utiliza un buen tono de voz. |
| 11h15 – 12h05 | El taller consta de 6 ejercicios de mecanización relacionados con los pronombres personales y frases cortas empleando el verbo "to be". Algunas estudiantes levantan su mano, para preguntar qué deben hacer, la profesora inmediatamente da a conocer para toda la clase, las instrucciones del taller en español.<br>Las estudiantes empiezan a desarrollar dicho taller, empezando por realizar la correcta conjugación del verbo "to be" con su respectivo pronombre, en el segundo punto debían responder preguntas, de forma completa y forma corta. Para esto la profesora les pide que primero respondan las preguntas entre ellas mismas, y después escriban las respuestas en la guía. Se pudo notar que varias de las estudiantes copiaron las respuestas, tal cual se pronunciaban y con varios errores en las estructuras gramaticales a pesar que en los primeros puntos debían completar este tipo de ejercicios. Faltando 15 minutos la profesora pone en el tablero las palabras desconocidas que las estudiantes encontrarán en los últimos puntos. Les da la instrucción de copiar las palabras en su cuaderno y terminar rápidamente ya que el tiempo se acababa. A 5 minutos de terminar la clase la profesora recoge los 15 talleres y les dice a las estudiantes que la próxima clase habrá evaluación de los pronombres personales, el verbo "to be" y el vocabulario copiado hace unos instantes en el cuaderno. | No se da una instrucción antes de comenzar la actividad, además se evidencia la necesidad de trabajar la parte lexical y escrita de las estudiantes.   |



## Annex 2. Interviews model



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UNIVERSIDAD DE PAMPLONA  
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN  
LICENCIATURA EN LENGUAS EXTRANJERAS  
PRÁCTICA INTEGRAL 2018-1

**TÍTULO DEL PROYECTO DE INVESTIGACIÓN:** The Scrapbooking as a Tool to Enhance Writing Skills in 6<sup>th</sup> Graders at 'La Presentación High School'

**Objetivo general:** Mejorar las habilidades escritas de las estudiantes de sexto grado a través de la técnica scrapbooking.

**Objetivos específicos:**

- ✓ Diseñar talleres con el propósito de conectar las habilidades escritas con el aprendizaje del inglés a través de situaciones reales.
- ✓ Implementar el scrapbooking para desarrollar las habilidades escritas y lexicales.
- ✓ Trabajar en las actividades de lectura para reforzar la expresión escrita.
- ✓ Articular el desarrollo lexical con otras habilidades como la creatividad, imaginación y curiosidad.
- ✓ Incentivar la autonomía y motivación de los estudiantes a través de un producto final (scrapbooking)

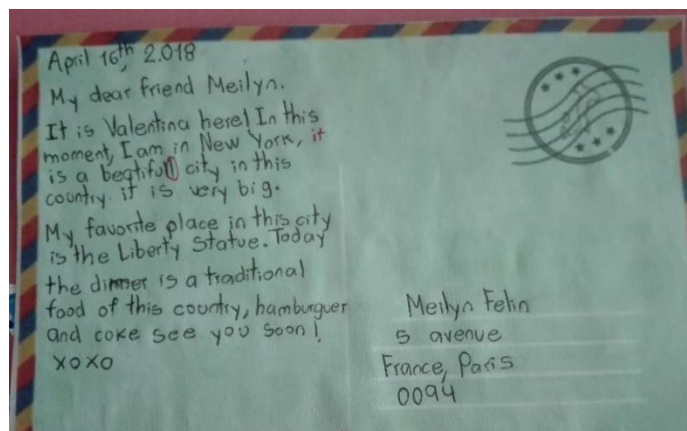
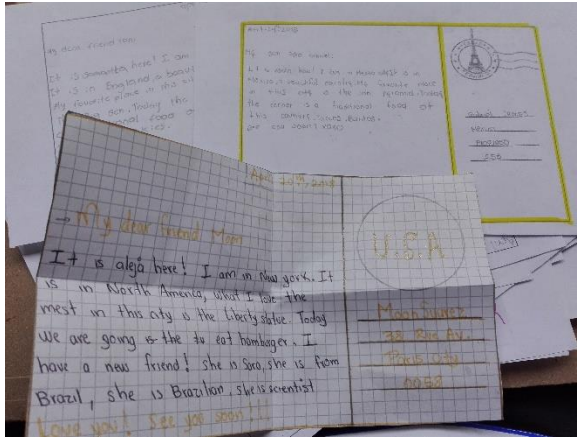
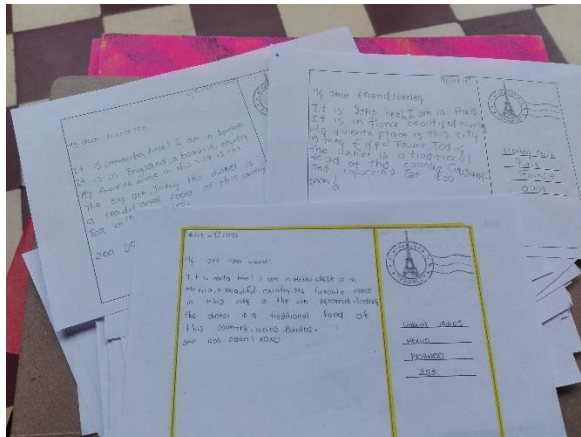
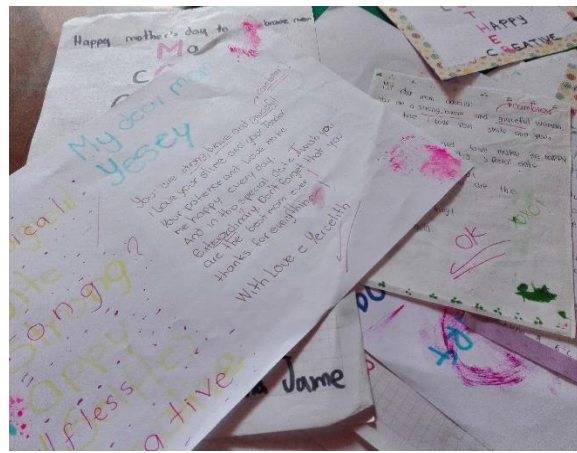
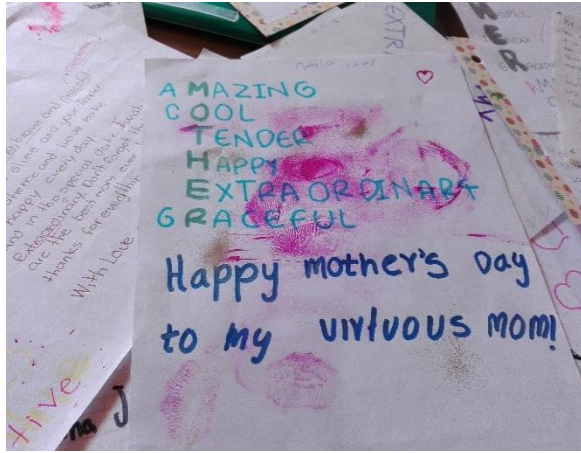
**Objetivo:** Conocer de qué manera la estrategia implementada cambió la producción y expresión escrita de las estudiantes de 6to grado del Colegio Técnico la Presentación

Esta entrevista será desarrollada con el objetivo de conocer de qué manera la estrategia implementada cambió la expresión escrita de las estudiantes de 6to grado del Colegio la Presentación. Es importante mencionar que esta entrevista será grabada para facilitar el análisis de la información, mas no para otros propósitos sin el permiso previo del participante.

1. ¿Qué piensa del proyecto que se implementó en la clase de inglés? (scrapbook)
2. ¿Cree usted que el scrapbook le ayudó a mejorar la escritura en inglés? Sí/ No ¿Por qué?
3. ¿La creación del scrapbook la ha motivado en el aprendizaje del inglés? Si es así ¿de qué manera?

4. ¿De qué manera el scrapbooking incrementó o disminuyó su interés por aprender inglés?
5. ¿Cree que ha desarrollado su creatividad a través del proyecto del scrapbooking? Sí /No ¿Por qué?
6. ¿El uso de dibujos y recortes le permitió expresarse con libertad en los talleres de escritura? Si es así ¿de qué manera lo hizo?
7. ¿Los talleres de escritura le ayudaron a aprender más vocabulario en inglés? Sí/No ¿por qué?
8. ¿Cree usted que con la implementación del proyecto pudo conocer aspectos culturales de otros países? Sí/No ¿Por qué?
9. ¿Considera importante aprender aspectos de otras culturas durante los talleres de inglés?
10. ¿Cómo las actividades de lectura realizadas en la clase contribuyeron al proceso de escritura?
11. Con los talleres de escritura realizados ¿Qué piensa usted que ha mejorado más? Enumere de 1 a 3. Teniendo en cuenta que 3 es el mayor y 1 el menor. Justifica tu respuesta.
  - \_\_\_ Adquisición y uso correcto de vocabulario
  - \_\_\_ Reglas gramaticales y ortográficas
  - \_\_\_ Ampliación del conocimiento de otra cultura
12. Teniendo en cuenta el proyecto orientado en el scrapbooking implementado en clase ¿En qué cree usted que le ha ayudado más? Enumere de 1 a 4. Teniendo en cuenta que 4 es el mayor y 1 el menor. Justifique su respuesta.
  - \_\_\_ Aumento del interés
  - \_\_\_ Expresarse correctamente de manera escrita
  - \_\_\_ Llevar a la práctica lo aprendido en el aula de clase.
  - \_\_\_ Desarrollo de la creatividad
13. ¿Cree usted que el desarrollo del proyecto le permite utilizar el inglés en contexto real? Sí-/No ¿Por qué?

Annex 3. Students' Written productions



## Annex 4. Matrices for the analysis process

| ANÁLISIS DOCUMENTAL |                          |             |         |  |  |  |
|---------------------|--------------------------|-------------|---------|--|--|--|
| CATEGORÍA GENERAL   | SUBCATEGORÍAS            |             |         | DESCRIPCIÓN TEÓRICA  | FRASES LITERALES DE LAS PRODUCCIONES ESCRITAS ANÁLISIS DE ERRORES  | COMENTARIOS DEL INVESTIGADOR   |
| PRODUCCIÓN ESCRITA  | Competencia comunicativa | Lingüística | Lexical | <p>Riqueza de vocabulario: Tiene un repertorio básico de palabras y frases aisladas relativas a situaciones concretas.</p>                       | <p>In the first workshop were used:</p> <p>Countries: France-Mexico-United States-Italy –England-etc.</p> <p>The different nationalities: American, Colombian, English, American, French, Italian, etc.</p> <p>Professions: actor, actress, Singer, etc.</p> <p>Tourist places: Tower, Pyramid, Statue, etc.</p> | <p>Las estudiantes ponen en práctica lo aprendido durante las clases, se evidencia el buen manejo del léxico teniendo en cuenta la situación requerida. Gracias a las actividades realizadas con anterioridad es posible apreciar el buen uso de palabras y frases dentro del escrito.</p> |
|                     |                          |             |         | <p>Estructuras fijas, aprendidas y utilizadas como conjuntos no analizados, en los que se insertan frases para formar oraciones con sentido.</p> | <p>"It is Camila here! At this moment I am in London..."</p> <p>"My favorite place in this city is ..."</p>  | <p>Se estudió de manera general las partes de los textos trabajados en clase tanto la postal como la carta de felicitación. Las estudiantes emplean de manera correcta dichas estructuras.</p>   |

†)

| ANÁLISIS DE DATOS DE ENTREVISTAS |                                   |  |   |
|----------------------------------|-----------------------------------|--|---|
| Categoría general                | Subcategorías                     | Frases literales de entrevista   | Comentarios del investigador  |
| <b>READING<br/>COMPREHENSION</b> | <b>Vocabulary<br/>adquisition</b> | <p>P1: "a través de los talleres pudimos aprender todo el vocabulario necesario para realizar las actividades"</p> <p>P2:" Si encontrábamos una palabra nueva la profesora nos ayudaba con la traducción"</p> <p>P:3"las diferentes palabras que aprendimos en clase las pude utilizar en los textos que realicé"</p> <p>P4: "Aprendí muchas palabras nuevas con los juegos y también las imágenes que la profesora nos enseñó durante las clases"</p> <p>P5:"Algunas palabras ya las había visto pero no sabía cuál era su significado por esa razón me sirvieron los talleres hechos en la clase de inglés"</p> <p>P6:" en los textos encontrábamos nuevas palabras que después utilizamos en nuestros escritos"</p> | <p>Todas las participantes coinciden que durante los talleres expuestos en clase, aprendieron nuevo vocabulario y lo llevaron a la práctica en sus producciones escritas.</p> |



Annex 5. Students' scrapbooks



Annex 6. Power Point Presentation



**My Travel Scrapbook**

¡Seguimos caminando a la EXCELENCIA!

This slide features a blue and yellow header with a gear logo containing a bee. The main title "My Travel Scrapbook" is in a large, blue, sans-serif font. Below the title, there are three vertical panels: a girl in a white school uniform with a backpack, a central image of an open scrapbook with pages titled "THIS Guy!", "BAD Times", and "WHEEE!!" and a "Solving mysteries" label, and a girl in a blue tracksuit. A yellow gear logo with a bee is positioned above the scrapbook. At the bottom, the slogan "¡Seguimos caminando a la EXCELENCIA!" is written in a small font.



**Write for what?**

- To Know another countries
- To Know another culture
- To explore the Imagination

¡Seguimos caminando a la EXCELENCIA!

This slide has a blue and yellow header with a gear logo containing a bee. The title "Write for what?" is in a blue, sans-serif font, accompanied by a pencil icon. Below the title are three blue star-shaped boxes containing the text: "To Know another countries", "To Know another culture", and "To explore the Imagination". At the bottom left is a cartoon character with question marks above its head, and at the bottom center is the flag of the United Kingdom. The slogan "¡Seguimos caminando a la EXCELENCIA!" is at the bottom.



**Annex 7. Information Chart- First workshop**



*I.E. Colegio Técnico La Presentación  
Pamplona N. de S. -2018  
First English workshop*

Name : \_\_\_\_\_ Grade : \_\_\_\_\_ Date : \_\_\_\_\_

Hello ! My name's Allison. I speak English and Spanish.  
I'm from Miami, Florida, in the USA. The capital of the USA is Washington, D.C. In my country our national sports are football and baseball. Our favorite food is hamburgers. Leonardo Dicaprio is a famous American actor.

Hola! My name's Alicia and I speak Spanish. I am from Colombia. The capital city of my country is Bogota. Our national sport is football, but cycling is also very popular. Our favorite food is patacones (fried bananas). Shakira is a famous Colombian singer.

Konnichiwa! My name's Keko and I speak Japanese.  
I'm from Japan. The capital of my country is Tokio. Our national sport is sumo wrestling, but baseball is also popular. Our favorite food is fish. Izumi Motoya is a famous Japanese actor.

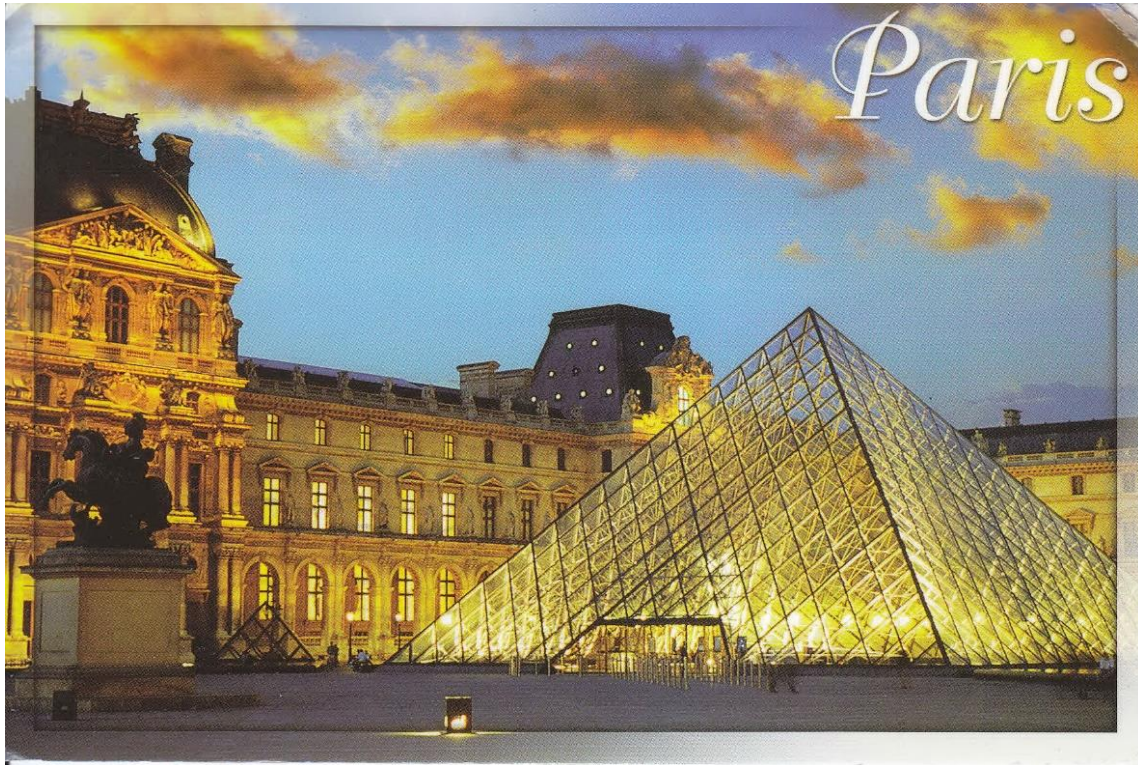
Namaste! My name's Salman. I speak Hindi.  
I'm from India. New Delhi is the capital city of my country. Our national sport is cricket. Curry is our traditional food. Aishwarya Rai and Karisma Kapoor are famous Indian actresses.

Ciao! My name's Luigi. I speak Italian.  
I'm from Milan in Italy. The capital of Italy is Rome. Italy is famous for its food. Our favorite food is pizza and pasta. Football is very popular in my country. Milan is the best team in the world! Eros Ramazzoti is a famous Italian singer.

Complete the chart with the information from the texts.

| Country  | Capital City | Famous person     | Profession |
|----------|--------------|-------------------|------------|
|          |              | Leonardo Dicaprio |            |
|          | Rome         |                   |            |
| Colombia |              |                   |            |
|          |              |                   | Singer     |





April 10<sup>th</sup>, 2018

My lovely best friend ,

It is Jeniffer here! In this moment, I am in Paris. It is in France, a beautiful country. My favourite place in this city is the Eiffel tower. Today the dinner is a traditional food of this country, croissant and hot coffee.

I have a new friend, he is American and her name is Mathew. He is 18 years old and He is from The USA and he is an incredible actor.

I miss you a lot! xoxo



Richard Benitez

St Patrick's street

London, England

1211

Relevant Information:

Date: April 11th

Greeting phrase: Hi my lovely

Person: Best friend

Address: St Patrick's street

City/Country: London, England

Code: 1211

MESSAGE

Country: France

City: Paris

Favourite place: Eiffel Tower

Traditional food: croissant and hot coffee

New friend: American

Age: 18 years old

Profession: actor

## Annex 8. Evaluation rubric

### RUBRIC EVALUATION LEVELS

---

#### LEVEL 5

Excellent. Level 5 work clearly differentiates itself. The work meets and/or surpasses all of the criteria of the assignment. The content is exceptional with thorough exploration of ideas, outstanding critical thinking, and superb control of writing. Ideas are original, thoughtful and/or imaginative. Spelling, punctuation, or grammar errors are nonexistent. Level 5 work demonstrates the ability to think critically, research independently, and communicate effectively.

---

#### LEVEL 4

Good. Level 4 work demonstrates an ability to pursue ideas and suggestions presented in class and work with extra effort to meet the criteria of the assignment. Content is good. Writing demonstrates better than average quality. Conventions are good and demonstrate an understanding and utilization of writing process. Above average quality of work and attention to detail are shown.

---

#### LEVEL 3

Developing. Level 3 work fulfills the criteria of the assignment but often lacks aptitude. Content is sufficiently developed but doesn't demonstrate the necessary effort needed to excel. Writing lacks thoughtful and original ideas as well as attention to details. Work demonstrates process but not a notable competence.

---

#### LEVEL 2

Poor. Level 2 work is lacking in many or most areas that show any understanding of the criteria of the assignment. The work demonstrates an unsound, unoriginal, or unimaginative thinking and/or support. In terms of content, the writing demonstrates an overall lack of understanding of form and execution. Problems may include lack of interest, procrastination, poor planning and poor craft.

---

#### LEVEL 1

Unacceptable. Level 1 work shows no overall understanding of the assignment on many levels. Work shows a severe lack of interest. Work is so substandard that the paper holds few if any redeeming characteristics.

---

(Level descriptions, in part, taken from *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning* by Dannelle D. Stevens and Antonia J. Levi.)

# Writing Rubric

|                  |                 |
|------------------|-----------------|
| <b>Workshop:</b> | <b>Date:</b>    |
| <b>Student:</b>  | <b>Subject:</b> |

| ASPECTS TO EVALUATE             | LEVEL 5<br>(5 Points)<br>Exemplary | LEVEL 4<br>(4 points)<br>Adequate | LEVEL 3<br>(3 points)<br>Limited | LEVEL 2<br>(2 points)<br>Minimal | LEVEL 1<br>(1 points)<br>Inadequate |
|---------------------------------|------------------------------------|-----------------------------------|----------------------------------|----------------------------------|-------------------------------------|
| ORGANIZATION                    |                                    |                                   |                                  |                                  |                                     |
| DEVELOPMENT                     |                                    |                                   |                                  |                                  |                                     |
| SENTENCE<br>STRUCTURE           |                                    |                                   |                                  |                                  |                                     |
| WORD<br>CHOICE/GRAMMAR<br>USAGE |                                    |                                   |                                  |                                  |                                     |
| MECHANICS                       |                                    |                                   |                                  |                                  |                                     |

Total: \_\_\_\_\_

## Annex 9. Reading Activity second workshop

|   |   |
|---|---|
|    |   |
| <p style="text-align: center;"><b>Easter Day</b></p>  | <p style="text-align: center;"><b>July 4th(USA Independence Day)</b></p>  |
| <p>Easter is the time for holidays, festivals and a time for giving chocolate Easter eggs. But Easter means much more....</p> <p>Easter is the oldest and the most important Christian Festival, <b>the celebration of the death and coming to life again of Jesus Christ</b>. For Christians, the dawn of Easter Sunday with its message of new life is the high point of the Christian year.</p> <p>Easter is the story of Jesus' last days in Jerusalem before his death. The Easter story includes <b>Maundy Thursday</b> (the Last supper leading to the Eucharist), <b>Good Friday</b> (the day on which Jesus was crucified) and <b>Easter Day</b> (the day on which Jesus came back to life).</p> | <p>In the United States, <b>Independence Day</b>, commonly known as the <b>Fourth of July</b>, is a federal holiday commemorating the adoption of the Declaration of Independence on <b>July 4, 1776</b>, declaring independence from the Kingdom of Great Britain.</p> <p>Independence Day is commonly associated with fireworks, parades, barbecues, carnivals, picnics, concerts, baseball games, political speeches and ceremonies, and various other public and private events celebrating the history, government, and traditions of the United States.</p> |





New Year's day

**New Year's Day** is the first day of the new year. It is celebrated on **January 1**, often celebrated with fireworks at the stroke of midnight as the new year starts.

**January 1** marks the end of a period of remembrance of a particular passing year, especially on radio, television, and in newspapers, which usually starts right after **Christmas Day**.

This day is traditionally a religious feast, but since the 1900s has become an occasion for celebration the night of December 31, called New Year's Eve. There are often fireworks at midnight.



Thanksgiving

**Thanksgiving Day** is a **harvest festival**. Traditionally, it is a time to give thanks for the harvest and express **gratitude** in general. It is a holiday celebrated primarily in Canada and the United States. While perhaps religious in origin, Thanksgiving is now primarily identified as a secular holiday.

Today, Thanksgiving is celebrated on the second Monday of October in Canada and on the fourth Thursday of November in the United States. Thanksgiving dinner (turkey) is held on this day, usually as a gathering of family members and friends

