Implementing Breaking News to Enhance Writing Skill in Seventh Graders

At "José Antonio Galán High School"

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Faculty of Education

Foreign Languages Degree English - French

Teaching Practicum

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APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

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Presentation of the project

The following qualitative study is broken down in four chapters, pedagogical component, research component, outreach component, and administrative component that are necessary to develop the pre-service teaching process.

The first chapter corresponds to the Pedagogical Component. It includes the implementation of a project which aims at enhancing 7th students' written production through the implementation of Breaking News. Moreover, this component is centered on improving as well as writing skill reading comprehension.

The second chapter is about the Research Component. It contains the description of the strategy and the instruments that the pre-service teacher employs during her whole practicum process. Furthermore, it also encloses the self-reflection she writes every week in order to assess her work and attitudes to develop a critical thinking about her pedagogical work.

The third chapter indicates the Outreach Component. It describes the social work that the pre-service teacher carries out with an infant population, taking into account students' needs in an English class of a primary school in Colombia. The pre-service teacher attempts to engage students with the learning of English vocabulary by using creative stories.

The fourth chapter is related to the Administrative Component. It shows the extracurricular activities proposed by the institution in which the pre-service teacher has to participate in order to learn the role of teachers inside the academic community.

Introduction

Colombia is one of the South America countries that is in constant changed. However, the Inter-American Dialogue analysis center published in the year 2017 stated that Latin American is still at the bottom of the levels evaluated in the Education First English Level Index. For the Colombian case, although there is an improvement compared to the results of previous years, it is still below the average level (Univalle, 2017). For this reason, it is necessary that the government offers better opportunities to learn and improve citizens' English levels. Moreover, it is evident that teachers in Colombia continue using the grammar-translation method to teach English, this is why Colombia needs teachers who provide quality English education to improve the children's English levels because of this traditional method students cannot enhance their learning skills and acquire knowledge.

In fact, in Colombia, the Ministerio de Educación Nacional (M.E.N) has established the importance of quality English teaching, allowing better levels of language performance. Thus, since 2004 the government has implemented the National Bilingualism Project (PNB), based on generating educational policies to promote, not only the development of the mother tongue and the various indigenous and Creole languages, but also to encourage the learning of foreign languages, such as English. Making this Project, we will contribute to achieve the goal of making Colombia the most educated country in Latin America and the country with the best level of English in South America in 2025 (M.E.N, 2006).

Therefore, we have decided to identify the National English Program as: COLOMBIA Very Well! Which promotes the improvement of the quality of education. It also represents a strategic project framed in the axis of relevance and educational innovation was consolidated with the objective of "Developing communicative competences in foreign languages for citizens,

to favor the processes of insertion of Colombian human capital into the knowledge economy and the globalized labor market" (PNI, 2013).

However, during the institutional observation carried out in the English classes of 6th and 7th students from "José Antonio Galán High School", it was evident the lack of implementation of strategies that enhance students' writing skill. Although, they have notions of vocabulary and grammar structures, students are not motivated to write or work in this competence. Thus, as a strategy to encourage students to write in English, it is proposed the implementation of Breaking News to enhance students' written production and reading comprehension so as to give them support and opportunities to create institutional news, using the language for exchanging of real information.

Justification

The National Bilingual Program expects of school students having B1 level according to the CEFR (Common European Framework of Reference), which means being able to communicate and express their ideas in well- structured form, being this communicative process in both speaking and writing skills. Moreover, learning a foreign language supports students to communicate with people from all different countries about their ideas, opinions, passions or values, to learn about other cultures and to increase opportunities for working and studying abroad, allowing students to become real global citizens.

As evidenced in the institutional observation week carried out at "José Antonio Galán High School" in a sixth and seventh grade courses, it was possible to identify the lack of vocabulary required by the students in order to express their ideas. Moreover, it was evident that the grammar-translation method is used to teach English in class. However, students do not write

sentences in English, following grammar structures because of they find difficult to read and to correctly write words in English. Thus, employing Breaking News will be a useful tool to develop students' critical thinking about news because of they are also an excellent example of language in context and become a model for students' production, providing a common experience as a springboard for generating ideas (Evans, 2006).

Objectives

General objective

To enhance 7th grade student's writing skill through the implementation of Breaking News at "José Antonio Galán High School"

Specific objectives

- To implement reflection as a tool to transform internal pedagogical processes of the practicum.
- To encourage 1st and 2nd grades students to acquire English vocabulary through the implementation of short stories.
- To participate in the academic, cultural and administrative activities organized by José Antonio Galán High School in Pamplona, taking an active role in all the planned events.

Institutional Observation

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

Pamplona, known nationally as the student city, is located at the north of Colombia, in the department of Norte de Santander. Source of a great cultural, historical and architectural wealth; founded on November 1st, 1549 by Pedro de Ursúa and Ortún Velázquez de Velasco under the name of Pamplona de Indias, in homage to Pamplona, Spain. In the same way, Pamplona has established itself as a center of tourist interest, especially its religious and gastronomic traditions; underlining the ecclesiastical celebrations of Holy Week; the festivities of four of July, where the first independence initiatives during the Viceroyalty of New Granada are commemorated.

Pamplona is also called the Ciudad Mitrada, La Ciudad de la Neblina, Ciudad Fundadora de Ciudades o Pamplonilla la loca; but without a doubt, what has given it nationally and internationally renowned, it is the pedagogical development; granting it the name of the student city. In addition, education is the fundamental basis of the municipal economy, highlighting the University of Pamplona which allows a sociocultural exchange; and public school education

centers such as San José Provincial High School, Normal Superior College, San Francisco de Asís School, among others.

Inevitably, it is necessary to mention the social work carried out at the José Antonio Galán Educational Institution of Pamplona. With the initiative of Monsignor Rafael Tarazona Mora, the Arquidíocesano School of San Francisco de Asís was founded in 1978, which worked in the facilities of the Major Seminary, through Agreement No. 23 of 1990, the Honorable Council of the city created the Archdiocesan College San Francisco de Asís of Pamplona with the modalities of cabinetmaking and technical drawing.

Topographical location of the institution

Figure 1. José Antonio Galán High School

In 2003, with the issuance of department decree 000132 of January 28, the educational institution was created, initially formed by the headquarters San Francisco de Asís, Rafael Afanador y Cadena, José Antonio Galán, Cristo Rey, Las Nieves, Cuatro de Julio, Juan XXIII, San Martín, Santa Marta, Demonstrative Iser and the Oriol Rangel. Due to its situation of 15 coverage and physical plant, the rectory in common agreement with the City Hall, the community and the students, closed in the same year the headquarter Las Nieves.

For its part, the Oriol Rangel headquarters was segregated in 2006 and later in 2007, the Demonstrative ISER headquarters was segregated. For the year 2013, the headquarters of Rafael Afanador y Cadena was segregated by the Departmental Education Secretariat and the Brighton educational institution assumed its management. Similarly, as a result of institutional adjustments for greater organization, the San Martín and Juan XXIII offices were abolished.

School authorities

The principal showed in the Institutional Educational Project (PEI) is:

Monsignor Rafael Tarazona Mora retired from the rectory of the establishment in 2001, his successors were Master Amparo Zapata de Lozano, Specialist Marcos Daniel Carrillo Merchán and since 2002 the teacher Bernardo Wilches Gelves who has taken forwards the institution on all educational processes. Subsequently, the academic component is organized by the teachers which are divided by: primary and secondary school teachers. Finally, the community component is established to integrate the school community, in this section is found the parents' association, and students' council.

Table 1.

School Authorities updated

CHARGE	NAME
Principal	Bernardo Wilches Gelves
Principal Academic and discipline coordinators	Olga Lucila Barajas Ruiz
	Mario Armando Castellanos Dávila
	José Joaquín Rincón Camargo.
Supervisor teacher	Gloria Esperanza Duarte

Principles aspects of the Institutional Education Project (PEI)

As an educational institution, the Archdiocesan High School San Francisco de Asís is committed to permanently build coexistence, curricular and historical proposals that guarantee opportunities to compete with quality. For this reason, in the legal context, the institute is committed to constantly configure the institutional educational project proposal (PEI); assuming it as a document required by law, notwithstanding, as a proposal of life in which all of them participate in its discussion, agreement and adoption, but overall, in its concreteness and applicability.

On the other hand, within the framework of the curricular processes, they understand that with the offer of the technical specialties are providing valid elements to face their economic condition that in their case obeys the most vulnerable population of the city of Pamplona, located in the periphery and that is debated in conditions of unemployment.

Given the large number of students in conditions of vulnerability and / or special educational needs, cognitive, physical and sensory, the educational institution has the obligation to rethink the PEI and therefore the curricular proposals, evaluation and coexistence tending to guarantee social appropriate spaces assumed a sense of inclusion, respect and attention to the entire population of the sector without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability as educational needs, displacement and illiteracy, among others.

The institution needs to review all its processes, identifying them with the quality criteria to achieve the goals set out in the institutional improvement route. Event that requires the adoption and implementation of the documentation that allows improving the administrative, pedagogical and community processes of the establishment. This organizational event has been

based on the application of the ISO9001: 2008 standard. Clarifying that this implementation is an organizational exercise that attempts that governments guide the possibility of certification of educational institutions.

Mission

To provide students with suitable training spaces that guarantee them, as well as their families, city, the region and for Colombia, the learning process and life experiences applicable as work alternatives to the solution of their economic problems, so they can go consolidating their life project with responsibility. As a result, the institution will promote projects aimed at strengthening human talent, community participation, preparation for work, inclusion of all without any discrimination in a framework of tolerance and respect for men and women and the natural environment.

Vision

At the end of the year 2020, the educational institution must demonstrate competitiveness in the social, cultural, sport and academic areas by gaining recognition at the local, regional and national levels.

High School shield

A diagonal divides the shield into two sectors: This diagonal contains the Franciscan message: Peace and Good. It is the institutional motto that should lead us to be builders of Peace from friendship, fraternity and solidarity.

Figure 2. High School shield

High School flag

Rectangular, divided into three bodies: upper and lower in white, symbol of Peace, which is built from our institution. The central body, smaller in size, in brown: this color is characteristic of the Franciscan Community: it symbolizes poverty and humility, and the spirit of service and dedication to others, following the example of our patron Francisco de Asís.

Figure 3. High School flag

Philosophy

The educational institution attempts with the development of its pedagogical proposals and social coexistence to direct its efforts to the integral formation of its students with objective and concrete criteria such as the respect to the Social State of Law, the recognition of the individuality subject to the precept constitutional of the general interest, to the competitive

formation in the academic and the emphasis to the formation in the labor thing like alternative of individual and collective development, as well as to the inclusion of all the students with limitations and / or vulnerability conditions; forming young people capable of transforming agents of their environment with criteria of community organization, work preparation, with a sense of value, conservation and love for the environment.

Franciscan student profile

Institutional educational processes the Franciscan Student has to be characterized for being:

- Commitment: With feelings of institutional identity within the framework of the recognition of their ideals, belonging and appreciation by the concepts and values of what your educational institution has been, with yourself, with your family and with society, being able to be the main actor of personal and social development.
- Open: To change, to personal improvement, to grow and develop as a person aware of their identity.
- Creative: Based on the personal recognition of their attitudes and aptitudes, which develops their critical capacity and is open to knowledge of technological, organizational and productive advances.
- Practical: Able to apply what he/she knows as an alternative to his own development and that of the community. In this same sense, the Franciscan student must be an interactive person open to technology, information, IT and ICT communications and ready to apply them in their daily life.
- Innovative: Able to assume and produce personal, social, axiological and conceptual changes.

- Including and supportive: Formed in respect for the like, altruistic, generous, protagonist of individual and social peace. Respects and admits all people without discrimination of race, culture, gender, ideology, creed, sexual preference, socio economic condition, or situations of vulnerability or disability.

- Leader: Promoter, guide and counselor in the processes of social transformation.

Franciscan personnel's profile: teachers, educational and administrative directives

The staff that provides its services to the educational institution should be noted for:

- Identity: Without renouncing the individual, conceptual differences and its pedagogical and social perspectives, the Franciscan staff acquires with the educational institution the irrevocable commitment to be its worthy representative, to speak well of the establishment demonstrating loyalty for the always leaving his name on high.

- Responsibility: The Franciscan worker will be in the local educational context an example of professional ethics, compliance and example.

- Preparation: This is, first, to be updated on the pedagogical and technological advances of your specialization and, second, it is as much as possible, and the staff plant allows it, to articulate their daily work between their training and exercise professional. Likewise, your resume will be lent to monitoring and evaluation processes in elements such as performance and work experience, career ladder, public or private positions, studies, editions or recognitions for written works and other professional experience. In this same sense, the Franciscan worker is an interactive person open to technology, computing and ICT communications and ready to apply them in their professional daily life

- Dynamism: Must be a protagonist in all institutional spaces, that is, in the pedagogical and in the development of projects and activities of the educational institution. In turn, the Franciscan worker is a person willing to change, to be evaluated constructively by the educational community.

- Love and joy: Understands that the formation of children and young people requires feelings of trust, friendship, sincerity and understanding, likewise, in this framework, the teacher is a facilitator of changes, of social dynamics such as democracy, ideological pluralism, dissent, agreement and agreement in the context of individual differences.

- Inclusiveness: Respects and admits all of your classmates, students and others without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability or disability.

Principles of the Educational Institution

- Respect for the social state of law: the commitment of the educational community is to train students in respect to the law in all its jurisdictions including the institutional one. Overlaying the general interest on the particular.

- Respect for the difference: we assume difference as the essential element of group growth and healthy coexistence.

- Care and conservation of the natural environment

- Be a definitely inclusive institution: where the commitment is to recognize everyone without any kind of discrimination and develop actions that guarantee education to all taking into account their individual differences.

Figure 4. Principles of the Institution

Institutional Values

Figure 5. High School values

God: conceived as the good, wise, just, powerful principle and end of all things. The God of the Christians. Even though the majority of the members of the educational community are Catholics, they also make a presence of other Christian sects that develop their educational rights on equal terms.

Patria: Value conceived as the love of Colombia, respect for its symbols and our identity.

Study: Defined as the essential action for the teaching and learning processes of managers and teachers and of our students.

Discipline: Value focused on good manners, respect for difference, in general for good coexistence within the framework of difference.

Joy: Institutional value, which in turn is part of the profile of students, teachers, managers and administrators, conceived as the positive attitude toward what we do.

Summary of relevant aspects of the coexistence handbook

The Coexistence Handbook is presented as an educational instrument that contains clearly and in detail the principles and criteria that guide the process of training educating, allowing him to become aware of his commitment as a member of a community, knowing their rights and responsibilities, which include respect for life, differences, peaceful coexistence, work, justice, equality, knowledge, freedom, peace and faith that is professed, within a legal, political, economic, social, fair and committed to promote the integration of the Colombian community.

The function of the Handbook is to regulate school coexistence, based on the principles, values and social precepts. When all the institutions establish it in practice, contribute to training in an environment of healthy coexistence based on values of a democratic component of freedom, equality, justice, pluralism and peace, within a legal and participatory framework.

The Coexistence Handbook of the Educational Institution José Antonio Galán, contains briefly and expresses the philosophy and policies that guide the Educational Community to establish clearly and precisely what is expected of each of the members, their commitments and

the Institution to them. It also determines the rules and the agreements to ensure a climate of harmony and understanding among all estates.

The coexistence handbook contains ten chapters, among them:

Chapter I. Generating principles of scholar coexistence in the educational community.

Chapter II. Most common situations affecting scholar coexistence and the exercise of sexual and reproductive human rights.

Chapter III. Guidelines and agreements of the community to ensure scholar coexistence and the exercise of sexual and reproductive human rights.

Chapter IV. Classification of situations that affect scholar coexistence.

Chapter V. Protocols of integral attention for scholar coexistence.

Chapter VI. Pedagogical measures and actions that contribute to the promotion of the coexistence, to the prevention of situations that affect it and to the reconciliation, the repair of the damages caused and the climate reestablishing of constructive relations in the educational institution.

Chapter VII. The pedagogical strategies that allow and guarantee the dissemination and socialization the coexistence handbook to the educational community.

Chapter VIII. Actions to guarantee the application of the principles of participation, co-responsibility, autonomy, diversity and integrality.

Chapter IX. Periodicity with which the pedagogical actions, mechanisms and procedures established are reviewed and validated.

Chapter X. School attention route of scholar coexistence.

Physical description of the institution

"José Antonio Galán High School" is divided into two seats. At both the primary and secondary locations are broken down into two areas but there is a difference, primary section counts on one court, two recreation areas open-air and the secondary and technical section has two recreation areas open-air and close-air. Besides, it is possible to find some green areas and a kiosk.

These two structures have common areas, they are: 30 classrooms, two "Punto Vive DigitalPlus"-PVDPlus computer rooms: six with administrative units that are the rectory, secretary rectory, general secretary, three coordination's and one orientation room. Other dependencies such as the Teachers Room, Red Cross, Storage, School Store, Children's Band, Physical Education.

Institutional Organization

Figure 6. Organization Chart

Academic Calendar

According to board of directors, the academic and administrative activities were approved in order to be implemented during the year 2019. It was considered the school's calendar stipulated by the secretary of education. For the school's academic calendar, three academic periods were established during the current year.

Table 2.

Academic periods

ACADEMIC PERIODS	
FIRST PERIOD	From 21st January to 3rd May (15 weeks)
SECOND PERIOD	From 6th May to 30th August (17 weeks)
THIRD PERIOD	From 2nd September to 22nd November (12 weeks)

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	7 :00					7° B
2	7 :55	6° A		6° B		6° A
3	8 :50			6° B		6° A
START (9 :45)			BREAK		FINISH (10 :15)	
4	10 :15		6° B			
5	11 :10	7° B		7° A		
6	12 :00	7° B		7° A		7° A

Figure 7. Supervisor' academic schedule

Pedagogical aspects appreciated during the observation stage

Through the first institutional observation, the pre-service teacher noticed that the teacher did not use a book for implementing the classes, it was not noticeable the use of a planning to carry out the class because of the teacher just gave students a feedback about the bimonthly test but the educative establishment follow a planner **(Appendix 1. "Conceptual Notions"- Sixth and Seventh Grade).** Moreover, the teacher in charge showed a good students' control that create a confident and agreeable environment. Furthermore, in the second observation, it was evident that the teacher used a general planning to conduct her class, which contained the following aspects: she had a routine during the class "wrote the date on the board, a reading in Spanish to make a reflection and a phrase in English and its respective translation into Spanish to also reflect it. Then, she did a review of the subject worked in the previous class and then explained the topic of the class. She placed a translation activity and gave them a homework". However, during the development of the class, when the teacher asked the students to translate the sentences from Spanish into English, they were not able to follow the grammar structures. In addition, she used worksheets and flashcard to explain the topic, did not have a set time for activities nor it was evident the use of all skills, only oral and written production but to translate sentences due to the use of the English language was limited, is 10% and 90% the use of the mother tongue.

Chapter I: Pedagogical Component

Introduction

English is a globalized and important language in the modern world. Learning English as a foreign language facilitates the communication in real contexts as well as knowing about other people' culture. English language becomes a "real means of interaction and sharing among people…that prepares students to use the language in everyday life" (Oxford, 2001). Moreover, it is important for educators to "show, tell, and encourage" a community of avid readers, spontaneous writers, active listeners and sincere speakers, how to develop and improve all four skills (listening, speaking, reading and writing) in order to provide opportunities for students to play an active role in their own learning process and get a high level of proficiency (Evans, 2006).

As a result, teachers are applying a variety of new teaching strategies to guide students in the EFL classroom, such as Breaking News which allows students to acquire new vocabulary, to generate ideas, expressions or topics set in a natural context; taking into account their needs, their personalities, their preferences, their motivations and their diverse learning styles (Evans, 2006). This study will attempt to enhance students' writing skill due to it is important for students to practice their language skills, in which they can write their texts and they can notice certain grammar and vocabulary structures and reflect on why those are used and not others (Bilash, 2009).

Statement of the problem

During the institutional observation conducted at "José Antonio Galán High School" in a sixth and seventh grade courses, it was possible to identify some important aspects such as the interaction between teacher- students and student-student, the lack of vocabulary required to express their ideas, the lack of discipline because of students employ nicknames and they talk about independent factors such as music, films and sports. Moreover, students must write on their notebooks a same sentence several times when they do something wrong, for example, talk in class when the teacher explain a topic and it was evident that the grammar-translation method is used to teach English in class. However, students do not write texts or phrases in English, following grammar structures and when transcribing sentences or texts, they omit words, letters or write them in Spanish, since they find difficult to read and to correctly write words in English. Thus, this study will be carried out with the participation of 7th grade students at "José Antonio Galán High School". It aims at enhancing students' writing skill through the use of Breaking News.

Justification

This study will encourage the use of breaking news to enhance written production and reading comprehension, due to this institution seeks to improve English levels in ICFES tests. Thus, learning a foreign language supports students to develop their competences and oral-written communication skills; it also favors the understanding, knowledge acquisition, stimulation students' imagination and creativity, providing them a meaningful context. In a world stimulated by TV, news, movies, Internet, and video games, we as teachers need to do more to stimulate our students' minds. In fact, employing Breaking News is a useful tool to

engage students' motivation and to generate interest about news because of offering a different perspective on a topic and keep students updated on events happening around the world. It also allows teachers to bring the voices of other English speakers into the classroom. This helps students build confidence through the practice of listening to native speakers and provide a window into the target culture. Because language and culture are interconnected, as a vehicle for teaching students how to communicate more effectively thanks to understand the social context of a language is extremely important (Evans, 2006).

Objectives

General objective

To enhance 7th grade student's writing skill through the implementation of Breaking News at "José Antonio Galán High School".

Specific objectives

To implement workshops using Breaking News to develop student's reading and writing skills.

To acquire vocabulary, grammar structures and knowledge in English by using Breaking News.

To contextualize students' knowledge via the implementation of Breaking News.

To articulate written production taking into account students' reality through using Breaking News.

Theoretical framework

Due to the fact, this pedagogical component aims to develop students writing skill, it is necessary to clarify some general concepts for a better understanding of this study, such as National Bilingualism Project, Basic Competency Standards in Foreign Languages: English, Descriptors of Common European Framework of A1 Level for Reading and Writing Skills, Task Based Learn, Writing Production, Reading Comprehension, and Audio-Visual Aids.

National Bilingualism Project

In 1997, the Ministerio de Educación Nacional (M.E.N) announced the National Bilingualism Project opening aimed at expanding the knowledge of the English language in the students around the whole country. This initiative was taken again in 2004 by the M.E.N. in order to have citizens with the ability to communicate themselves in English, in such a way that they should be inserted in the processes of universal communication, in the global economy and in the cultural openness.

As a consequence, many monolingual high schools in Colombia are conscious of the necessity of responding to the current exigencies and, in this regard, to offer to the students a bilingual educational program. These programs can offer to their graduates from an individual perspective – a good preparation to a university degree nationally and internationally, better employment opportunities, a wider knowledge of the world, better possibilities to access to the information and greater mobility to travel and to work abroad (Mejía, Fonseca & Ordoñez, 2006).

Basic Competency Standards in Foreign Languages: English

According to Ministerio de Educación Nacional (M.E.N, 2006) the English standards are clear criteria that allow students and their families, teachers and school institutions to know what should be learned. They also serve as a point of reference to establish what students are able to know about the language and what they should know to do with it in a specific context. For this study, it is necessary to know the standards of quality from 6th to 7th grades, that means Básica Secundaria- Básico 2 (A 2.2) which aim at accomplishing the following goal on the students:

Lectura	Escritura
• Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. 1,2 • Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. 1,2,3 • Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. 1,2 • Comprendo relaciones establecidas por palabras como *and* (adición), *but* (contraste), *first, second...* (orden temporal), en enunciados sencillos. 1,2 • Valoro la lectura como un hábito importante de enriquecimiento personal y académico. • Identifico el significado adecuado de las palabras en el diccionario según el contexto. 1,2 • Aplico estrategias de lectura relacionadas con el propósito de la misma. 2 • Identifico en textos sencillos, elementos culturales como costumbres y celebraciones. 2,3 • Identifico la acción, los personajes y el entorno en textos narrativos. 2	• Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. 1,2 • Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. 1,2 • Completo información personal básica en formatos y documentos sencillos. 1,2 • Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. 1,2 • Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. 1,2 • Utilizo vocabulario adecuado para darle coherencia a mis escritos. 1,2

Figure 8. Standards of quality for reading and writing skills

Descriptors of Common European Framework of A1 Level for Reading and Writing

The Common European Framework describes in a comprehensive way what language learners learn and do in order to use a language for communication and what knowledge and

skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (Common European Framework of Reference for Languages – CEFR, 2001).

Reading comprehension

A1. Understand words and familiar names and very simple phrases, for example those on signs, posters and catalogs.

Writing production

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

Task-Based Learning

Peña & Onatra (2009) state that in TBL teachers ask learners to carry out a series of tasks for which they will need to learn and recycle some specific items of language. The focus is on the tasks to be done, and language is seen as the instrument necessary to carry them out. Under this approach, activities have a perceived purpose and a clear outcome. That helps students to keep in mind what they will be doing at the end of the task. The TBL has the following three phases:

Pre-task: introduces the topic of the class, this phase activates topic-related words and phrases. Students get acquainted with rich input about elements they will need later on.

Task cycle: offers learners the chance to use the target language activities such as pair-work, group work and gap activities. Students start their first trials by observing the way the elements previously presented work in contextualized tasks.

Post task: works on selecting and identifying words, practicing phrases and building their own dictionaries allowing them to study of some of the specific features used during the task cycle. Learners will have the teacher's support, but it will be their own decisions and efforts that will make it possible to move forward.

Reading Comprehension

Reading is an important language skill, allowing students to develop their creativity and imagination not only for a daily life, but also for academic purposes. Lopera (2012) defines reading as "an interactive process in which the writer and the reader dialog through a text" (p. 81).

Lopera (2014, p. 90) supports that the reader needs to possess certain elements in order to understand the text: linguistic knowledge, background knowledge, and cognitive processes. Linguistic knowledge involves awareness about the language, that is, recognition of vocabulary, grammar structures, and tenses. Background knowledge has to do with the knowledge that the reader has about the topic he/she is reading. The prior knowledge of a topic helps readers understand the text. Finally, cognitive processes help readers memorize, predict, and interpret the text.

Furthermore, Khamraeva (2016) points out that reading is the most important activity in any language class. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or

to enhance knowledge of the language being read. Reading is not only a source of information and pleasurable activity, but also an essential part of language instruction at every level because it supports learning in multiple ways:

***Reading to learn the language*:** Reading material is language input. By giving students a variety of materials to read, teachers provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts.

***Reading for content information*:** Students' purpose for reading in their native language is often to obtain information about a subject they are studying and it gives students both authentic reading material and an authentic purpose for reading.

***Reading for cultural knowledge and awareness*:** Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and world- views of the people whose language they are studying.

In addition, Toprak (2009) states that reading in language classrooms is an activity which is interactive and mostly it is directed by teachers. They use different techniques to make reading activity much meaningful and thus, it can be handled in three phases to manage the task in a much proper and effective way. These three phases are pre-reading, while-reading and after-reading phases.

Pre-reading activities: introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay. Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar

stories, considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).

While-reading activities: help students develop reading strategies, improve their control of the second language, and decode problematic text passages. The teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; reading for specific pieces of information; and learning to use the dictionary effectively.

Post-reading activities: first check students' comprehension and then lead students to a deeper analysis of the text, when warranted. Because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly.

Written Production

Writing is not a spontaneous skill or acquired easily, in fact, it is viewed as "probably the most difficult thing to do in language" (Nunan, 1999, p. 271). Writing is a "complex, cognitive process that requires sustained intellectual effort over a considerable period of time" (Nunan, 1999, p. 273) as, according to Hedge (2005), there is a need to organize the development of ideas or information; ambiguity in meaning must be avoided through accuracy; the writer must choose

from complex grammatical devices for emphasis or focus; and finally, they must pay attention to the choice of vocabulary, grammar patterns and sentence structures to create a feasible meaning and an appropriate style to the subject matter and reader.

Wring Process

Every writer follows his or her own writing process. Often the process is a routine that comes naturally and is not a step-by-step guide to which writers refer. Being conscious of your own writing process is especially helpful when you find yourself struggling with a particularly tricky piece. Here are five steps towards creating or identifying your personal writing process.

Planning: identifies everything you need to do before you sit down to start your rough draft. Alternatively, keep a notebook specifically devoted to catching your ideas as they come to you. Your own imagination is the only limit to finding your source of inspiration. Do not stop to edit your mistakes, just let the ideas flow. Or, try brainstorming. If you're on a computer, try a manual process first to help you visualize your narrative: write your idea in the center of the page and work outwards in all of the different directions you can take your story.

Drafting: Now you have your plan and you're ready to start writing. Remember, this is your first rough draft. Forget about word count and grammar. Don't worry if you stray off topic in places; even the greatest writers produce multiple drafts before they produce their finished manuscript. Think of this stage as a free writing exercise, just with more direction. Identify the best time and location to write and eliminate potential distractions. Make writing a regular part of your day.

Revision/ Editing: Your story can change a great deal during this stage. When revising or editing, you have overhauled your story. It's time to fine tune your manuscript line by line.

Check for repetition, clarity, grammar, spelling and punctuation. It is an extremely detailed

process and its best when performed by a professional.

Publishing: You now have a completed manuscript ready to publish.

Taken from: Life rich publishing (2019) - The 5-Step Writing Process: From

Brainstorming to Publishing

Authentic Materials

The use of authentic materials in the foreign language classroom has been discussed in recent

years. It has been possible to listen to the fact that the English presented in the classroom must be

authentic, not produced for instructional purposes. In this context, authentic materials are defined as

the materials which are prepared for native speakers and not designed to be used for teaching

purposes (Martinez, 2002). Herod (2002) has another definition for authentic learning, which is

materials and activities designed to imitate real world situations.

Types of Authentic Materials

Teaching materials are a very essential part of teaching and learning a foreign language.

Genhard (1996) classified authentic materials into three categories as follows:

- Authentic listening materials, such as radio news, cartoons, songs, etc.

- Authentic visual materials, such as street signs, magazines and newspapers pictures, post

  cards, etc.

- Authentic printed materials, such as sports reports, newspapers, restaurant menus, train

  tickets, etc (p.251).

Furthermore, Harmer (2001) states that the recent textbooks and the design of the

newspapers which are intentionally designed in ways for grabbing readers' interest. It also

enhances the text giving readers a view of the outside world (p.135). According to former Times

and Sunday Times Editor, Evans (1972) describes a news story should be: about necessary information and unusual events based on observable facts an unbiased account free from the reporter's opinion. News values are central to this process because they identify the factors that will engage attention. Each news value describes a different factor: Timely, Unexpected, Impact, Close to home, Conflict, Human interest, Current and Prominent.

However, selecting news stories is a more complex and rigorous process than these concise definitions suggest. Breaking News allows students to encourage English Learning Process in some real contexts. Thus, it is necessary to pick out what you think are the most important points and then write a short script (of no more than five sentences) explaining what the story is about, covering also the 5 W's: What's happening? Who is involved? Where is this happening? When is it happening? Why is it happening? Being, Clear: use simple language, Concise: keep sentences short and Correct: check your facts, grammar and punctuation (BBC News School Report, 2014).

Literature Review

In order to have a complete understanding of this study, it is important to highlight the previous research studies on using news to integrate reading and writing skills as well as enhancing authentic materials.

Using News to Integrate Reading and Writing Skills

Evans (2006) mentions that she learned how to effectively incorporate TV news into an English as a Foreign Language (EFL) class. She described some of the important reasons an EFL teachers would want to use TV news in their classroom: TV News stories are short; usually lasting 3-4 minutes each. Anything longer than 10 minutes is often difficult for language learners to process and retain. They introduce students to material that uses authentic language, allowing

them an opportunity for rich and varied exposure to English. They are also an excellent example of language in context and become a model for students' production, providing a common experience as a springboard for language learning, generating ideas to discuss in class.

Mittal (2014) affirms that Newspapers are one of the most powerful sources of sharing information and up gradation of knowledge bank. They cover a wide range of information and students can get a lot of practical wisdom in pretty less time. They are most reliable, affordable and easily available and accessible source of information and knowledge. She also mentions that the process of learning a lot vocabulary becomes innovative and interesting, increasing in Reading speed, offering a wide variety of information in every walk of life, developing writing skill, learning grammar structures and using of Idioms, Phrases and many new innovative constructions, and writing of articles will increase their knowledge of grammar, correct use of words, Tenses and creativity.

Moreover, Yamane (2001) suggests that news include a rich variety of topics and are informative, enabling students to learn about such issues as international affairs, politics and the environment as well as gaining exposure to cultural and social background; and they are not overly entertaining like some movies and TV shows. Yamane & Yamane (2014) also indicate it has hopefully been shown that in additional to being a powerful way to build English skills, the use of news also addresses the growing need to help students become more knowledgeable about world affairs and to develop critical thinking and discussion skills, necessary for all young people in today's increasingly interconnected world.|

Furthermore, each news story can be used for numerous activities that permit students to continually revisit and recycle specific language - allowing students to practice and work with the language in depth, rather than just being superficially exposed to it. Wang (2011) illustrates

that by reading news stories, the learners can gather information on varied subjects including social-political business issues, sports, entertainment, art, culture, music, education etc. Besides, the practice of using English newspapers helps the learners in the EFL classroom and in the mundane affairs of their life. The learners can also be encouraged to improve their vocabulary, grammar and thinking skills as regular reading of newspapers can provide them an opportunity to express and exchange their ideas on a wide variety of issues.

In addition, when teaching news stories it is essential that teachers guide students through a step-by-step process of learning by providing scaffolds or supports - such as giving clear instructions, recycling language from a previous lesson, modeling, or introducing small chunks of language - to facilitate each learner's development. It is important that teachers provide input before students are expected to provide the output. By being aware of process and using Pre, during, and post (PDP) activities, teachers can be confident that students will acquire the language more efficiently and enjoy their language learning development.

PDP activities are an example of scaffolding and a method any EFL teacher can use to support his/her students in the classroom. PDP activities guide the learner through successive steps that builds students' background knowledge, directs their attention to key points, lets them react to new knowledge and allows them to interact with the text more deeply. In addition to helping the teacher get the maximum benefits, PDP activities also assist with the following:

Pre: Validates the students' personal experiences, ideas, and previous knowledge; ensures students have the tools and a context necessary to talk about a particular topic.

During: Students predict, guess, hypothesize, confirm, and integrate new knowledge.

Post: Students discover, interpret and react to the text. Students can make connections between the text and self, the text and the broader world, and the text and other texts.

On the other hand, Moglen (2014) states that most of the articles in the magazine are short, varying from one paragraph to one page. While the brevity may create an air of simplicity, the articles are written in a sophisticated manner, creating many opportunities to discuss vocabulary and grammar. Students are keenly interested in controversial topics such as gun control. Controversial topics can easily be turned into lively discussions, debate-style activities, or explorations of bias in the media. Moreover, he indicates that vocabulary development was a central and stated goal of the news class, and as such, students were encouraged to highlight all new vocabulary items (including individual words, phrasal verbs, expressions, and idioms). Because vocabulary was a central component of the class, the students paid close attention to the words that they read, and subsequently these words were routinely discussed in class. Thus, working with news sources as a medium for ESL instruction not only gives students opportunities for improving their language skills, but also for increasing their critical-thinking and collaborative abilities. Incorporating news media into the ESL classroom gives students the tools and the confidence to follow the news in class, and also to continue to follow the news well into the future.

Employing Authentic Materials to Enhance English Learning Process

Gilmore (2007) states that authentic texts convey a message produced by a real author to a real audience, such as newspapers, letters, and books. It is also believed that authentic texts can promote the interest among the learners. Besides, Berardo (2006) considers authentic texts such as newspapers, magazines, TV programs, movies, songs, literature and internet, made the readers focus on meaning and content and "learners feel that they are learning a target language as it is used outside the classroom". Moreover, using authentic texts in the classroom are known to have the following advantages. First, when authentic materials are made available for students, they

provide exact examples of how the language is used by its native speakers or of the vast majority of target language users. Second, students feel more confident using the language when they know they are performing as expected. With authentic texts, learners are provided with words and expressions used in real-life contexts. When students are confronted with similar situations, they manage better in informal, face-to-face communications. Third, real-life materials are more informal, socially-centered and widely used. They can be a valuable material to complete the rules and patterns of textbooks, improving of communicative abilities and cultural acquisitions (Ciornei & Dina, 2015).

Furthermore, Belet Boyacı & Güner (2018) indicate that authentic materials provide students a natural language that helps them improve their communication skills. Through these materials, the natural use of the language is introduced to the students, and they are positively motivated about the language and the culture. These materials also contain cultural traits based on the intended use and the context in which they are used. The fact that the material contains the actual uses of the language allows the related culture to be reflected directly in the language.

On the other hand, Ciornei & Dina (2015) mention that authentic materials -also known as realia help students to bridge the gap between the classroom and the outside world. With the changing linguistic boundaries, it is now widely known as materials that include ideas, words, phrases and expressions that are heard and read in real-life situations. Tomlinson (2012) argues that authentic materials can provide meaningful exposure to language as it is actually used, motivate learners and help them develop a range of communicative competences and enhance positive attitudes towards the learning of a language" (161).

In addition, Masood (2013) investigated the effectiveness of authentic material in developing English writing skills of the students and found that authentic material improved

students' writing skills, curiosity, motivation, and that daily life material were introduced to the classroom environment thanks to these materials and monotony caused by artificial texts in the textbooks was removed. According to previous studies, carefully selected and utilized authentic materials are extremely valuable for literacy classes. These materials increase the writing potential of the students and improve their listening comprehension skills (Sabet & Mahsefat, 2012).

Pedagogical Methodology

The present study is centered on the use of Breaking News in order to enhance writing skill. For this pedagogical component, it is necessary to implement different strategies in order to collect enough information, and obtain several productions each week through the tasks- based learning as an alternate method when developing the project to plan workshops. These ones aimed at expressing students' ideas, thoughts and real situations using the target language. At the end of this process, the pre-service teacher created an institutional magazine that contains the students' productions (News) made in class related to health, food and environment problems. However, the pre-service teacher employed two types of plannings during the implementation of this study. First of all, one for the classes where only grammatical topics were taught, since the following stages make clear the use and development of the activities. Secondly, one for the development of the workshops where the Breakings News were worked, since using TBL stages were possible to better understand the writing process.

Class design

This study used the class stages recommended by McMullin (1992) when teaching an English class, which was composed by five stages:

The pre-service teacher told students that during normal English classes where the news were not worked, she was going to follow a planning that would allow them to better understand the topic to be developed in order to give them the opportunity to recognize, analyze and practice the exercises proposed for the grammar issue raised. In these classes, grammar subjects such as object pronouns, reflexive pronouns, possessive pronouns and the past simple were taught. During the execution of these English classes, the pre-service teacher followed the first stage "Warm- up/Review" because it encouraged students to use what they had been taught in previous lessons; at the same time, she used some activities that offer students' prior knowledge to preview or review material related to the lesson. For that reason, the pre-service started the class with an introductory activity related to the lesson so that the students became familiar with it, she placed a sentence, a paragraph, a dialogue, a text with which they could identify what the topic during this class was developed. Then, she moved to the second stage "Introduction to a new lesson" in this stage, the pre-service teacher focused the students' attention on the objective of the new lesson and related the objective to their lives. In this case, she established the purpose of the lesson by focusing students' attention on previous examples and asked them some questions about the use and structure of the proposed grammatical issue in order to place them in context. Subsequently, the pre-service teacher made the "Presentation of the topic" in which she introduced new information, checked students' comprehension of the new material, and modeled the activities that the students had to do in the practice stage. She explained the new topic by dictating the respective use of this grammatical issue, where she gave students sentences, structures, exceptions, rules for its correct use, and for developing some exercises, she used a sheet and then resolved it orally or written on the board. Afterwards, the pre-service teacher gave students the "Practice Activity" in order to provide them opportunities to apply the new language

or information. In this stage, students worked with the new language and highly structured activities such as matching activities, guides, reading comprehensions, and exercises about incomplete sentences or texts, among others. Finally, in the "Evaluation stage" the pre-service teacher made a review about the topic taking into account the structure and grammar rules and then, she worked on the respective evaluation in order to assess how well students had grasped the lesson **(Appendix 2. Example of planning for the classes where grammar was taught).**

Workshop design

During the development of this project, the pre-service teacher was able to recognize that reading and writing skills are linked and cannot be taught separately because the proposed objective would not be achieved. For this reason, she followed the stages proposed by Ellis (2009) who recommended three stages process or components of a lesson where the main component is the task (see Figure 9). The first step is the 'pre-task' that consist in the first contact learners have with the task, the second one is the 'during task' or 'task cycle' step, where the task is performed, and finally the 'post- task' phase in which involves a following- up on the task performance. It is important to highlight that in this process the 'during task' step is mandatory in task-based teaching taking into account that it is the phase where students perform the task , the other ones are not mandatory but accomplish an important role in the task performance.

Figure 9. Task- based learning stages

Table 3.

Model of the writing workshop

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

STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY
Pre-task	Reading Comprehension	Pre-reading While reading Post reading
While- task	Written production	Planning Drafting

		Editing / Revising
		Publishing
Post-task	Evaluation and assessment	Feedback
		Institutional Magazine

During these three workshops, the students were exposed to three types of authentic materials (Breaking news) which they could read, analyze and then use those news to create their own written productions. Different teaching and motivating activities were executed in order to fulfill each of the objectives proposed in each workshop. It is important to highlight that each planning contains the three stages proposed by Ellis (2009) and were developed as:

First workshop: Health Problems

This first workshop was carried out in the third and fourth week, from May 27th until July 3th. The students in this workshop should read a Breaking News named: "Art Therapy". This news showed a small background of Canada doctors using art to treat patients. The task consisted in that the students had to write a news taking into account a health problem presented in Colombia (**Appendix 3. First Workshop Design**).

Second workshop: Food Problems

The second workshop was held on the sixth week, precisely from July 8th until July 15th. With this workshop, the students should read a Breaking News named: "Dangerous Food". This news showed how this situation occurs in U.K and China. The task consisted in that the students had to write a news taking into account a food problem presented in Colombia (**Appendix 4. Second Workshop Design**).

Third workshop: Environmental Problems

The third and last workshop was planned to work on eighth week; from July 22th until July 29th. In this workshop the students had to read a Breaking News named: "Recycling". This news showed how this situation occurs in our Oceans. The task consisted in that the students had to write a news taking into account an environmental problem presented in Colombia (**Appendix 5. Third Workshop Design**)**.**

Development of the three workshops

Regarding the execution of the workshops, the pre-service teacher proposed a different Breaking News to work on with students. In the first workshop, the Breaking news about health problems was worked, in the second one about food problems and in the third one about environmental problems. For the selection of these news, the pre-service teacher took into account, the answers of the participants collected in the first questionnaire and the themes that were developed in the second period for the English area in the institution where the project was carried out. At the same time, the A1 level which was the level at which the students were.

Then, the pre-service teacher employed the Pre-task which was the first stage of this approach and it was developed with the reading comprehension which had the following steps:

Pre-reading: In the pre-reading the students need:

1. Interesting topics.

2. A purpose to read.

During the three workshops, the pre-service teacher gave each student a Breaking News which showed a small background about the topic established (**Appendix 6. Reading**

Comprehensions). Then, she asked the students what problems do they know that have any relation to health, food or environment? In order to introduce the students to the topic. After having listened to the students' answers, the pre-service asked the students to review the news in a general way and underline the unknown vocabulary. Previously, the teacher identified the possible vocabulary unknown by the students, so she brought to the class different images that represent it. So, what the teacher did first is to tell the students to mention the unknown vocabulary so that she could write it on the board. After the vocabulary had been written on the board, the teacher stuck the images on the board and the students should relate the image to the unknown vocabulary so that they could know its meaning. Afterwards, the teacher approached new vocabulary. To do this, she wrote some words and expressions related to health, food and environmental problems. In order to do that, the teacher made a table on the board which had three columns: problems, expressions and solutions (people, places, treatment).

While-reading: The goals of the while-reading are:

1. To comprehend the aim of writer.

2. To understand the linguistic forms.

After explaining the unknown vocabulary, the teacher asked the students to read the news attentively. Next, the teacher gave each student a worksheet that contains different global and detailed questions; so, the teacher asked the students to answer those questions. Before the students begin to read, the teacher read and explained each question so that the students understand very well what they should do **(Appendix 7. Worksheets).**

Post-reading: The goals of post-reading are:

1. To demonstrate knowledge about what has been read.

2. To relate the test with the background knowledge.

After the students had answered the questions, the teacher made a socialization of the answers. For this, she selected different students at random who said their answers, if these were not correct among the whole group she gave the correct answer.

Subsequently, the pre-service teacher executed the While-task which was the second stage of this approach and it was developed with the written production which had the following steps:

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

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

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

Publishing: involves the production of a neat and accurate final writing product.

Figure 10. Writing Process

During the three workshops, for the planning step, the pre-service teacher gave the students an example of how to understand the text (the same Breaking News) through a match activity that contains some questions and their answers. During this first exercise, the teacher asked the students to read the news and look for the answers. Then, in the drafting step, the teacher asked students to think about a health, food or environmental problem in Colombia (institutional context). So, they had to complete a format (table) with that information, taking into account the example given. After doing the research, the teacher asked the students to start writing a Breaking news (draft, 5-10 sentences) to tell everything related to health, food or environmental problems in Colombia (institution or their real context). It was important that students' written productions (news) had the vocabulary worked in class and to accomplish the following questions: What's happening? Who is involved? Where is this happening? When is it happening? Why is it happening? How is it happening? And be also: Clear - use simple language, Concise - keep sentences short, Correct - check your facts, grammar and punctuation. In the third step, Editing / Revising, the teacher corrected the draft made by the students. There, she verified that the students had included the established criteria and had used the vocabulary

taught. In this correction, the teacher corrected the mistakes made by the students and give directions so that they could make their breaking news and deliver them. Finally, in the publishing stage, the students delivered the news to the teacher. These were corrected with the instructions given by the teacher **(Appendix 8. Examples of students' written productions).**

Finally, the pre-service teacher developed the Post-task which was the final stage of this approach and it was taken into account the evaluation and assessment process which had the following steps:

During the three workshops, the pre-service teacher did a change in this final stage. It was supposed that after the teacher had read each one of the Breakings News, she wrote on the board a corpus of errors in which she indicated to the students which were the most frequent errors when writing a news. However, the pre-service teacher gave each student his own feedback due to each participant did not feel comfortable that everyone knew the mistakes made. Likewise, she implemented an evaluation grid proposed by the Common European Framework of Reference for Languages which had a specific criteria to evaluate writing, this criteria had a different amount of points each one **(Appendix 9. Evaluation Grid)**. Then, students had to assess their own written production **(Appendix 10. Self-Assessment Grid).** It is important to highlight that all the productions made by the students had the purpose to measure what the students learned during this period of learning and teaching. Students also had to write according to the theme seen in class, this activity will be developed at home; so students had to carry out the productions independently, using tools such as online translators and / or dictionaries. As a result, each production created by students was included in an Institutional Magazine as a final product **(Appendix 11. Self-Awareness).**

Table 4.

Pedagogical methodology chronogram

ACTIVITY / WEEK	1	2	3	4	5	6	7	8
Introduction of the project	X							
Planning 1st workshop (Health)	X							
1st workshop implementation (Health)		X						
1st workshop evaluation and feedback				X				
Planning 2nd workshop (Food)				X				
2nd workshop implementation (Food)						X		
2nd workshop evaluation and feedback							X	
Planning 3rd workshop (Environment)							X	
3rd workshop implementation (Environment)							X	X
3rd workshop evaluation and feedback								X
General feedback and Publication (Institutional Magazine)								X

Research Methodology

Type of research approach

This study is developed under the parameters of an Action Research. According to Watts (1985, p. 118), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Thus, Winter (1996, p.13–14) mentions six key principles of action research:

✓ reflexive critique, which is the process of becoming aware of our own perceptual

biases.

✓ dialectical critique, which is a way of understanding the relationships between the

elements that make up various phenomena in our context.

✓ collaboration, which is intended to mean that everyone's view is taken as a

contribution to understanding the situation.

✓ risking disturbance, which is an understanding of our own taken-for-granted

processes and willingness to submit them to critique.

✓ creating plural structures, which involves developing various accounts and

critiques, rather than a single authoritative interpretation.

✓ theory and practice internalized, which is seeing theory and practice as two

interdependent yet complementary phases of the change process.

Population

This study was carried out at "José Antonio Galán High School" located in Pamplona, Norte de Santander with the participation of seventh graders, aged around 12 to 15 years old, with an amount of 30 students each of them. The sample was composed of seven students to guarantee an appropriate data analysis process. These students were chosen taking into account the learning process observed at the moment of teaching English.

Instruments and techniques to collect data

In order to develop this action research and collect the data, four different techniques were used: non-participant observation, participant observation, journals, questionnaires, error analysis (students' written productions), which is a useful instrument to analyze the improvement of writing skill in students.

Non-participant observation

Non-participation Observation is defined by Williams (2008) as a "relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants… Non-participant observation may be cover or overt, occurring in public or private settings" (p.561). During the two first weeks of the teaching practicum, two non-participant observations were implemented aiming at identifying potential students and their interaction with English, in which the pre-service teacher analyzed the progress and necessities in the English classes related to writing and reading skills **(Appendix 12. Non-Participant Observation Model).**

Participant observation

Schensul, Schensul & Lecompte (1999) define participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting". Through this process, the researcher took an active part in the teaching process while observing what is happening inside the classroom. Additionally, the researcher had the opportunity to check for non-verbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities. During this study, three participant observations were carried out aiming at analyzing the role of Breaking News in my teaching style, my personal communication and the use of teaching materials and resources **(Appendix 13. Participant Observation Model).**

Journal

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

Additionally, Wiegerová affirms that the journal as a research instrument is one of the methods used to ensure validity in qualitative researches triangulation. It is also necessary to view the issue from different perspectives. In this study, the pre-service teacher identified students' perspectives taking into account their different points of view to get deeper into the problem and its more profound understanding at a better quality level.

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

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

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

3. The third phase of the phase is still open. It should be focused on summary reflexion of each teacher.

During the execution of this project, the teacher made 3 journals with respect to the 3 workshops that were developed with the Breaking news. First of all, she made a description of her work carried out during each workshop, the role she played in it and aspects such as the methodology, proposed activities, interaction with the students, classroom management, transitions of the exercises, among others. In the second part, she described the role of the students and the behavior they had in relation to the activities carried out in order to identify and analyze the advantages or disadvantages of those activities. In this part, she identified that an activity was not working and executed it in another way to get the students' attention and interest regarding the use of news in the English class. Finally, she analyzed the activities, the organization and the strategies proposed to present them in order to choose the ones in which the students participated the most **(Appendix 14. Journal Model).**

Questionnaire

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson & McLean, 1994). These attractions have to be counterbalanced by the time taken to develop, pilot and refine the questionnaire, by the possible unsophistication and limited scope of the data that are collected, and from the likely limited flexibility of response (though, as Wilson and McLean (1994, p. 3) observe, this can frequently be an attraction). The researcher will have to judge the appropriateness of using a questionnaire for data collection, and, if so, what kind of questionnaire it should be appropriate for understanding students' experiences and perceptions against their learning process using different materials that are not present in their daily academic context. During this project, 2 questionnaires were executed. The first one was made at the beginning of the teaching practicum to identify students' perceptions related to the implementation of Breaking News to improve seventh graders' written production the other one was carried out at the end of this process in order to identify the benefits of using "Breaking News" during an English class to enhance reading comprehension and written production **(Appendix 15. Questionnaire Model).**

Error analysis in written productions

Errors are not anymore taken as bad signs of non-performance, in teaching or learning, that should be eliminated at any cost; rather, they are considered to become a necessary part of language learning process. Crystal (2003, p. 165) defines Error Analysis (EA) as a "technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by

linguistics". Furthermore, Keshavarz (2012, p. 168) claims that EA is "a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying errors, classifying them according to their nature and causes, and evaluating their seriousness". An analysis of errors in L2 learning surrounding is significant in three different ways (Selinker, 1969; Corder, 1981):

1) To the teacher: If a teacher initiates a complex permanent analysis, of whether the learners progress in their studies and, therefore, what remains for them to learn, it can acknowledge both the advances and defeats of the teaching programme. If a teacher understands what is hard to learn, and where the most of mistakes come from, he can add more efforts in the classroom practicing it with his students.

2) To the researcher. EA provides the researcher with information about the process of language learning and acquisition, the methods or strategies the student is using on his way to learn a language.

3) To the learner. Making of errors serves a device the learner uses in order to learn. If students understand what is hard to learn, they will pay attention to the grammar morphemes, the little words, and endings of words, not only when studying, but also when speaking.

In general, Error analysis has several implications for the handling of learner's errors in the classroom:

1) Devising remedial measures

2) Preparing a sequence of target language items in classrooms and textbooks with the difficult items coming after the easier ones

3) Making suggestions about the nature or strategies of second language learning employed by both first and second language learners.

During the development of this study, the students developed 3 written productions that allowed me to conduct an analysis for each of them. This analysis was carried out at the end of my teaching practicum due to the students had not presented the written productions in the established manner. This was done taking into account a grid that contained Error classification and description, Identification of error and Correction of error **(Appendix 16. Error analysis Grid).**

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

Table 5.

Data Collection timetable

Week **Instrument**	**Institutional** **observation**	1	2	3	4	5	6	7	8
Non- *participant* *observation*	X	X							
Participant *observation*				X			X		X
Journal				X			X		X
Questionnaire		X							X

Error analysis	X	X	X
in written			
productions			

Data analysis

Hatch (2002) confirm that the process of analyzing data consists of "Organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories". Thanks to this process, the researcher is capable to understand if the students' problems improved to the implemented strategy, by organizing and comprehending the information.

Typological method

The researcher has the opportunity to make inferences, developing insights, attaching significance, refining understandings, drawing conclusions, and extrapolating lessons when the process finish (Hatch, 2002). When the researcher collected the information, what he must do is to analyze it and interpret the information, so he/she can notice if the problem was improved. It is essential to write conclusions about the information collected from the strategy, to look for the advantages, the disadvantages, and the recommendations for further researches. This author proposed and typological analysis which includes a series of steps to analyze data:

In the first step "Identify typologies to be analyzed" proposed by this author, I reviewed the objectives of my pedagogical component in order to identify possible typologies for my results. Then, I moved to the second step "Read the data, marking entries related to your typologies", so I began to read each collected information through my 4 instruments and selected

the important one which was related to my typologies. In the third step "Read entries by typology, recording the main ideas in each entry on a summary sheet" I made a synthesis of the aspects mentioned in each data collection instrument that could be used for the pre-established typologies. In the fourth step "Look for patterns, relationships, themes within typologies" I established the similarities and differences that could exist at the time of doing the triangulation of the collected data. Finally, "Write your patterns as one-sentence generalizations" when I had all the information synthesized and analyzed, I established my generalizations that will help me to show the results of this project **(Appendix 17. Data Analysis Process).**

Findings

Four categories emerged from the data collection process: a) Using Breaking News when you write b) Teacher's Role when using Breaking News c) Reading Comprehension and Written Production is a Joint Process, and d) Students' Motivation when using Breaking News. These four categories are supported by the information taken from the journals, participant observations, questionnaires and written productions.

Using Breaking News when you write

The implementation of news during the learning process of a foreign language, in this case English, allowed students to take a closer look at a global context. The use of authentic material such as Breaking news helped students to improve their communicative skills by giving them real examples that allow them to express their ideas and opinions against an established topic, as long as the themes and vocabulary are presented in an understandable way for students.

According to Evans (2006), the use of news during an English class allows students to have an excellent example of language in context and become a model for students' production,

providing a common experience as a springboard for language learning, generating ideas to discuss in class. During the development of this project, some of the participants mentioned that the implementation of news was "*very good because it kept them informed and they could know and learn more about things" (P.4, 5- Questionnaire #2)* and thus "*understand new ideas about the world" (P.1-Questionnaire #2).* The news were also "*very good for learning and dialogue between people" (P.2-Questionnaire #2).*

Moreover, Wang (2011) illustrates that by reading news stories the learners can be encouraged to improve their vocabulary, grammar and thinking skills as regular reading of newspapers can provide them an opportunity to express and exchange their ideas on a wide variety of issues. Taking into account this project, participants also stated that the news helped them with "*reading comprehension, grammar, written production, vocabulary and text translation" (P.1, 2, 3 –* Questionnaire #2). Likewise, students affirmed that they had no problems or inconveniences during this process. However, it was complex for a student to understand "*the unknown vocabulary due to the images used" (P.1-Questionnaire #2).*

Teacher's Role when using Breaking News

It is important to highlight that teachers have to establish a clear role with the students, so they must present their methodology, establish an adequate way to teach the language, be careful with the exercises, with their way of speaking towards students and their way of catching students' attention in order to create an excellent environment to learning a foreign language.

According Wang (2011), when teaching news it is essential that teachers guide students through a step-by-step process of learning by providing scaffolds or supports - such as giving clear instructions, recycling language from a previous lesson, modeling, or introducing small chunks of language - to facilitate each learner's development. It is important that teachers

provide input before students are expected to provide the output. During the execution of the workshops, the teacher employed a sequence of activities that allowed her to develop reading comprehension and written production on the subject of health, food and environment problems, using some tasks. For that reason, in order for students to better understand the main idea of these workshops, the teacher used "*images, a worksheet, a matching activity, gave students a table with vocabulary regarding the topic developed, and she tried some images define exactly the unknown words allowing students to look for the ideas that best describe the news*". Besides, individual works were developed and the teacher helped students with the words they did not understand to make their productions on environmental, health and food problems *(Participant Observations # 1, 2, 3).*

Moreover, Berardo (2006) considers that using authentic texts in the classroom students feel more confident using the language when they know they are performing as expected. With authentic texts, learners are provided with words and expressions used in real-life contexts. When students are confronted with similar situations, they manage better in informal, face-to-face communications. However, during the development of these workshops, the teacher used "*the mother tongue since if she spoke in English the students did not understand her and she also had to translate everything related to the news*", something that was negative because it was not allowed to reach a group reading of the text to internalize it and discover what was saying in it. Furthermore, at the moment of reading the news, the teacher used "*the foreign language to read them and to give the instructions to the students about the items that should have theirs news*". However, when developing an exercise which contains some global and detailed questions about the news, "*she made a transition between English and Spanish to explain them*" *(Participant Observations # 1, 2, 3).*

On the other hand, the teacher had to speak loudly to the students since they talk a lot and get distracted, and do not allow the subjects to develop correctly. For that reason, "*the teacher called the attention of the students and under one point those who were forming indiscipline during the execution of the workshop" (Participant Observations # 1, 2, 3)*. The teacher also "*paid close attention to the students who sit in the back and that the other students will not pass the answers but instead could be resolved among all"*. Moreover, the teacher "*speaks respectfully to the students and asks them to answer when they are asking something related to the news"*. She also answers "*the students 'doubts and maintains an open position to answer the students' concerns regarding the news that is being worked on"*. Finally, the teacher tried to be *friendly with the students and tried to explain the topics as simply as possible*. She corrected "*the exercises and made an activity to explain the main items of the news in order for students to start writing theirs. In this case, the teacher had to pay close attention to the students who always speak in the course and was neglecting the students who hardly participate in the development of the workshop" (Journal entries # 1, 2, 3)*.

Reading Comprehension and Written Production is a Joint Process

It is necessary to be clear that the processes of reading comprehension and written production are connected and cannot be taught separately. The use of task-based learning was of great importance since it allowed students to work together on these two communicative skills. Moreover, teachers have to establish activities that allow the development of an interaction between students and the foreign language. It is important to mention that teachers should choose activities that promote student learning, taking into account their correct execution, they must also give clear and precise instructions to prevent students from misunderstanding the subject,

that is why the use of authentic materials such as news allows students to learn vocabulary and expressions they use to develop their written productions and which will show a real context.

According to Wang (2011), when teaching news it is essential that teachers guide students through a step-by-step process of learning by being aware of process and using Pre, during, and post (PDP) activities, teachers can be confident that students will acquire the language more efficiently and enjoy their language learning development. PDP activities guide the learner through successive steps that builds students' background knowledge, directs their attention to key points, lets them react to new knowledge and allows them to interact with the text more deeply. During this project, the workshops began with a question regarding those topics that allowed the students to start talking and to feel more comfortable with the news. First of all, the teacher used a matching activity, the column A (words) with column B (images) which represents the unknown vocabulary. In the first workshop, the unknown words that should be associated with the image were placed on the board so that the students were made aware of them, but "*at the moment of reading the news they were not able to associate the meaning to the context that was given due to the teacher could identify that the images were very small, they did not have a relationship with the word or the meaning of it and it was very difficult to explain these words, since the students were not able to associate them with the context of the news that was being developed and also because of having too many images the teacher lost a lot of time sticking them on the board and therefore lost the attention of the students"(Journal entries # 1, 2, 3).* For the new vocabulary, some sheets were stick on the board for them to make a table with those words and it was evidenced that "*when vocabulary were not so new for them, they paid more attention to the development of activities"(Participant Observations # 2, 3).* The teacher also gave them more familiar vocabulary that allowed them to develop this activity and at the

moment of asking the students about a problem, "*they had more ideas and could respond better"(Journal entries # 2, 3).* The participants stated that "*thanks to this vocabulary, they acquired new words that helped them a lot to understand some things about their country and the problems it has" (P. 4 -Questionnaire # 2).*

On the other hand, after analyzing the students' written productions, I could identify that the most common errors were:

1. Omission of the subject, in which students did not write the subject of the sentence so that the reader better understands the idea that is being presented, for example: one of the participant wrote "*Epilepsy causes ... and also causes"* instead of "*Epilepsy causes ... and it also causes"*

2. Verb-incorrect use of tenses, in which the students did not follow the tense that was being used causing the idea to be misunderstood, for example: "*Doctors are raising awareness among citizens and recommend..."* instead of "*Doctors are raising awareness among citizens and are recommending ..."*

3. Coherence, in which students do not follow the idea of what they are writing and write words that do not match with its context, for example: "*Jose Antonio Galan Installation"* instead of "*José Antonio Galán Institution"*

4. Grammar structures, in which students do not follow the rule for adjectives, since in English they are written before the subject, for example: "*Children Malnourished"* instead of "*Malnourished Children"*

5. Wrong translation from Spanish to English, in which students translate the sentences literally as they are said in Spanish, for example: *"Junk food such as hamburgers and dogs"* instead of *"Junk food such as hamburgers and hot dogs"*

6. Wrong personal pronouns, in which students do not have a clear idea of what pronoun they are using and write any one, for example: *"People in Bogota… for this reason she can not"* instead of *"People in Bogota… for this reason they can not"*

7. Lack of capitalization, in which the students do not use the capital letters at the beginning of the sentences nor for the proper names, for example: *"in bogota doctors are"* instead of *"In Bogota, doctors are"*

8. Spelling, in which students do not pay attention to the correct way of writing the words, for example: *"Desease"* instead of *"Disease"*

9. Punctuation marks, in which students do not separate ideas by means of commas which makes it difficult to understand sentences, for example: *"In Pamplona the problem of diabetes…"* instead of *"In Pamplona, the problem of diabetes…*

Students' Motivation when using Breaking News

It is important to motivate students to learn a foreign language where they are provided with a suitable teaching environment. It should be mentioned that the context of the students should be taken into account when working with news and these must have an understandable vocabulary and that these should be of interest to students or with which they have prior knowledge about this subject that allows them to participate actively during reading comprehension and written production.

Masood (2013) investigated the effectiveness of authentic material in developing English writing skills of the students and found that authentic material improved students' writing skills, curiosity, motivation, and that daily life material were introduced to the classroom environment thanks to these materials and monotony caused by artificial texts in the textbooks was removed. At the beginning of this project, the students were not very excited to work with news, since "*they claim not to have the necessary vocabulary to understand these ones and if students do not do the respective translation or association by using images or similar phrases, they do not understand what the subject of the news is about*" *(Journal entry # 1).*

During the development of the first workshop, "*the students participated little because they said they were unable to read in English, but tried to give the answers when the teacher asked them*" (Participant Observation # 1). Unlike the second and the third workshop in which "*students participated more because the teacher changed the mechanics of the class and gave them the most summarized activities and with a better instruction. So, the students could read the text and better understand the main idea of it*" (Participant Observation # 2, 3). Moreover, during the development of the workshops to implement news in the English class, students indicated that "*the use of news allowed them to acquire more information and to know more every day*". These also helped them "*to learn new English words and ideas through dialogues and discussions*" and in turn to receive more guidance on how to use news during English class *(P. 1, 5- Questionnaire # 2).*

Conclusions

The main purpose of this project was to enhance writing skill through the implementation of Breaking News in Seventh Graders.

Taking into account the first category, reading comprehension, the students were able to develop different activities that allowed them to acquire new vocabulary which later helped them to express their ideas about their institutional or real context. In relation to the second category, written production, it is important to highlight that the students were able to create their own written productions based on established situations. These productions dealt with health, food and environmental problems. I can also collect 14 written productions, in which there were problems of coherence, spelling, and grammar structures, among others. However, I could create the Institutional Magazine called "Self Awareness" in which the students' written productions were published. The third category, authentic materials, gave way to the emergence of two positive aspects for students. First of all, the students were able to motivate themselves and change their attitudes towards the use of Breaking News in English classes. Secondly, they had the opportunity to use English to create different texts and at the same time to know the problems that affect their society. In the final category, the task-based approach also provides the students the opportunity to work at their own rhythm and to put into practice what they learned.

Recommendations

During the development of my teaching practicum, I was able to identify that if you work with reading comprehension and written productions, you have to create or look for activities that are dynamic and that motivate your students to participate during all your workshops, so that they can understand the importance of good reading and writing in their process of learning a foreign language, because it not only allows them to express their ideas but respect other

people's opinions. Moreover, as in my project I work with news, it is necessary to take into account the previous knowledge and interests of the students to choose topics with which they can work better during class, so it is recommended to do a survey before establishing the topics that you want to work on, so that students feel pleasant and motivated to carry out the activities if the topics are to their liking.

Chapter II: Research Component

Introduction

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

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

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

Justification

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

_____ [1] PRADO: Práctica Docente

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

Statement of the problem

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

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

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

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

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

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

Objectives

General objectives

- To implement reflection as a tool to transform internal pedagogical processes of the practicum.

- To promote the development of a critical spirit in the pre-service teacher that allows her to analyze her pedagogical performance.

Specific objectives

- To consolidate a pre-service teachers group with a critic spirit, a group able to reflect and present proposals to face any problem in their practicum.

- To articulate reflective workshops and to develop didactic units that guide pre-service teachers' reflection.

- To evaluate the pre-service teacher's beliefs about teaching performance and students' behaviors.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and to integrate effectively in the educational institution.

- To identify and analyze the strategies used by the student/ pre- service teacher in her pedagogical practice.

Theoretical framework

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

The teaching profession

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

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

Reflection

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

Reflection as a process

The reflection is developed through a series of stages in a cyclical process. According Schön (1983) as cited by Correa Molina et al (2010) reflecting about the experiences which implies "a sort of reflective dialogue with the situation, where the language would promote the access to the individual's experiences, which would permit to extract a new structuring of the situation"

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

Figure 11. Stages of reflection

Reflection as subject matter

The conception of reflection is based on a topic that is related to the previously mentioned concept. Thus and taking as a reference Grimmet et al (1999) mentioned by Strap Molina et al (2010), reflection is based on three perspectives: *reflection as an instrumental mediation of the action, reflection as a deliberation and reflection as a reconstruction of the experience.* Being for the first two perspectives, the external aspects, and the source of knowledge that allows thinking over; and the contextual aspects, which allows pondering in the third perspective. In turn, the mentioned perspectives rely on mediators aim at executing this process; in the first instance, we find *the action, the context, the colleagues and to the same person who reflects on.*

The reflective practicum

To update, to qualify the academic proposals in the University, and to orientate the pupils towards new ways of being related to the world, it becomes necessary that teacher interrogates on his/her own practice and on the repercussion that it has generated. Furthermore, it is required that teacher be able to objectify his/her behaviors, and to assume the different roles in the pedagogic relationship.

The teacher takes a central role in the current educational world; he/she acts in a complex space submitted for constant change determined by the interaction of diverse factors and conditions. The teaching profession demands that, "teachers develop their professional knowledge in relation with the changeable circumstances" (Ebutt and EllioT: 1986). In this context, the practicum and class space issues need a particular treatment orientated to the comprehension and the social interaction.

The need of articulating the evolving social reality to our job is demonstrated in the existence of numerous attempts trying to explain school phenomena and in the search of ways of attending these phenomena, to make the schoolwork effective. This study will serve teachers participants to think about his/her methodological processes in light of the reflection as the unique rational and ethical way of intervention (Sacristan 1999).

According to Van Manen (1997) there are different levels of flexibility, firstly in the classroom the effective application of skills and technical knowledge are given; the reflection applies to the selection and adequate use didactic strategies that teacher will use.

Secondly, the reflection carries on the implicit budgets in specific classroom practices. Thus, the consequences of adopted strategies, of the curricula and of the practices are analyzed.

It is opted for the application of educational criteria to the practice of teaching to make decisions adapted to the institutional reality and the contexts. Finally, Van Manen establishes an exercise of critical reflection; at this level, he formulates to present a more elaborated reflection, a questioning of ethical criteria, normative and moral related directly or indirectly with the classroom

The pedagogical practicum

For the analysis and the reflection on the practice, it is considered suitable to resort methodologically to a conceptual operation of classification of the practice; for such purpose, we assumed Zeichner's proposal who has established several modalities of practice like:

Academic practice

It is oriented to prepare thoughtful teachers about the courses that they guide, so that they transform them into understandable structures for students.

Social efficiency practice

It means obtaining an effective education by means of the application of didactic techniques that are deduced of general principles to which the pedagogical research has come. In this case, the reflection consists of a strategic decision: "to select among the variety of available methods which are considered to be more effective".

This is the way of proceeding of the technical rationality

Developmental

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

Social reconstruction

The object of reflection is the social, economic and political context, so that democratic and equal relationships in the classroom, and just in the social area, be promoted.

Generic

Programs allude to the reflection in a generic way, but without specifying either the pretensions of the programs or the contents on which must be thought over or the strategies to promote reflective learning.

Activators of reflection

According to Schulman (1987), these activators are the cognitive basis of the teacher about classroom life; they are essential because constitute the element of reflecting that contribute in the process of the own knowledge that a good teacher needs to take decisions in the classroom.

Critical element of reflective thought

This element of reflecting makes relation to "the moral and ethical aspects of compassion and social justice" as raise Sparks-Langer and Colton (1991: 39). The interest pertains to social justice and ethics in education.

These authors established few classificatory categories of knowledge

1. Content knowledge

 2. Pedagogic general knowledge

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

4. Teaching and own professional configuration knowledge

5. Pupils knowledge and their characteristics

6. Educational context knowledge

7. Philosophical, historical, axiological foundation knowledge

According to Georgea Spark-Langer and Amy Colton the narrative element, is different of the elements of the reflexive thought that is included in the present study as an instrument. It has a relation with the teacher's narratives, to stimulate the statements of his/her experiences in the classroom that are presented under many forms and fulfill diverse functions in the subjectivity, and in the constitution of the subjectivity. In this component, teaching diaries are situated in which the writing unleashes the elaboration of the teacher reflexive thought, on his/her experiences of practice, objective and subjective and intersubjective.

Methodology

The methodological strategy has as a central axis the reflection that further contemplated holding meetings for strengthening the collective practice as an initial space where the teachers' trainee will talk about education and labor issues. The organization principles are autonomy, planning and self-observation. To review the impact of the reflection about this process, it will take just a process of socialization and systematization of it.

This study is part of the qualitative research approach, from the perspective of reflecting as a professionalizing space that will contribute greatly to the description, identification and analysis of pedagogical practice.

Objectives

- To consolidate a group of student/teachers who critically reflect and present proposals and alternative solutions to the educational problems of their teaching practice.

- To socialize criteria, share ideas and guidelines to assume their teaching practice.

- To qualify, facilitate and be part of the educational center effectively.

Instruments

Reflection workshops

The reflective workshops' purpose is to guide the pre-service teachers' reflection, but at the same time to socialize and share experiences of each teaching process to enrich their training and to insert new tools that allow them to transform their pedagogical practices. During the teaching practicum, three reflection workshops were developed to share experiences and know how this process of teaching and personal discovery as a teacher was carried out. During these workshops it was possible to identify the different situations experienced by the practitioners in the different schools, in order to see if there are similarities or differences in some points and how from the first

presentation of the aspects observed during the week of institutional observation were raised, if indeed these aspects were fulfilled or on the contrary they were only found in the educational documents but the execution and reality was different.

Self-observation Sheet

The self-observation sheet aims at guiding the student/teacher towards his/her own view about his/her performance as teacher and his/her role in the classroom, and in his/her the educational community environment in which he/she is part of. The self-observation sheets had also allowed me to see the progression that I had acquired during my teaching practicum, in which I evaluated my performance in English learning from week one to week eight. These four self-observation sheets that I had answered indicate whether I had achieved an improvement and an advance in the academic quality of the students or if on the contrary I must change or structure some aspects to make a better execution of the classes. These four self-observations allowed me to identify which aspects are being followed well and which ones should change in this pedagogical practice, such as class organization, teaching methodology, classroom management, interaction with students, and safety, among others **(Appendix 18. Self-Observation Sheet).**

Narrative

The exercise of reflection might allow student/teachers to express on their work from the narrative of their experience as a way to make sense of the everyday life of the teacher. These eight narratives were done to identify my opinions about teaching a foreign language and how my performances, feelings and behaviors in class helped me to have a good development of the teaching process. During these eight weeks, I wrote 8 narratives that have allowed me to establish the progression and improvement of my role as a teacher. These narratives had served to identify and analyze the methodology used, student-teacher interaction, materials used, and

method of evaluation, among others that could allow the pre-service teacher to improve the way students were acquiring knowledge and learning a foreign language **(Appendix 19. Narrative Model).**

Class recording

Having evidence of the performances of the student/teacher in the classroom, will allow reflecting about different aspects regarding the process of teaching / learning foreign languages whether these were used or not in their reflexive exercise.. During my teaching practicum, this class recording allowed me to identify aspects that happen in the classroom, such as classroom management, discipline, interaction between teacher and students, explanation of the topic and activities developed to analyze my teaching process. This recording also allowed me to have an external and constructive view of my teaching practice. This activity could not be developed during the whole class since the supervisor told me that she helped me to record it; however, she only record the execution of some activities but not the whole class **(Appendix 20. Class Recording).**

Context

Pamplona city, which was founded in 1549, is the most ancient city of the department "Norte de Santander". It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of many cities in the colony, it has been along its history, center of confluences and religious influences; it received great number of religious communities among we can mention: "La comunidad de Franciscanos" , "la Hermanas Clarisas"; "los Hermanos de San Juan de Dios"," la Compañía de Jesús", "la Comunidad la sallista". Likewise, religious feminine communities: Hermanas de la Presentación, Hermanas Bethlemitas, among others; the presence of these communities in the city led to the creation of educational institutions with projection of

their beliefs and values. It is in this geographical context in which this study is located, which has the school as the institution in which educational actors are developed: pre-service teachers FLP.

School is understood as a specific educational community which being an organ is in charge of the institutionalized education, that is to say the school is the place where the education is carried out, where the education is fulfilled and where the education is organized. Nowadays, the school is considered to be the way of life of the community, it means, the school transmits those learnings and values that are considered to be necessary in the community and that lead the pupils to use and improve their capacities in benefit of both the society and the own one.

In school, we always find some fundamental elements that intervene, this is the case of teachers and pupils whose actions and way of acting are subordinated to a social and cultural order which the own school takes. School is a dependent organ of the society, it is a social institution destined, inside the specific area of the education, to manage the systematic education and that conditions the training and organization of groups represented by educators and pupils (Crespo, 2010). The school as an educational institution fulfills some specific functions within which the following ones are emphasized:

Socialization role

It concerns the learning of young people, of values, procedure, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function includes all the processes of socialization, in which the members of the school take part.

Instructive role

The instructive function uses two functions, the development of the spontaneous processes of socialization, to guarantee the training of human capital, which needs the functioning of labor market. It consists that to a higher level of culture, knowledge, value etc., there is a higher possibility of adjustment.

Educational role

The educational function needs a community of life, of democratic participation, of intellectual search of dialog and learning. An educational community that breaks the barriers ratifies them between the school and the society, a space of culture where concepts, technical tools and codes of humanity culture are learned. Because of the active participation in the exchange of meanings, desires and behaviors with the companions and adults (Vizcaino, 2010).

Population

The total population of the present study is constituted by thirty-one students of tenth semester, pre-service teachers of the Foreign Languages program English-French of the University of Pamplona.

The direct benefited population:

- Trainee teachers
- Supervisors' student
- Students' community of the centers of implementation of the Integral Practicum

The indirect benefit population:

The teaching community of the FLP composes it; the results will help the vision of the program's agent about their practices.

Integral practicum staff.

- Institutional dependencies articulated to the project:

- Foreign language program (FLP)

- Language and communication department

- Education faculty

External institutions linked with the project

'José Antonio Galán High School'

ACTIVIDAD	SOCIALIZACIÓN DE LA OBSERVACIÓN	NARRATIVAS	FICHAS DE AUTO-OBSERVACIÓN	REGISTRO DE CLASE	TALLERES DE REFLEXIÓN	LOS TUTORES VAN A HACER LA OBSERVACIÓN DE CLASE DE ESTUDIANTES DE PRÁCTICA	REUNIÓN DE COORDINADORES DE PRÁCTICA CON SUPERVISORES
SEMANAS	Deben asistir todos los estudiantes de práctica (los que están en otra ciudad se conectan por skype)	Cada lunes antes de las 6:00pm al correo de tutores con copia al correo de práctica	Se hace en línea, todas en el mismo link enviado, en cualquier día de la semana	Solo un video, promedio de 30 minutos (tratar de no enfocar la cara de los estudiantes, solo la del practicante). Enviar al correo de práctica preferiblemente en un link. Los estudiantes que están fuera de Pamplona, envían uno de los dos videos que ya tienen. El video es de cualquier clase.	Deben asistir todos los estudiantes de práctica. Los que están fuera de Pamplona, la coordinación de práctica les envía los documentos a desarrollar	Por favor recordar a tutores y avisar a supervisores, portero de la institución y coordinador del colegio. Los estudiantes que están fuera de Pamplona, envían video al tutor con copia al correo de práctica. Por favor, pedir al tutor retroalimentación de la observación.	Asisten coordinadores de práctica y supervisores (por favor avisar a supervisores)
Lunes 6 de mayo de 2019	X 6:00 pm a 8:00 pm Lugar por confirmar						
Semana 1 13-17 mayo		X					
Semana 2 20-24 de mayo		X	X			X	
Semana 3 27 al 31 de mayo		X			X Miércoles, 29 de mayo 5:15 pm Lugar por confirmar		
Semana 4 4 al 7 de junio		X	X				X Miércoles 12 de junio, 5:15 pm Lugar por confirmar
Semana 5 10-14 de junio		X		X Plazo máximo de entrega viernes 14 de junio, sólo al correo de práctica.		X	
17 al 21 de junio					X Miércoles 19 de junio 5:15 pm Lugar por confirmar		

Figure 12. Schedule of the research component

Data analysis

For the analysis of the research component, I followed some of the stages proposed by (Hatch, 2002) in order to identify typologies that emerged from the different instruments used to collect data:

First of all, I reviewed the objectives of my research component in order to identify possible typologies for my results. Then, I began to read each collected information through my 4 instruments and selected the important one which was related to my typologies. In the third step, I made a synthesis of the aspects mentioned in each data collection instrument that could be used for the pre-established typologies. In the fourth step, I established the similarities and differences that could exist at the time of doing the triangulation of the collected data. Finally, when I had all the information synthesized and analyzed, I established my generalizations that will help me to show the results of this component.

Findings

During this process of reflective practices that were implemented through narratives, self-observation sheets, reflection workshops and class recording, these instruments played an important role to reflect on my practices from different aspects such as: discipline control, work methodology, planning of the classes and interaction with students.

The first aspect, discipline control. It allowed the pre-service teacher to discover that the students can be attentive to the class and make silent if they have to work or write on their own notebooks. She also used some negative points to avoid disorder and to get students' attention, she gave them real examples, creating an active participation in the whole class, in order to generate an enriching and enjoyable class for the teacher and the students.

The second aspect, work methodology. The pre-service teacher was able to known which activities and strategies to use with each group in order to create enriching and pleasant learning spaces. During this teaching practicum, she employed some activities in which students can sing, play, jump, listen to music, watch videos and be interested but above all learn. Moreover, it is important to highlight that at the beginning she wanted to implement activities in groups; but little by little she learned that with the secondary students, it was very difficult.

Regarding the planning of the classes, it is necessary to indicate that at the beginning of this process, it was difficult to elaborate a planning that complied with the students' learning process because I had to design my classes in a detailed way in which I taught them step by step. Moreover, I had to follow the supervisor class's structure, following aspect like lectures, readings in English and Spanish, explanation, practice activity and evaluation. In addition, I had to design plannings that I could not fully accomplish due to the loss of the time this Educational Institution had.

Finally, the interaction with my students was difficult when I developed some activities because they wanted to participate but I also had to listen to the other students since I did not know if they were understanding the subject or not. However, after these 8 weeks I can laugh and talk calmly with some of my students and with others I keep the distance because for them I am a scolding teacher and prefer to look at me ugly and not talk to me.

Conclusions

It is important to mention that doing a good reflection and a critical analysis of my process as teacher would allow me to change or improve aspects that will have a positive impact on the students' learning process, but at the same time in my teaching process as future educator.

It is also necessary to highlight that thanks to the different reflections I could give an account of the progression, the advance or the improvement that I had to make to my teaching practicum and therefore look for alternatives that propitiate a good performance and development of student learning, facilitating the acquisition of knowledge in English as a foreign language and thus show students that this language allows them to enhance their skills for oral-written comprehension and production.

Chapter III: Outreach Component

Introduction

The participation in global policies in the academic, cultural and economic fields motivated the Colombian Government to promote the foreign language learning process in different education sectors in the country, so that citizens have the opportunity to participate in cultural exchanges to enable them to access to conditions more equitable regarding the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, the Ministry of National Education presented in 2004 its policy of bilingualism pointing at *"having citizens able to communicate in English with internationally comparable standards that place the country in universal communication processes, in global economy and in cultural openness"*. Thus, this Ministry has been implementing a wide variety of strategies at different levels of education towards the achievement of this goal; a clear example of it is the creation of English quality standards for primary and secondary education, the definition of a solid and coherent assessment system and the development of training plans.

This program has been developed in the whole country and it has integrated the work done by the education's secretaries, public and private universities and language schools. Nevertheless, the results obtained now have not been very encouraging since this program has not included many of the educational establishments of the nation.

Regarding primary school, the National Government tends to the extension of the coverage of English learning to children, since many of these educational establishments do not

have an English teacher who orientates teaching-learning processes and thereby the results of the applied national evaluations are not very favorable.

The University of Pamplona, in its public institution capacity, forming trainers of trainers and more specifically the Foreign Languages English-French Program, has approached to the reality facing that the primary school faces in the city with regards to the National Bilingualism Policy. Many of the educational institutions of this city do not have an English teacher to meet the training needs of the primary sector.

Recognizing this reality and the problems that it generates, this proposal aims at meeting primary children's needs and integrating the formation of foreign language program French-English pre- service teachers to the educational reality of this sector to reduce the gap generated between public and private schools in the area of foreign language.

Governmental policies identify the problematic, however the attention of them is not regulated, and it needs effective support, for the concrete case, foreign languages teachers in order that student's exams and tests results are in agreement with the proposals of *"Colombia la más educada"*.

Justification

The learning and acquisition of a foreign language, allows to be to the forefront of the own needs that nowadays the world demands. It is therefore that the mentioned process needs to be implemented and worked from the beginnings of children education so that at the end of their basic education, they have bases allowing them to continue with the learning process in the secondary education, vocational average and in higher education, aiming at achieving more trained people in this area.

This project aims at creating an awareness of teaching English in primary schools in Pamplona city, contributing to the foreign language basic formation, which is essential in this globalized world. Consequently, it is carried out as part of the outreach component developed by pre- service teachers of the Foreign Languages degree at the University of Pamplona, as a way of contributing the strengthening of English teaching in the primary education field.

The development of this project enhances in a high level both the institutions and the students of the city, and the Foreign Languages Program and the pre-service teacher who carry out practicum. This benefit results in the possibility that primary school students have to get a contact with the foreign language and in the same way, for students who are on the point of completing their training program allowing them to know the reality and the educational needs to contribute in the processes of improvement of those needs.

Objectives

General Objectives

- To address the English formation needs of primary school children in Pamplona.
- To integrate foreign language student/teachers training of the foreign language degree English-French, to the educational reality of the teaching process in the primary school in Pamplona.

Specific objectives

- To encourage 1st and 2nd grades students to acquire English vocabulary through the implementation of short stories.

- To enhance the students' creativity stimulating their love of reading through the implementation of short stories

- To implement short stories in order to improve students' oral and written skills.

- To recognize the main aspects of a short story

- To make the primary school children become familiar with Basic English knowledge.

- To involve students in the English teaching process in the primary school in Pamplona.

- To articulate the formation of pre-service teachers with social outreach programs offered by the Office of social interaction at the University of Pamplona.

Typology of the project

This is a formative project, belonging to the area of curriculum; opened to the institutions in which the Integral practicum is carried out and the basic primary training is offered in Pamplona city. This study takes part of the training project of the Foreign Languages program at the University of Pamplona.

This proposal is articulated to social projection; it goes beyond to the institutional space and makes possible the joint of foreign language degree to the Pamplona's community. The main pedagogic and communicative aim places inside the institutional lines of projection and extension to the community of the University and of the degree.

Contribution lines

- Contribution to the academic formation in Foreign Languages.

- Citizen training (attention to problems of the educational environment tending to diminish the inequity of the educational system).

- Projection of the school Community to University and Program level

Theoretical framework

Teaching languages

Languages international policies

The UNESCO has been concerned since many years, for the role of the language in the world. In 1999, it adopted the term multilingual education to refer 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 though the multilingual education. (Cruz M, Loyo G, & Mendez E, 2011).

The UNESCO 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 UNESCO 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 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 academicals

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).

The follow chart shows the levels to be reached by the National bilingual program to the

year 2019:

Tabla 1. Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

Figure 13. Expected levels in the target language

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 recommends to focus on the meaning omitting grammatical mistakes.

Extended speech

In this period, the child is able to say complete phrases and 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 that 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?

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 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. (Cited by Frandiño Y, Bermudez J and Vasquez V, 2012)

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 place where the outreach component will be developed is "Cuatro de Julio Primary School" that is located at the street 1 nº 6-19.

Beneficiary population

Students from two groups in 1st and 2nd grade at "Cuatro de Julio Primary School", and at the same time, their two 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: "José Antonio Galán High School"

Schedule

The chart below presents the schedule given to be implemented this study. This component as the pedagogical one lasts eight weeks: From May 13th to July 27th, the pre- service teacher will work with students from 1st grade and 2nd grade.

Table 6.

Pre- service teacher's schedule in primary

ANYELA's SCHEDULE					
HOUR	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
7:00-7:55			1°		
7:55-8:50					
8:50-9:45	1°				
9:45-10:15	B	R	E	A	K
10:15-11:10	2°				
11:10-12:00					2°

Methodology

The main objective of this study was to support and to give an extra help to the English teacher of 1st and 2nd grades at Cuatro de Julio Primary School. This project aimed at acquiring English vocabulary through the implementation of short stories.

During the development of this project, the pre-service teacher started this process by identifying the problem in the two groups she worked with, to improve students' oral and written skills through the use of short stories. Thereafter, the pre-service teacher designed a plan for the

study considering these aspects: contents, schedule, resources, materials, places and activities related to the vocabulary and short stories in order to give a solution to the problem, so that the students were actively involved in decisions made during this process.

In order to create the schedule, the pre-service teacher took into consideration the curriculum of the school and the oral and written production skills stated in the Basic Competency Standards in Foreign Languages: English in the Ministerio de Educación Nacional (M.E.N, 2006). Afterwards, pre-service teacher started working with the students encouraging teamwork, love for reading and oral-written production through the implementation of short stories and the creation of worksheets related to family members, professions, numbers from one to twenty, feelings/emotions, colors, fruits and verb to be. In order for the students to start identifying the story, pre-service teacher gave them an idea about the components of it; composed of a beginning, a development or climax, and the end.

Development of the Outreach Component

Taking into account the execution of this project, it should be noted that in each class a vocabulary theme was taught and then the story was read in Spanish with the English words to verify if the students understood the story and if they acquired the vocabulary through it. For that reason, the teacher followed the class stages recommended by McMullin (1992) when teaching an English class, which was composed by five stages:

During the execution of these English classes, the pre-service teacher followed the first stage "Warm- up/Review" because it encouraged students to use what they had been taught in previous lessons. The pre-service started the class with an introductory activity related to the lesson so that the students became familiar with it, she showed them an image, a song, a video,

and a story in order for them to identify what the topic during this class was developed. Then, she moved to the second stage "Introduction to a new lesson" in this stage, she established the purpose of the lesson by focusing students' attention on previous examples and wrote on the board some words in Spanish and students have to say how these ones are written in English, in order for them to make a review about the learnt vocabulary. Subsequently, the pre-service teacher made the "Presentation of the topic" in which she introduced new information and checked students' comprehension of the new material. She explained the new topic by writing vocabulary on the board and drawing the respective images to explain the topic to students. Afterwards, the pre-service teacher gave students the "Practice Activity" in order to provide them opportunities to apply the new language or information. In this stage, the teacher gave students a worksheet which contains the short story related to the topic given. Finally, in the "Evaluation stage" the pre-service teacher made a review about the topic and then, she read the story and students have to say what the story is about and to write the words in English.

Thanks to the implementation of pedagogical practice in primary school, it is intended that first and second grade students were more familiar with the English language, its vocabulary and pronunciation. To fulfill this purpose, the use of short stories was implemented each class. This component dealt with attending children's needs regarding their English language learning **(Appendix 21. Primary Class Design).**

Table 7.

Topics to develop with elementary students

GRADES / WEEK	General topics to teach through using of short stories	
	First grade	**Second grade**
First week	My family	Family Members
Second week	Feelings/Emotions	Story
Third week	Story	Professions
Fourth week	Fruits	Story
Fifth week	Colors	Verb to be (affirmative form)
Sixth week	Story	Numbers 1-20
Seventh week	Numbers 1-20	Numbers 10 -10
Eighth week	Verb to be (affirmative form) Final Story	Feelings/Emotions (Songs) Final Story

Findings

During the execution of this project, I used the narratives to obtain the results of my outreach component, this instrument played an important role to reflect on my practices with elementary students from different aspects such as: the use of short stories and vocabulary acquisition when teaching English.

First of all, the use of short stories in English allowed the students to develop their reading comprehension and to become more familiar with the English words about the

vocabulary raised. The first and second students are children who truly love the English or at least they are interested to participate during the whole process, although they did not know the correct writing and pronunciation of the words. With these students a series of readings were used that contained the vocabulary worked in English. It should be mentioned that students remembered the meaning of the words mentioned in the short stories given and more when the teacher used actions or mimics that describe them. In addition, it is worth mentioning that at the end of this project an entire reading was conducted in English with all the topics that were worked during the execution of my practice and the students responded very well, they were able to identify the words about family, fruits, colors, numbers and feelings. Moreover, some students were able to tell what the story was about and asked questions about it. However, I could identify that there were 2 words that some students were not able to assimilate or only remembered during class but in the end not, uncle and grapes.

Conclusions

Working with elementary students has contributed greatly to the teaching practicum, since thanks to the development of this project it can be shown that students at this stage really have the ability to acquire vocabulary, simple grammar structures and are able to recognize the learning of English as an advantage for their learning process of a foreign language. Also because the students could arrive with more knowledge to secondary which, facilitated the acquisition of knowledge in the English language and it would be easier to interact and develop the activities. The profession of being a teacher requires a lot of dedication and patience so that the students achieve the objectives and the basic skills necessary for the English area.

Based on the objectives to be achieved, it is important to indicate that the students were able to recognize words and create phrases using English. Moreover, they could improve weaknesses such as pronunciation and the basic use of vocabulary thanks to the use of short stories in the classroom alternating Spanish and English languages. On the other hand, it is necessary to mention that the students most of the classes were attentive and participatory to the activities implemented.

Chapter IV: Administrative Component

Introduction

This component corresponds to the pedagogical activities that will be developed in José Antonio Galán High School, in order to involve all the educational community to create a good environment among students and teachers. As it is observed the majority of the planned activities and events are settled in the institution with the idea of engaging and involving both teachers and students. 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, and so they could communicate satisfactorily in the target language. At the same time those activities are helpful for the pre-service teacher in order to recognize the administrative procedures at any educative establishment.

Justification

In accordance with number 1 of article 15 and article 20 of law 01620 of 2013, the educational institution will develop projects aims at the implementation of programs for the development of competencies citizens, education for the exercise of human, sexual and reproductive rights, in accordance with the guidelines, standards and guidelines that are defined. This implementation will be done through compulsory pedagogical projects, based on the article 14 of the General Education Law, as part of the Institutional Educational Projects - PEl or of the Community Educational Projects -PEC-, as the case may be.

In accordance with the provisions of Article 20 of Law 01620 of 2013, the projects referred to in numeral 1 of Article 15 of the mentioned Law, must be developed at all levels of the educational establishment, formulated and managed by the Teachers from all areas and

grades, built collectively with other actors in the educational community, without a specific subject, respond to a situation in the context and that are part of the institutional educational project or project community education.

Objectives

General Objective

- To participate in the academic, cultural and administrative activities organized by José Antonio Galán High School in Pamplona, taking an active role in all the planned events.

Specific Objectives

- To get involve as an active member of the institutional community in the whole organized events.

- To establish a good relationship with all the school community.

- To help and motivate students to do an exceptional performance in the presentations.

Methodology

From the beginning to the end, the pre-service teacher was participative in all the activities and events proposed by the institution.

School Activities Timetable

Table 8.

Pre-service teacher's Academic Calendar

DATE	ACTIVITY
29th April	IZADA DE BANDERA – DÍA DEL IDIOMA. Participan todos los grados priorizar manifestaciones artísticas y culturales con los estudiantes
29th - 30th April	Desarrollo Académico -Institutional Observation
13rd – 17th May	Desarrollo académico
15th May	Celebración institucional día del educador y del personal administrativo franciscano
20th – 24th May	Desarrollo académico
21st May	Simulacro 3°, 5°, 9°, 10° y 11°
27th – 31st May	Desarrollo académico
31st May	Tercera actividad experiencia significativa Proyecto Pedagógico Transversal "Senderos De Paz Y Bien" con padres de familia
4th -7th June	Desarrollo académico
10th – 14th June	Desarrollo académico
13rd June	SIMULACROS 3º, 5º, 9º, 10º y 11º
8th – 12nd July	Desarrollo académico
15th – 19th July	Desarrollo académico
20th July	Desfile día de la independencia – estudiantes 11º grado
22nd – 26th July	Desarrollo académico
26th July	Cuarta actividad experiencia significativa Proyecto Pedagógico Transversal "Senderos De Paz Y Bien"

Table 9.

Second Period Academic Calendar

APRIL

DATE	ACTIVITIES
2	SESIÓN ORDINARIA CONSEJO ACADÉMICO Preparación pruebas de calidad primer periodo
8 - 12	Desarrollo Académico
15 - 19	Receso escolar estudiantes Desarrollo institucional
11	Entrega de instrumentos de prueba de calidad preescolar 1° a 11° grados – líderes de área a coordinación (primaria a coordinador Joaquín, grados sexto a octavo, al coordinador Mario; grados noveno a once a coordinadora Olga)
12	Entrega pruebas de calidad coordinadores a secretaria
17	BINGO INSTITUCIONAL
22 - 26	Desarrollo Académico Pruebas de calidad primer periodo – Todos los niveles. 0° a 11°. Acorde a programación realizada por coordinadores
23	IZADA DE BANDERA – DÍA DEL IDIOMA. Participan todos los grados priorizar manifestaciones artísticas y culturales con los estudiantes
29 - 30	Desarrollo Académico Pruebas de calidad primer periodo – Todos los niveles. 0° a 11°. Acorde a programación realizada por coordinadores

MAY

DATE	ACTIVITIES
3	Terminación primer periodo académico – Cierre de plataforma Webcolegios para cargue de calificaciones
7 - 10	Desarrollo académico
6	INICIO 2º PERIODO ACADÉMICO
7	Consolidación de reportes académicos por parte de coordinadores
8	Asamblea académica – comité de convivencia Primer periodo
13 - 17	Desarrollo académico
14	Entrega de informes académicos primer periodo a padres de familia
15	Celebración institucional día del educador y del personal administrativo franciscano
20 - 24	Desarrollo académico
21	Simulacro 3°, 5°, 9°, 10° y 11°
27 - 31	Desarrollo académico
31	Tercera actividad experiencia significativa Proyecto Pedagógico Transversal "Senderos De Paz Y Bien" con padres de familia

JUNE

DATE	ACTIVITIES
4 -7	Desarrollo académico
4	SESIÓN ORDINARIA CONSEJO ACADÉMICO
10 - 14	Desarrollo académico
13	SIMULACROS 3º, 5º, 9º, 10º y 11º

17 - 21	Vacaciones directivos, docentes, estudiantes
24 - 28	Vacaciones directivos, docentes y estudiantes

JULY

DATE	ACTIVITIES
1 - 5	Vacaciones directivos, docentes y estudiantes
8 - 12	Desarrollo académico
11	Simulacro 11°
15 - 19	Desarrollo académico
20	Desfile día de la independencia – estudiantes 11° grado
22 - 26	Desarrollo académico
26	Cuarta actividad experiencia significativa Proyecto Pedagógico Transversal "Senderos De Paz Y Bien"
29 - 31	Desarrollo académico

Activities

The first activity was the Izada de Bandera "Language Day", in which all grades participate in prioritizing artistic and cultural events with students. This activity was carried out on April 29. In this event the students showed their talents for theater, poetry, and singing. There were also awarded the students who got the top positions in the first academic period. During this event, I did not have any specific role, just being an assistant.

The following pictures evidence the event:

Figure 14. Izada de Banderas "Language Day"

The second activity was the celebration of the Virgin Mary's month, in which the second grade students at Cuatro de Julio School, recited poetry about her generosity and dedication to her children on earth. This activity took place on May 15. During this event, I did not have any specific role, just being an assistant.

The following picture evidences the event:

Figure 15. Virgin Mary's Month

The third activity was the celebration of mothers' day and the significant experience of the Transversal Pedagogical Project "Senderos De Paz Y Bien" with parents. These two events took place at Cuatro de Julio School and in the parish hall of San Francisco on May 29, in which I had to teach class to the first grade students and then be part of the workshop with a priest where the dialogue, responsibility and father- son interaction were worked to raise awareness of the role that each member of the family must comply.

The following pictures evidence the event:

Cuatro de Julio School

Figure 16. Mothers' day

Parish Hall of San Francisco

Figure 17. Transversal Pedagogical Project "Senderos De Paz Y Bien"

The fourth activity was the Eucharist which was carried out on May 29. This Eucharistic event was addressed only to the sixth grade students and it was intended to bless the school year of each of the students and create awareness of the responsibility, respect and dialogue that must be had between each member of the family. In this activity, I controlled the discipline, I organized the students in the different seats and I kept silence during the Eucharistic celebration.

The following pictures evidence the event:

Figure 18. Eucharist

The fifth activity was the "Formación" with students and teachers. This event took place at José Antonio Galán High School on July 3, in which physical education teachers delivered uniforms to female and male teams that are part of the sport activity "Superate".

The following pictures evidence the event:

Figure 19. "Formación"

The sixth activity was the "Formación" with students and teachers. This event took place at José Antonio Galán High School on July 18, in which the principal of this institution called attention to the students who are using the computers in the library for inappropriate things. Moreover, he congratulated the eleventh graders for their performances obtained in the drills for the ICFES tests and mentioned that 4 students would travel to Bucaramanga to take a workshop to familiarize them with this test.

The following picture evidence the event:

Figure 20. "Formación"

The seventh activity was the significant experience of the Transversal Pedagogical

Project "Senderos De Paz Y Bien" with students. This event took place at José Antonio Galán

High School on July 25, in which I had to be part of the workshop with sixth grade students

where teachers developed some activities centered on the students' beliefs and values in order to

raise awareness of the good and bad decisions they can make in their life, such as the choice of

their friends.

The following pictures evidence the event:

Figure 21. Transversal Pedagogical Project "Senderos De Paz Y Bien"

Conclusions

From the beginning of the teaching practicum, almost all teachers of the educational institution treated the pre-service teacher as one more teacher. The educator teacher was able to evidence how the educational institution organizes, prepares and executes different activities that allow the interaction of all the students, educators and administrators, as well as people external to it, such as parents, different students of the University of Pamplona, police, and people in charge of the TIC, among others. Moreover, it is important to highlight that students not only go to school to study, but also they will learn how to be part of a varied and large community. They are also worked in respect, faith and empathy which have been the values developed during the second period.

General Conclusions

During the development of this project, the pre-service teacher found the following conclusions:

It is important to provide students with useful materials like news that allow them to develop their learning skills such as reading comprehension and written production where they can understand, analyze and express their ideas and opinions in a clear, coherent and consistent manner, taking into account their closest context to generate an excellent motivation and create students' interests towards learning English.

Moreover, the development of this teaching practicum allowed the pre-service teacher to build quality teaching, in which she can offer appropriate methods and strategies through the use of projects aimed at developing her critical thinking and offer a different view of the world on the English language education. It was also necessary to make reflections on her own teaching practicum in order to self-evaluate and change the way of teaching English during this process, where the positive work is recognized and the negative aspects that influence such as the role of the teacher, the students and the classroom management could change.

On the other hand, the use of short stories was an important tool to teach vocabulary to elementary students since those students are able to understand new words and at the same time have a greater approach to the English language. Finally, being part of academic and cultural activities proposed by the educational institution allowed the pre-service teacher to become aware of how to be a better professional, giving students the opportunity to interact, to know and to appreciate their institutional events.

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APPENDICES

Appendix 1. *"Conceptual Notions"- Sixth and Seventh Grade.*

Nociones Conceptuales 2019	
Grado	**Segundo Periodo**
Sexto	- To have - Gustos y preferencias (to like) - Números (2) y operaciones básicas - Can, have to - Conectores básicos - Comparativos y superlativos básicos - Presente Simple - Adverbios de frecuencia **Vocabulario:** higiene, verbos de rutina, costumbres y tradiciones
Séptimo	- Pronombres objeto - Pronombres posesivos - Pronombres reflexivos - Pasado Simple - Comparativos y superlativos **Vocabulario:** medio ambiente, entorno social, enfermedades, salud, comida.

Appendix 2. *Example of planning for the classes where grammar was taught*

INSTITUTION: José Antonio Galán	SUPERVISOR: Gloria Esperanza Duarte	PRE-SERVICE TEACHER: Anyela Gelvez
GRADE: seventh (three hours per week)	**TOPIC:** Possessive Pronouns	**PROGRAM:** Foreign languages
LINGUISTIC POSSESSIVEIVES To recognize the possessive pronouns in a text	**COMMUNICATIVE POSSESSIVEIVE** To describe a short situation using possessive pronouns	**SOCIO-CULTURAL POSSESSIVEIVE**
DATE: **3rd- 5th- 7th June**	**HOMEWORK:** Students have to write 5 sentences using possessive pronouns.	**OBSERVATIONS:**
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)
Warm- up	To start the class, the teacher greets the students and writes on the board the date and then the weekly phrase about faith, empathy or responsibility. So, students have to write it on their notebooks, in both English and Spanish. Afterwards, the teacher asks the students to make a reflection on the meaning of the sentence. Also, the phrase will be repeated three times by the students.	10 min
Introduction to a lesson	To continue learning about possessive pronouns, the teacher writes some sentences in order for the students to identify the possessive pronouns. The students analyze the main idea of those conversations (possessive pronouns). So, the teacher asks the students about those sentences and the use of the possessive pronouns that appear in those phrases, This activity will be done collaboratively between teacher-students.	10 min
Presentation of the topic	To explain the topic (possessive pronouns), the teacher reminds students what the possessive pronouns are and to which personal pronoun they belong.	30 min

Practice Activity	Linguistic Activity: the teachers gives students a crossword in which they have to fill in the missing words, in order for the teacher identify students' comprehension.	30 min
	Communicative Activity: the teacher gives students a text to make a reading comprehension, in which students have to make a list of the unknown vocabulary and look for its meaning; a list of verb and its meaning; translate the text and answer some questions. It should be noted that the teacher will be willing at all times to help students to fulfill the linguistic activity. The correction of the activity will be made. Afterwards, the teacher gives students two worksheets in which they have to complete some exercises related to possessive pronouns.	15 min

Appendix 3. *First Workshop Design*

GROUP: Seventh B Grade	LEVEL: A1	DATE: 27th-31st May / 03rd June
LINGUISTIC OBJECTIVE: **To recognize the vocabulary related to health**	**COMMUNICATIVE OBJECTIVE:** To describe a health problem	**SOCIO-CULTURAL OBJECTIVE:** To distinguish the most common health problems in Colombia and in different English- speaking countries
TASK: Make a Breaking News to a foreign reader addressing the health problems that exist in Colombia (your institutional context), taking into account affected people, possible solutions and activities to counteract the problems	**MATERIALS:** Authentic document (Breaking News) Board Markets	**TOPIC:** Health Problems
STAGES	**SKILLS**	**DESCRIPTION OF THE ACTIVITY**
Introduction of project		Before starting the class, I will inform the students that they will be part of a research project entitled: Implementing Breaking News to Enhance Writing Skill in Seventh Graders at "José Antonio Galán High School." Next, I will explain to the students what the objectives of this project are and finally I will explain to them that at the end of this process, as

		a final product, I will create an Institutional Magazine, in which their written productions will be published.
Pre-task	**Reading Comprehension**	**Pre-reading:** After having talked about the project, the teacher will give each student a Breaking News named: "Art Therapy" This news shows a small background of Canada doctors using art to treat patients**.** Then, to address the vocabulary, the teacher will ask the students to review the news in a general way and underline the unknown vocabulary. Previously, the teacher will identify the possible vocabulary unknown by the students, so she will bring to the class different images that represent the unknown vocabulary. So, what the teacher will do first is to tell the students to mention the unknown vocabulary so that she can write it on the board. After the vocabulary has been written on the board, the teacher will paste the images and the students should relate the image to the unknown vocabulary so that they can know its meaning. Therapy Sick Prescribe

Breast

cancer

Wellness

Proof

Art

Heals

Released

Afterwards, the teacher will approach new vocabulary. To do this, she will write some words and expressions related to health problems. In order to do that, the teacher will make a table on the board which will have three columns: problems, expressions and solutions (people, places, treatment). What students should do is locate each word in the corresponding column.

While reading: After explaining the unknown vocabulary, the teacher will ask the students to read

		the news attentively. Next, the teacher will give each student a worksheet that contains different global and detailed questions; so, the teacher will ask the students to answer those questions. Before the students begin to read, the teacher will read and explain each question so that the students understand very well what they should do. **Post reading:** After the students have answered the questions, the teacher will make a socialization of the answers. For this, she will select different students at random which will tell their answers, if these are not correct among the whole group she will give the correct answer.
While- task	**Written production**	**Planning:** The teacher gives the students an example of how to understand the text (the same Breaking News) through a match activity that contains some questions and their answers. During this first exercise, the teacher will ask the students to read the news and look for the answers. **Drafting:** Then, the teacher will ask students to think about a health problem in Colombia (institutional context). So, they have to complete a format (table) with that information, taking into account the example given. After doing the research, the teacher will ask the students to start writing a Breaking news (draft, 5-10 sentences) to tell everything related to health problems in Colombia (institution or their real context). It's important that this news has the vocabulary worked in class and to pick out what they think are the most important points, explaining what the story is about. Remember to cover the 6 W's: What's happening? Who is involved? Where is this happening? When is it happening? Why is it happening? How is it happening? And be: Clear - use simple language

		Concise - keep sentences short Correct - check your facts, grammar and punctuation **Editing / Revising:** The teacher will correct the draft made by the students. There, she will verify that the students have included the established criteria and have used the vocabulary taught. In this correction, the teacher will correct the mistakes made by the students and give directions so that they can make their breaking news and deliver it. **Publishing:** Finally, the students will deliver the news to the teacher. This should be corrected with the instructions given by the teacher.
Post-task	**Evaluation and assessment**	After the teacher has read each one of the Breakings News, she will make in the board a corpus of errors in which she will indicate to the students which were the most frequent errors when writing a news. Likewise, she will implement an evaluation grid proposed by the Common European Framework of Reference for Languages which had a specific criteria to evaluate writing, this criteria had a different amount of points each one. Then, students have to assess their own written production.

Appendix 4. *Second Workshop Design*

GROUP: Seventh B Grade	LEVEL: A1	DATE: 8th-12th-15th July
LINGUISTIC OBJECTIVE: To recognize the vocabulary related to food	**COMMUNICATIVE OBJECTIVE:** To describe a food problem	**SOCIO-CULTURAL OBJECTIVE:** To distinguish the most common food problems in Colombia and in different English- speaking countries
TASK: Make a Breaking News to a foreign reader addressing the food problems that exist in Colombia (your institutional context).	**MATERIALS:** Authentic document (Breaking News) Board Markets	**TOPIC:** Food Problems
STAGES	**SKILLS**	**DESCRIPTION OF** **THE ACTIVITY**

Pre-task	Reading Comprehension	**Pre-reading:** Before start with the reading, I will ask the students what problems do you know that have any relation to food? In order to introduce the students to the topic. After having listened to the students' answers the teacher will give each student a Breaking News named "Dangerous Food". This news shows how this situation occurs in U.K and China. Then, to address the vocabulary, the teacher will ask the students to review the news in a general way and underline the unknown vocabulary and write it in their notebooks. Previously, the teacher will identify the possible vocabulary unknown by the students, so she will bring to the class different images that represent some of the possible unknown words by the students. These images will be place on the board so that later the students can play a matching game. After having searched for the unknown words, the teacher will announce to the students that they will play a matching game, to fulfill this activity the teacher will inform the students that they have to associated the column A (images) with the column B (respective names).

Powder   Poisonous

Peanut   Bag of rice

Safe   Cheap

Harm

Dye

Candies

Gangs

Drink

Sell

Beef

Dealers

Beat

Fake Food

Danger

Horse Meat

Afterwards, the teacher will approach new vocabulary. To do this, she will write some words and expressions related to food. In order to do that, the teacher will make a table on the board which will have three columns: problems, expressions and food (Dairy Products, Meat, Fruits and Other Food). What students should do is locate each word in the corresponding column.

While reading: After explaining the unknown vocabulary, the teacher will begin to read the news and the students will repeat this attentively in order that the students know and become familiar with the pronunciation. Next, the teacher will give each student a worksheet that contains different global and detailed questions; so, the teacher will ask the students to answer those questions. Before the students begin to read, the teacher will read and explain each question so that the students understand very well what they should do.

		Post reading: After the students have answered the questions, the teacher will make a socialization of the answers. For this, she will select different students at random which will tell their answers, if these are not correct among the whole group she will give the correct answer.
While- task	**Written production**	**Planning:** The teacher gives the students an example of how to understand the text (the same Breaking News) through a match activity that contains some questions and their answers. During this first exercise, the teacher will ask the students to read the news and look for the answers.
		Drafting: Then, the teacher will ask students to think about a food problem in Colombia (institutional context). So, they have to complete a format (table) with that information, taking into account the example given.
		After doing the research, the teacher will ask the students to start writing a Breaking news (draft, 5-10 sentences) to tell everything related to food problems in Colombia (institution or their real context). It's important that this news has the vocabulary worked in class and to pick out what they think are the most important points, explaining what the story is about.
		Remember to cover the 6 W's: What's happening? Who is involved? Where is this happening? When is it happening? Why is it happening? How is it happening?
		And be: Clear - use simple language Concise - keep sentences short Correct - check your facts, grammar and punctuation
		Editing / Revising: The teacher will correct the draft made by the students. There, she will verify that the students have included the established criteria and have used the vocabulary taught. In this correction, the teacher will correct the mistakes made by the students and give directions so that they can make their breaking news and deliver it.

Publishing: Finally, the students will deliver the news to the teacher. This should be corrected with the instructions given by the teacher.

Post-task	**Evaluation and assessment**	After the teacher has read each one of the Breakings News, she will make in the board a corpus of errors in which she will indicate to the students which were the most frequent errors when writing a news. Likewise, she will implement an evaluation grid proposed by the Common European Framework of Reference for Languages which had a specific criteria to evaluate writing, this criteria had a different amount of points each one. Then, students have to assess their own written production.

Appendix 5. *Third Workshop Design*

GROUP: Seventh B Grade	**LEVEL:** A1	**DATE:** 22th-26th-29th July
LINGUISTIC OBJECTIVE: To recognize the vocabulary related to environment	**COMMUNICATIVE OBJECTIVE:** To describe an environmental problem	**SOCIO-CULTURAL OBJECTIVE:** To distinguish the most common environmental problems in Colombia and in different English- speaking countries
TASK: Make a Breaking News to a foreign reader addressing the	**MATERIALS:** Authentic document	**TOPIC:** Environmental Problems

environmental problems that exist in Colombia (your institutional context).	(Breaking News) Board Markets	
STAGES	**SKILLS**	**DESCRIPTION OF** **THE ACTIVITY**
Pre-task	**Reading Comprehension**	**Pre-reading:** Before start with the reading, I will ask the students what problems do you know that have any relation to pollution (environment)? In order to introduce the students to the topic. After having listened to the students' answers the teacher will give each student a Breaking News named "Recycling". This news shows how this situation occurs in our Oceans. Then, to address the vocabulary, the teacher will ask the students to review the news in a general way and underline the unknown vocabulary and write it in their notebooks. Previously, the teacher will identify the possible vocabulary unknown by the students, so she will bring to the class different images that represent some of the possible unknown words by the students. These images will be place on the board so that later the students can play a matching game. After having searched for the unknown words, the teacher will announce to the students that they will play a matching game, to fulfill this activity the teacher will inform the students that they have to associated the column A (images) with the column B (respective names). RAISE AWARENESS

GARBAGE   TURN

RELEASE   PROUD

JOIN   HUGE

Afterwards, the teacher will approach new vocabulary. To do this, she will give students a worksheet which contains some words related to environment.

While reading: After explaining the unknown vocabulary, the teacher will begin to read the news and the students will repeat this attentively in order that the students know and become familiar with the pronunciation. Next, the teacher will give each student a worksheet that contains different global and detailed questions; so, the teacher will ask the students to answer those questions. Before the students begin to read, the teacher will read and explain each question so that the students understand very well what they should do.

		Post reading: After the students have answered the questions, the teacher will make a socialization of the answers. For this, she will select different students at random which will tell their answers, if these are not correct among the whole group she will give the correct answer.
While- task	**Written production**	**Planning:** The teacher gives the students an example of how to understand the text (the same Breaking News) through a match activity that contains some questions and their answers. During this first exercise, the teacher will ask the students to read the news and look for the answers. **Drafting:** Then, the teacher will ask students to think about an environment problem in Colombia (institutional context). So, they have to complete a format (table) with that information, taking into account the example given. After doing the research, the teacher will ask the students to start writing a Breaking news (draft, 5-10 sentences) to tell everything related to environment problems in Colombia (institution or their real context). It's important that this news has the vocabulary worked in class and to pick out what they think are the most important points, explaining what the story is about. Remember to cover the 6 W's: What's happening? Who is involved? Where is this happening? When is it happening? Why is it happening? How is it happening? And be: Clear - use simple language Concise - keep sentences short Correct - check your facts, grammar and punctuation **Editing / Revising:** The teacher will correct the draft made by the students. There, she will verify that the students have included the established criteria and have used the vocabulary taught. In this correction, the teacher will correct the mistakes made by the students and give directions so that they can make their breaking news and deliver it.

		Publishing: Finally, the students will deliver the news to the teacher. This should be corrected with the instructions given by the teacher.
Post-task	Evaluation and assessment	After the teacher has read each one of the Breakings News, she will make in the board a corpus of errors in which she will indicate to the students which were the most frequent errors when writing a news. Likewise, she will implement an evaluation grid proposed by the Common European Framework of Reference for Languages which had a specific criteria to evaluate writing, this criteria had a different amount of points each one. Then, students have to assess their own written production.

Appendix 6. *Reading Comprehensions*

First Workshop

Health Problems

Title: Art Therapy

Headline: Canada doctors using art to treat patients

A museum in Montreal, Canada is working with a group of doctors to help sick people. The doctors will prescribe visits to art galleries, instead of medicine. The museum is taking part in trials on patients to find out how art affects health. The patients include people with breast cancer, eating disorders, epilepsy and mental health problems. The museum's director of education and wellness believes that art heals. He said: "We saw that the museum was good for people....If you're suffering from breast cancer, you could come to the museum and you might feel better."

A doctor with experience in helping to heal people with art therapy spoke about its benefits. She said: "There's more and more scientific proof that art therapy is good for your physical health." She said looking at art increases hormones in our bodies that are responsible for our well-being. She said these same hormones are released when we exercise. The museum's director-general said physical activity and art gave similar health benefits. She said: "I am convinced that in the 21st century, [art] will be what physical activity was for health in the 20th century."

Second Workshop

Food Problems

Title: Dangerous Food

Headline: Food crime is an international problem

There is a new food danger. Criminals are selling fake food to supermarkets. The food could be very dangerous. There are many famous food scandals. In Britain, horse meat was sold as beef. U.K. police also found cheap peanut powder in products. This could harm or kill people with peanut allergies. In China, six babies died after they drank fake milk powder. Gangs make a lot of money from fake food. It is safer than selling drugs. The penalties are lower.

Interpol said food crime is like drugs crime. Criminals sell fake food in a similar way to how drug dealers sell drugs. Police in 33 countries found many problems. A dye in children's candies was poisonous. They found 430,000 litres of fake drinks and 22 tons of cheap rice in bags that said "high-quality basmati rice". The U.K. said food crime was a difficult problem. It said technology might be the answer to beat the criminals.

Third Workshop

Environmental Problems

Title: Recycling

Headline: Adidas to make shoes from ocean garbage

Adidas has made a sports shoe from ocean garbage. It hopes this will raise awareness of the problem of ocean pollution. Adidas has joined with an organization called Parley, which protects the Earth's oceans. Parley's founder said: "Our objective is to boost public awareness and to…protect and preserve the oceans. We are extremely proud that Adidas is joining us…to show that it is possible to turn ocean plastic into something cool."

Garbage in the ocean is a huge problem. There are 30,000 pieces of plastic for every square kilometre of ocean. This kill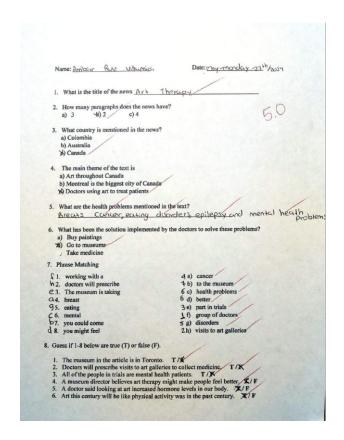s a million seabirds and 100,000 sea animals every year. Adidas used this plastic to make its new trainer. Adidas says it will release the new trainer later this year. In another environmentally friendly project, the sportswear maker will stop using plastic bags in its stores across the world. This will happen soon.
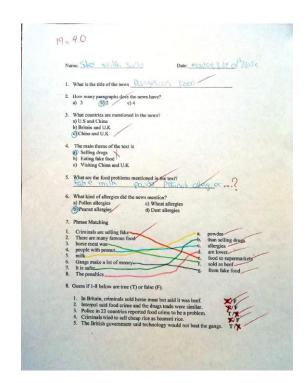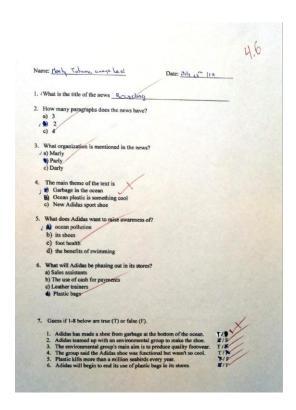
Appendix 7. *Worksheets*

First Worksheet

Name: Amlocer Rene villamizar   Date: my-monday 27th/2014

1. What is the title of the news _Art Therapy_

2. How many paragraphs does the news have?
   a) 3   ☒) 2   c) 4   5.0

3. What country is mentioned in the news?
   a) Colombia
   b) Australia
   ☒) Canada

4. The main theme of the text is
   a) Art throughout Canada
   b) Montreal is the biggest city of Canada
   ☒) Doctors using art to treat patients

5. What are the health problems mentioned in the text?
   Breats cancer, eating disorders epilepsy and mental heath problems

6. What has been the solution implemented by the doctors to solve these problems?
   a) Buy paintings
   ☒) Go to museums
) Take medicine

7. Phrase Matching

   f 1. working with a   4 a) cancer
   h 2. doctors will prescribe   7 b) to the museum
   e 3. The museum is taking   6 c) health problems
   a 4. breast   8 d) better
   g 5. eating   3 e) part in trials
   c 6. mental   1 f) group of doctors
   b 7. you could come   5 g) disorders
   d 8. you might feel   2 h) visits to art galleries

8. Guess if 1-8 below are true (T) or false (F).

   1. The museum in the article is in Toronto.   T /☒
   2. Doctors will prescribe visits to art galleries to collect medicine.   T /☒
   3. All of the people in trials are mental health patients.   T /☒
   4. A museum director believes art therapy might make people feel better.   ☒/ F
   5. A doctor said looking at art increased hormone levels in our body.   ☒/ F
   6. Art this century will be like physical activity was in the past century.   ☒/ F

Second Worksheet

19 = 4.0

Name: Sier villfa soMo   Date: monday July 0th/2016

1. What is the title of the news _Dangerous food_

2. How many paragraphs does the news have?
   a) 3   (b) 2   c) 4

3. What countries are mentioned in the news?
   a) U.S and China
   b) Britain and U.K
   (c) China and U.K

4. The main theme of the text is
   a) Selling drugs   ✗
   b) Eating fake food
   c) Visiting China and U.K

5. What are the food problems mentioned in the text?
   fake milk powder, peanut allergies...?

6. What kind of allergies did the news mention?
   a) Pollen allergies   c) Wheat allergies
   (b) Peanut allergies   d) Dust allergies

7. Phrase Matching

   1. Criminals are selling fake   a. powder
   2. There are many famous food   b. than selling drugs
   3. horse meat was   c. allergies
   4. people with peanut   d. are lower
   5. milk   e. food to supermarkets
   6. Gangs make a lot of money   f. sold as beef
   7. It is safer   g. from fake food
   8. The penalties

8. Guess if 1-8 below are true (T) or false (F).

   1. In Britain, criminals sold horse meat but said it was beef.   ☒/ F
   2. Interpol said food crime and the drugs trade were similar.   ☒/ F
   3. Police in 23 countries reported food crime to be a problem.   T /☒
   4. Criminals tried to sell cheap rice as basmati rice.   ☒/ F
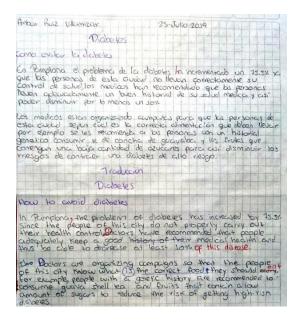   5. The British government said technology would not beat the gangs.   T /☒
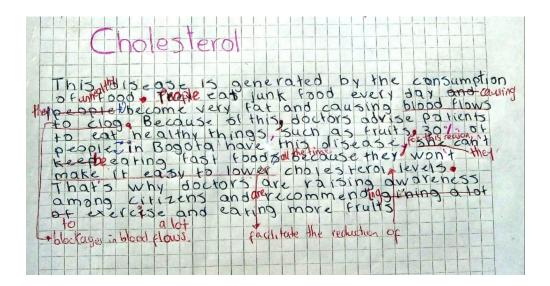
Third Worksheet

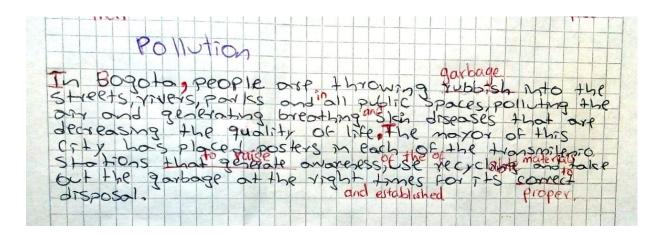

Appendix 8. *Examples of students' written productions*

First Written Production: Health Problems

Second Written Production: Food Problems

Third Written Production: Environmental Problems

Appendix 9. *Evaluation Grid*

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

Appendix 10. *Self-Assessment Grid*
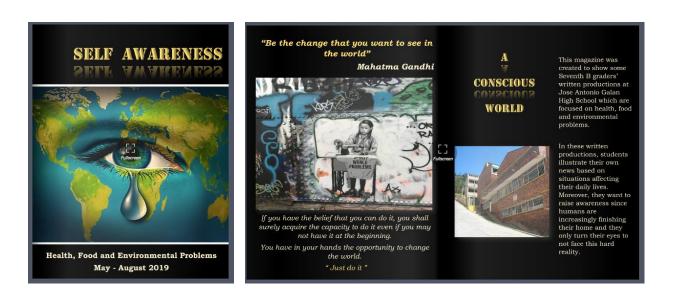
SELF-ASSESSMENT

Assessment Criteria: Mark with an x the face that best represents the work made in your written production / Marque con una x la cara que mejor represente el trabajo realizado en su producción

Grading Marks	**All the time!**	**Most of the time!**	**Not at all!**

I chose a topic or problem that is according to the instructions given by the teacher / Elegí un tema o problema que está de acuerdo con las instrucciones dadas por el profesor			
I put an appropriate title and a headline related to the content of my written production / Coloqué un título apropiado y un encabezado relacionado con el contenido de mi producción escrita			
I described what is happening in Colombia (Student context) / Describí lo que está sucediendo en Colombia (Contexto Estudiantil)			
I mentioned the people who are involved in this problem / Mencioné a las personas que están involucradas en este problema.			
I showed where this problem is happening / Mostré dónde está ocurriendo este problema			
I indicated when this problem is happening / Indiqué cuándo está ocurriendo este problema			

I specified the reason for this problem / Especifiqué el motivo de este problema	😊	😐	🙁
I expressed how this problem is happening / Expresé cómo está ocurriendo este problema	😊	😐	🙁
I used a clear and simple language to present my written production / Utilicé un lenguaje claro y sencillo para presentar mi producción escrita	😊	😐	🙁
I employed a concise and coherent vocabulary to present the ideas in my written production / Empleé un vocabulario conciso y coherente para presentar las ideas en mi producción escrita	😊	😐	🙁
I wrote my written production taking into account the facts, grammar and correct punctuation / Escribí mi producción escrita teniendo en cuenta los hechos, la gramática y la puntuación correcta	😊	😐	🙁

Appendix 11. *Institutional Magazine "Self-Awareness"*

See more: https://www.flipsnack.com/A6E89FB9E8C/self-awareness-fvh3g3n1w.html

Appendix 12. *Non-Participant Observation Model*

TEACHING PRACTICUM

DEPARTMENT OF LANGUAGES AND COMMUNICATION

 FACULTY OF EDUCATION

FOREIGN LANGUAGES DEGREE

UNIVERSITY OF PAMPLONA

2019-1

NON- PARTICIPANT OBSERVATION # 2

Supervisor: Gloria Esperanza Duarte

Date: May 6th

Grade: Seventh B

High School: José Antonio Galán

Observer (Pre-service teacher**):** Anyela Mariely Gelvez Rivero

Objectives:

ITEMS OBSERVABLES		OBSERVATION
	Organization and Method	La profesora emplea el método Gramática-Traducción durante la ejecución de la clase
	Classroom Management	Cuando los estudiantes forman indiscipline, hablan mucho y están distraídos, la profesora les hace repetir a los estudiantes una serie de comandos: manos arriba, a los lados, al frente, abajo.

TEACHING STYLE	Participation	Los estudiantes responden a los preguntas de la profesora cuando esta explica el tema.	
	Teaching Strategies	La profesora emplea el tablero, una guía e imagines para el desarrollo de la clase	
	Use of the Mother Tongue	La profesora emplea el español en la mayoría de la clase y realiza la explicación de unas respuestas en español aun cuando estas estaban en inglés. También, emplea el español cuando se da una instrucción y para la explicación de las actividades.	
	Use of the Foreign Language	La profesora emplea el inglés para que los estudiantes repitan las frases semanales y para dar comandos	
PERSONAL COMMUNICATION	Verbal and Non-Verbal Teacher Behavior	Volume of Speech, Articulation, Rhythm of Speech	La profesora tiene un tono de voz bajo, pero cuando hace un llamado de atención o controla la indisciplina alza la voz
		Vocabulary	La profesora explica el vocabulario desconocido a medida que trabajo las actividades propuestas

	Look	La profesora maneja una postura seria y respetuosa frente a los estudiantes
	Gestures	La profesora emplea sus manos para explicar el tema y llegar a que los estudiantes lo asimilen y entiendan
Interaction with the Student	Respect for the Student	La profesora habla con los estudiantes de manera respetuosa y los llama por su nombre todo el tiempo
	Accessibility	La profesora responde las dudas, inquietudes y preguntas de los estudiantes frente al tema que se está desarrollando
	Positive Reinforcement	
	Feedback Request	La profesora hace la respectiva retroalimentación para que los estudiantes

		identifiquen en que fallaron y no cometan el mismo error
	Conflict Management	
USE OF TEACHING MATERIALS AND RESOURCES	Use of the Board	La profesora emplea el tablero para hacer la explicación del tema
	Use of Static images	La profesora lleva imágenes para hacer las diferentes comparaciones y así los estudiantes lleguen a comprender mejor el tema
	Use of Laboratory Instruments	
	Use of Teaching Materials	La profesora lleva guías, imágenes, talleres individuales y grupales, y la evaluación.

Appendix 13. *Participant Observation Model*

TEACHING PRACTICUM
DEPARTMENT OF LANGUAGES AND COMMUNICATION
 FACULTY OF EDUCATION
FOREIGN LANGUAGES DEGREE
UNIVERSITY OF PAMPLONA
2019-1

PARTICIPANT OBSERVATION

Supervisor: Gloria Esperanza Duarte
Date: May 13th
Grade: Sixth B
High School: José Antonio Galán
Observer (Pre-service teacher**):** Anyela Mariely Gelvez Rivero
Objectives:

ITEMS OBSERVABLES		OBSERVATION	
TEACHING STYLE	Organization and Method	The teacher employed a sequence of activities that allowed her to develop reading comprehension and written production on the subject of health problems.	
	Classroom Management	The teacher called the attention of the students and under one point those who were forming indiscipline during the execution of the workshop	
	Participation	The students participated little during the workshop because they said they did not understand the images proposed for the unknown vocabulary, as they are unable to read in English, but tried to give the answers when the teacher asks them	
	Teaching Strategies	The teacher used images, a worksheet, an association activity, gave them a table with vocabulary regarding the topic developed	
	Use of the Mother Tongue	The teacher used the mother tongue during the development of the workshop since if she spoke in English the students did not understand her and she also had to translate everything related to the news.	
	Use of the Foreign Language	The teacher used the foreign language to read the text, to give the instructions to the students about the items that should have theirs news. Also, when developing the questions about the news she made a transition between English and Spanish to explain it.	
PERSONAL COMMUNICATION	Verbal and Non-Verbal Teacher Behavior	Volume of Speech, Articulation, Rhythm of Speech	The teacher spoke loudly to the students since they talk a lot and get distracted, and do not allow the subjects to develop correctly. When they were reading the text, the students had to repeat but the voice was not very clear to understand what they were saying.

		Vocabulary	The teacher presented the unknown vocabulary through images and gave students a new vocabulary regarding health and illness.
		Look	The teacher looks serious and handled a neutral look to not intimidate the students and to prevent them from bothering in class if she treats them more peacefully.
		Gestures	The teacher does not look comfortable with the first workshop since her body expression reflects tension.
	Interaction with the Student	Respect for the Student	The teacher speaks respectfully to the students and asks them to answer when they are asking something related to the news
		Accessibility	The teacher answers the students 'doubts and maintains an open position to answer the students' concerns regarding the news that is being worked on.
		Positive Reinforcement	The teacher tries to be very friendly with the students and tries to explain the topics as simply as possible.
		Feedback Request	The teacher corrects the workshop and makes them an activity to explain the main items of the news in order for students to start writing theirs.
		Conflict Management	The teacher looks a little tense and that prevents her from doing well in class.
USE OF TEACHING MATERIALS AND RESOURCES	Use of the Board		The teacher uses the board to place the images and to write the new vocabulary. In addition, it is used to develop the association activity.
	Use of Static images		The teacher places some images to explain the unknown words, however these do not define exactly their meaning.

	Use of Laboratory Instruments	The use of devices during class development is not evident.
	Use of Teaching Materials	She uses worksheet, images, sheet for the workshop, the news and for the final evaluation.

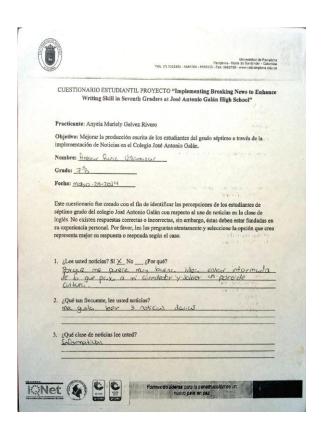**Appendix 14.** *Journal Model*
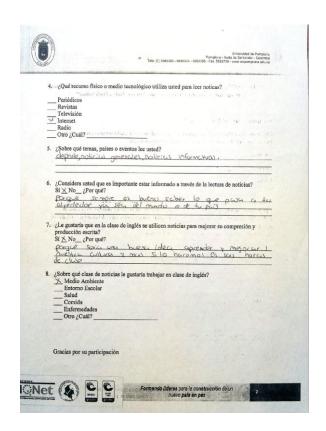
May 31st

Journal # 1

During the execution of this first workshop, the students were not very excited to work with news in the English class, since they claim not to have the necessary vocabulary to understand them and if they do not do the respective translation or association by using images or similar phrases, they do not understand what the subject of the news is about. In the first activity of matching, the column A (words) with column B (images) which represents the unknown vocabulary I could see that the images or the idea of them did not have a relationship with the word or the meaning of it and it was very difficult to explain these words, since the students were not able to associate them with the context of the news that was being developed. Afterwards, there was no good transition to leave the news and place the new vocabulary related to health, since the exercise was not done on the whole board and the proposed table was too small that the students did not manage to assimilate all the information provided. Then, the teacher translated the text, something that was negative because it was not allowed to reach a group reading of the text to internalize it and discover what was saying in it. In the reading comprehension activity I noticed that the students were attentive to the translation or explanation of the sentences to be able to answer; however they were not able to understand the main idea of

the text, since they placed the sub-themes that supported the main idea of the news and at the moment of socializing it some of the students had the wrong answers or simply had not resolved the whole exercise. In the example that the teacher gave the students to develop their own written productions, the students were not writing their own because they were transcribing the same ideas that the teacher had been given for the example of the news that was being worked on. Finally, the students presented the texts but in the proposed tables and not in a text and because of the time they had the final stage of this workshop was not developed, since the students did not have class on the day proposed to make the respective feedback.
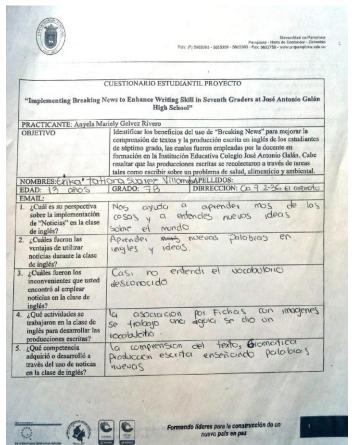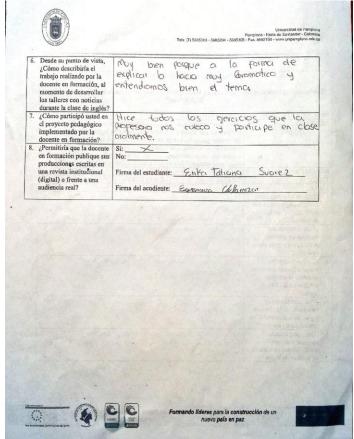
Appendix 15. *Questionnaire Model*
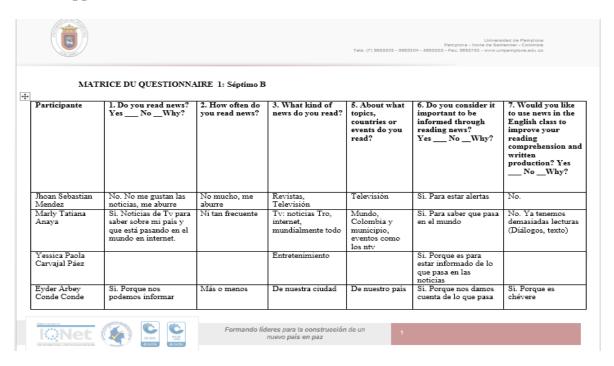
Questionnaire # 1

Questionnaire # 2

Appendix 16. *Error Analysis Grid*

Description and correction of errors		
Error classification and description	**Identification of error**	**Correction of error**
Omission of the subject	Improving their learning process and quality of life	Improving their learning process and their quality of life
	Epilepsy causes … and also causes	Epilepsy causes … and it also causes

Verb-incorrect use of tenses	Doctors are raising awareness among citizens and recommend…	Doctors are raising awareness among citizens and are recommending …
Coherence	Jose Antonio Galan Installation The proper use of technology to prevent healthy young people Their potatoes Give it (students) a lunchbox	José Antonio Galán Institution The proper use of technology to maintain healthy young people Their parents Give them (students) a lunchbox
Grammar structures	What is the correct food Children Malnourished	What the correct food is Malnourished Children
Wrong translation from Spanish to English	Junk food such as hamburgers and dogs Malnutrición Revolutión Emissións The parents of the children The doctors of Pamplona The city of Pamplona	Junk food such as hamburgers and hot dogs Malnutrition Revolution Emissions Children's parents Pamplona doctors Pamplona city
Wrong personal pronouns	Make people to understand… that we are giving… People in Bogota… for this reason she can not	Make people to understand… that they are giving… People in Bogota… for this reason they can not

lack of capitalization	in bogota doctors are diagnosing… in a state of the USA jose antonio galan	In Bogota, doctors are diagnosing… In a state of the USA José Antonio Galán
Spelling	There is no food Childres Healt Desease Exercese Prevest	There is not food Children Health Disease Exercise Prevent
Punctuation marks	In Pamplona the problem of diabetes…	In Pamplona, the problem of diabetes…

Appendix 17. *Data Collection Process*

Appendix 18. *Self-Observation Sheet*

Auto-observación de clase, 2019-1

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

Dirección de correo electrónico *

anyela95.5@hotmail.com

I. PLANIFICACIÓN

Sin título

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

1 2 3 4 5 6 7 8 9

○ ○ ○ ○ ○ ○ ○ ◉ ○ Siempre

Appendix 19. *Narrative Model*

EIGHTH NARRATIVE

Esta semana fue mi última fase de proyecto y de práctica integral en el colegio. Esta experiencia fue muy gratificante para mi vida personal y profesional porque aprendí que debo dejar mis inseguridades a un lado y enfocarme en lo que verdaderamente importa, los estudiantes. Hacer mi práctica profesional en esta institución me hizo pensar que no debo juzgar las cosas por lo que dicen los demás sino que debo enfrentarme a la realidad y corroborar con mis propios ojos el ambiente y las condiciones de trabajo. Esta institución, los profesores y los estudiantes cambiaron la forma como debo ver las cosas.

Al principio de esta etapa, estaba demasiado nerviosa y tenía una imagen del colegio que se fue borrando y mejorando a través de los días, si bien es cierto que los estudiantes son un poco indisciplinados, también hay estudiantes que son muy pilas y que tienen un deseo de aprender y mejorar su aprendizaje del inglés. Debo decir que estoy muy agradecida con mi supervisora, pues

más que supervisar y dirigir el desarrollo de mis clases fue una guía y una persona que te permite desarrollar tus ideas y hacer actividades encaminadas a un óptimo aprendizaje. Cabe resaltar que antes había mencionado que no me sentía cómoda o no sentía empatía con mi supervisora por el comentario que me había hecho de que iba muy rápido y había creado una barrera con ella, pero luego entendí que no era ella sino yo la que se había puesto ese obstáculo, cuando verdaderamente entendí mi rol y me desenvolví bien en mis clases, sentí que todo cambio que la profesora me brindo todas las oportunidades para ejecutar mis clases de la manera que creía correcta. Cuando descubrí que mis estudiantes eran diferentes, el clima y la tensión que sentía en clase, con mi supervisora y en la institución cambio. Esta fue una etapa maravillosa y que te encamina por las cosas que llegarás a hacer y te sirve de trampolín para ser una persona.

Monday, July 22th

Hoy, empecé mi semana con los estudiantes de sexto A, con los cuales desarrollamos una guía sobre el verbo "have to". En esta clase, los estudiantes fueron capaces de crear oraciones de manera oral y escrita empleando este verbo y puede evidenciar que la estructura gramatical fue es cierta manera aprendida. Sin embargo, cuando empezamos a resolver los ejercicios ciertos estudiantes estaban reacios a participar, puesto que para ellos podía ser un poco compleja la actividad pues me solicitaron que les tradujera las oraciones, a pesar que son oraciones con secuencias que hemos venido trabajando durante todas las clases anteriores.

La segunda clase que tuve esta semana fue con los estudiantes de primero, con los cuáles finalicé mi proyecto para la extensión a la comunidad. Estoy muy contenta porque en esta clase se realizó una lectura en inglés con todos los temas que se trabajaron durante la ejecución de mi práctica y los estudiantes respondieron muy bien, ellos fueron capaces de identificar las palabras sobre familia, frutas, colores, números y sentimientos. Además, algunos estudiantes fueron

capaces de decir de qué se trataba la historia y hacer preguntas acerca de la misma. Sin embargo, pude evidenciar que hubo 2 palabras que algunos estudiantes no fueron capaces de asimilar o sólo la recordaron durante la clase pero al final no, uncle and grapes.

La última clase que desarrollé este día fue con los estudiantes de séptimo B. En esta clase hice el último taller sobre problemas ambientales, en el cual empleé una dinámica diferente para que los estudiantes no se sintieran aburridos a la hora de hacer las actividades. Para las etapas de la producción escrita, estamos trabajando 6 puntos importantes y con los cuales sentía que los estudiantes en los talleres anteriores les costaron un poco asimilar porque ellos no los habían escrito o identificado en el texto sino que los habían asociado solamente, puesto que la actividad se hizo de manera oral. Por esta razón, les pedí a los estudiantes que escribieran sus noticias directamente en inglés para ver si estaban entendiendo y si habían adquirido vocabulario que se pudiese emplear. A pesar de que algunos estudiantes se quejaron de no tener diccionario y no saber estructurar los escritos en inglés, al final fueron capaces de formar oraciones que dieran a entender el problema ambiental que habían elegido.

Tuesday, July 23th

La clase de hoy fue un poco difícil a desarrollar puesto que los estudiantes de sexto B no se mostraron dispuestos a participar, pues afirmaron que no se les había explicado lo suficiente para realizar las actividades, a pesar de que tuve que explicar como 5 veces lo que debían hacer y cómo podían desarrollar la guía sobre el verbo "have to", algunos estudiantes solo entregaron la ficha en blanco y no quisieron participar en clase. Sin embargo, hubo estudiantes que se mostraron dispuestos a entender la información y la explicación. Al final, tuve que escribir ejemplos, organizar oraciones, imágenes y columnas que salían en la guía en el tablero para

verificar si los estudiantes estaban entendiendo y si ellos habían sido capaces de realizar el ejercicio propuesto.
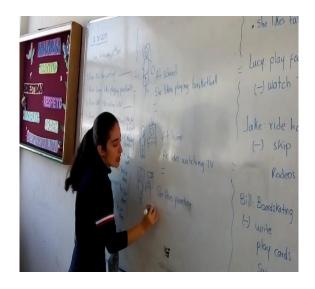
Wednesday, July 24th

La clase de hoy fue con primero y se trabajó el verbo "to be" por sugerencia de la profesora titular. En esta clase tuve que ser muy cuidadosa con los estudiantes y estar revisándoles los cuadernos a los estudiantes para ver si ellos estaban entendiendo. En esta clase, se hicieron oraciones muy simples sonde los niños solo debían identificar el verbo, claro está que algunos querían saber el significado de la frase completa pero sólo podían decir "I am".

Luego, tuve la clase con séptimo A. En esta clase los estudiantes estuvieron atentos y prestaron atención a la explicación que se les dio sobre pasado simple, puesto que estaba mi profesora realizando la 3 observación y a su vez porque yo los puse a copiar y debían estar atentos para no perderse en las ideas que se estaban dando. Luego, en la actividad práctica, los estudiantes se confundieron un poco con respecto a la pronunciación de los verbos y a la terminación en pasado de los verbos regulares.

Thursday, July 25th

Hoy no tuve clase con ningún grado pero participé del proyecto institucional que se desarrolla en la institución, denominado "Senderos de Paz y Bien" donde se trabajaron temas sobre valores y creencias acerca de las amistades y las cosas buenas que se deben hacer en la vida. Esta actividad se trabajó con los estudiantes de sexto grado junto con la supervisión de los profesores titulares.

Appendix 20. *Class Recording*

Appendix 21. *Class Design (Primary)*

INSTITUTION: Cuatro de Julio	SUPERVISOR: Gloria Esperanza Duarte	PRE-SERVICE TEACHER: Anyela Gelvez
GRADE: First (two hours per week)	TOPIC: Fruits	PROGRAM: Foreign languages
LINGUISTIC OBJECTIVES • To recognize vocabulary about fruits by following a given command	COMMUNICATIVE OBJECTIVE • To orally name fruits by using short sentences	SOCIO-CULTURAL OBJECTIVE •
DATE: 3rd – 5th June	HOMEWORK: Students have to make a drawing that represents their favorite fruit	OBSERVATIONS:

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Warm- up	The teacher begins the class by showing students a video about fruits	10 min	Listening	Video Computer

	called "colorful fruits". First of all, the teacher asks a question at the end of the video: "what is the video about?" It is about animals or It is about fruits.		Speaking	Speakers
Introduction to a new lesson	The teacher shows students some images containing new fruits to complement the video and illustrates.	10 min		Images
Presentation of the topic	The teacher sticks on the board some images related to fruits in order for students to match with its correct word.	10 min	Reading Writing	Board Markets
Practice Activity	**Linguistic Activity** The teacher gives students some commands in order for them to practice learnt fruits vocabulary. First of all, the teacher says a fruit and when students listen to it, they have to jump to the right; but if she says another word related to the previous vocabulary, the students have to jump in the same places three times, when a student makes a mistake, he/she has to sit down. Afterwards, the teacher asks students a question to verify if they understood the feeling "What do you eat?" I eat _____ **Communicative Activity** To apply vocabulary about fruits by playing a game called "Simon says". Simon says is a game which consists of doing the command that he says except when the command doesn't start with the sentence "Simon says". In this case the teacher plays the role of Simon: The teacher calls one student and says, "Simon says can you tell me a red fruit?" … but when the teacher says "Show the yellow fruit" students do not have to do the indicated command. Afterwards, the teachers gives students a worksheet	20 min	Listening Speaking Writing	Worksheet

	that contains 6 fruits. So, students have to fill in the gaps with the name of the fruit in English and in Spanish.			
Evaluation Activity	To evaluate vocabulary related to fruits by completing a worksheet: the teacher gives students a worksheet. Students have to complete a worksheet drawing a line from the color name to the image of the fruit.	10 min	Reading Writing	Worksheet
Closure/ Homework Assignment	The teacher praises students for coming to the class and says them what the homework is about Homework: Students have to make a drawing that represents their favorite fruit	5 min	Writing	