# IMPROVEMENT IN WRITTEN PRODUCTION SKILL THROUGH A SCHOOL NEWSPAPER, PRACTICING NARRATIVE AND DESCRIPTIVE WRITTEN STYLES IN 6$^{TH}$ GRADE STUDENTS AT BETHLEMITAS BRIGHTON SCHOOL.

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**PAMPLONA**

**2019-2**

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**General presentation of the proposal**

Being written production an ideal skill to develop capacities for the elaboration and structuring of ideas, whose the single objective is to communicate and express feelings, passions and emotions taking into account the intention (communicate, persuade, inform), it is considered of vital importance the good development of it in foreign languages learners, considering that it will allow students to express themselves about a specific topic and communicate easily and clearly with their surroundings in a society.

This pedagogical project seeks to carry out and implement a school newspaper, in which students will be able to put into practice their written production by expressing weekly their opinions and ideas about a specific topic given by the teacher, thus varying the writing style depending on the theme proposed in the week.

This project is divided into four chapters, the first and most important chapter incorporates the pedagogical component, in which the specific development of the project

proposal to be implemented is specified, being in this case, the construction of the preparation of the school newspaper as tool for the improvement of the written production skill of the students of the Bethlemitas Brighton school; the second chapter involves the research component, this component describes how a research project based on the reflective spirit can be carried out in foreign language practitioners, as a training tool in their pedagogical practices; the third chapter integrates the outreach component, this component seeks the implementation of a project in an elementary school, taking into account the basic needs that may arise in it, always focused on learning English as a foreign language; the fourth chapter is composed by the administrative component, this component involves all the activities that the teacher performs within the institution as a collaboration for it.

## Introduction

Written production is determined a tool to express feelings, ideas, and emotions, in order to establish a communicative contact with other people through a written message; this ability is connected with other skills, to write, it must have prior knowledge about something, and this is usually acquired through oral or written comprehension.

Written production is a complex skill since when writing it is necessary to take into account numerous factors such as content, organization, purpose, audience, vocabulary, punctuation and spelling.

Therefore, in learning a foreign language, written production forms a fundamental part, it is a reflexive activity that requires time to think about the subject people want to write, analyze

and classify the information and ideas. So, to write, students need adequate language to structure these ideas in a coherent and understandable speech to the reader.

In the classroom, the teachers are responsible for developing and practicing this skill, therefore, their purpose is also to help their students produce their compositions. But, it is important to keep in mind that for students to do so, it is necessary to develop information, ideas and logical arguments.

Taking into account the importance of this skill and its good development, it burns the idea to practice written production in the students of the Bethlemitas Brighton School, through the creation of a school newspaper, in which students can express freely different topics that are proposed each week, practicing in this way, the different writing styles.

**Justification**

Taking into account that second language writing is a term applied to writing done in a language other than the writer's native language or it can be also done in a language that the writer is in process of learning, the practice and development of texts and writings using the different writing styles (narrative, expository, persuasive, descriptive) becomes important in order to improve written production ability, a skill considered extremely important when learning a second language since it allows the development of critical, logical and creative thinking of the writer giving him the opportunity to expand his lexicon in the language that is being learned.

On the other hand, it is important that students begin to address different types and styles of writing since this will allow them to know and learn vocabulary related to different topics, express their opinions, practice the language they are learning and develop their thinking.

The purpose of this study is to integrate the written production and practice different writing styles through the creation and implementation of a school newspaper, where students will be motivated to express themselves and create texts to be published in this newspaper, in the same way, it is considered an interesting pedagogical tool that can capture the attention of students by wanting to see their writings published.

## Objectives

### General objective

- To implement the school newspaper as a pedagogical tool for the practice and improvement of written production skill.

### Specific objectives

- To develop narratives as a reflective process in order to improve learning process.
- To apply English in primary schools of Pamplona in order to familiarize students in this area.
- To cooperate in activities proposed by the teacher in the Bethlemitas Brighton School.

### Institutional observation

For the development of this proposal, it should be taken into account that first of all it is important to know in depth the institution where the project is going to be applied, in addition, to know the grades where it is going to work, and begin to identify the needs and participants of the project. This process is done during the first week, where we, as pre-service teachers, go to the educational institutions assigned only to observe, in order to know where we will apply the project and on the other hand also have clear and know how teachers in that school carry out English classes normally; This process is a very important stage, since it helps the pre-service teacher to have a clear idea of what he is going to do and to know the place.

**Topographical location of the school**

The Bethlemitas Brighton Educational Institution is located in Norte de Santander, south east of the urban perimeter of the city of Pamplona, in avenue 1 N ° 5-90, Brighton' neighborhood.

*Ilustración 1Bethlemitas Brighton School Map*

*Ilustración 2Bethlemitas Brighton School*

**Educative authorities**

| Charge | Name | E-mail |
|---|---|---|
| Principal | Flor Elba Torres Miranda | Florelba05@hotmail.com |
| Supervisor | Gennis Navarro | gennisna@gmail.com |

*Tabla 1Educative authorities*

**Fundamental aspects of PEI.**

The Educational Institution as every society has its own rules and criteria that regulate the life of each of the members of the educational community, inviting them to the exercise of co-responsibility and solidarity, to the acceptance and experience of the Consistent commitments with the INSTITUTIONAL EDUCATIONAL PROJECT (PEI), which students and parents acquire from the moment they sign the enrollment or renewal commitment.

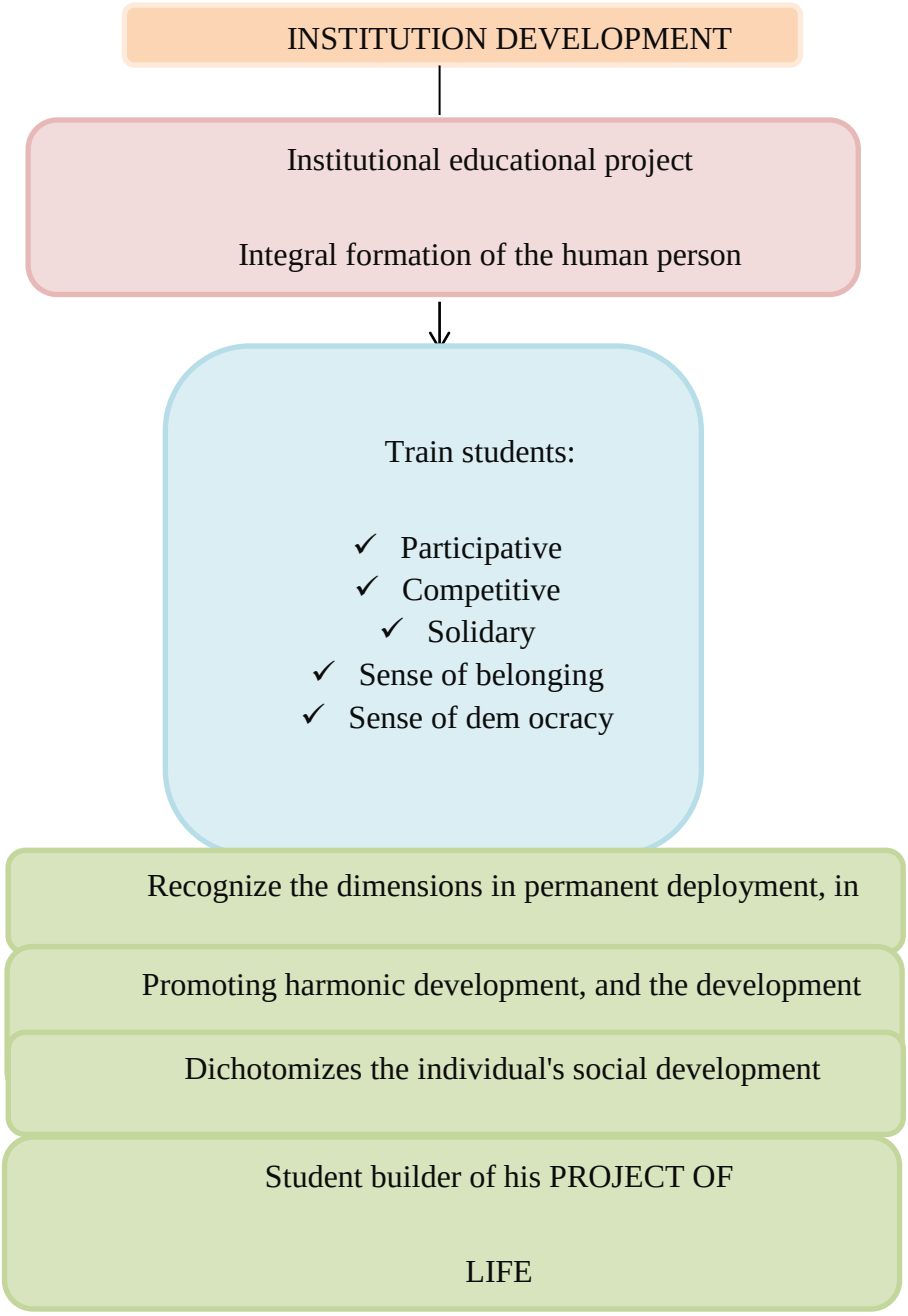


*Ilustración 3 Institution development*

***Mission***

We are an educational institution that, in the light of Bethlemita philosophy, seeks participation, updating and service in evangelization. We contribute to comprehensive training by providing quality and inclusive education, based on ethical, research, participatory and

environmental principles. We have the strength of God and the legacy of the founding saints, the policies of the state and the commitment of the educational community.

***Vision***

The Bethlemitas Brighton educational institution will be recognized in society as an entity with a projection towards leadership in educational, research, pedagogical, technical and inclusive innovation, consolidated in its processes of comprehensive training of highly qualified personnel.

***Shield***

*Ilustración 4 shield*

In the form of a quadrilateral, with the lower angles rounded by a quarter of Bethlemitas, of Bethlem, in Aramaic "house of bread"; as who says dispensers of the bread of welcome, of service, of love, of the word. Within this same border, the name of the Institution is read: Bethlemitas Brighton Educational Institution. “VIRTUS ETSAPIENTIA” - “VIRTUE AND WISDOM,, specific characteristics of our Educational Institution. On the goldfield a heart symbol of love and Christian human sense that every member of the Institution must develop. On a blue field a lit lamp, meaning the scientific field by which it is proposed to accompany the student in the pedagogical process.

***Flag***

*Ilustración 5 Flag*

White color as a symbol of integrity, honesty, simplicity, sincerity values that are proposed to sow in the mind and heart of each of the students. In the upper and lower corner of the box it has two red triangles to affirm that the primary value it is Love, distinctive of the Heart of Christ and bond of union, service and solidarity with the brother.

***Anthem***

Honor! Virtue! Must!

In our in our heart;

Mind to knowledge

And above Glory to God, Glory to God, (bis)

**I**

Amando our cloisters forge virtue

And the heart of Christ, shows us

Lauro Lauro and cross cross.

**II**

The luminous book is our great duty,

Its pages are flames are flames,

they teach to rise.

**III**

And our race wraps, silk honor,

Honor white and red cloak,

our pavilion, pavilion.

**IV**

Our life be a hymn,

is a psalm our voice, our voice,

To sing a chorus: Duty! Virtue! Honor!.

Letter: Doctor Augusto Ramírez Villamizar

Music: Manuel Espinel

**Relevant aspects of the rulebook**

The rulebook seeks to promote and maintain adequate interpersonal relationships between the different levels of the educational community, through respect for human rights and the fulfillment of institutional duties, ensuring personal training and the well-being of the entire community, the Democratic participation, consultation, mediation and negotiation as mechanisms to overcome the inevitable problems of educational processes.

The rules of communal living that society and institutions establish become patterns that regulate healthy coexistence.

The Bethlemitas Brighton Educational Institution Manual expresses the ideal of a community that tends towards a harmonious coexistence of all the actors involved in the educational process.

The criteria of living together here are considered essential requirements for community life; constant evaluation at the individual, group and institutional level is required. This requires personal commitment and respect for all and all towards change, an aspect that is achieved by providing a dose of good will.

**Distribution of the physical plant**

As of the year 1900 it begins to provide education in the first grades of primary school, but it is in the year of 1953 when the need arose to expand the educational service, after fourth grade, this leads to the construction and conditioning of new classrooms and sports spaces, activity that year after year, has been strengthened, until today, with a physical plant suitable to house children and young people in preschool, primary, basic secondary and technical levels with emphasis on assembly and maintenance of computers.

**Supervisor's schedule**

| . | ***TIME*** | ***MONDAY*** | ***TUSDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRYDAY*** |
|---|---|---|---|---|---|---|
| - | 7:00-7:15 | | | | | |
| | 7:15-8:10 | ***9-01*** | ***6-03*** | ***11-2*** | ***9-1*** | ***11-1*** |
| | 8:10- 9:05 | ***9-01*** | ***6-03*** | ***11-2*** | ***9-1*** | ***11-2*** |
| | 9:05-10:00 | | ***10-2*** | | ***9-2*** | |
| | | | | | | |
| | 10:30-11:25 | ***11-1*** | ***10-2*** | | ***9-2*** | ***10-1*** |
| | 11:25-12:15 | ***11-2*** | ***9-2*** | | ***6-3*** | |
| | 12:15-01:00 | | ***9-2*** | | ***6-3*** | |
| | 2:30-3:30 | | | ***10-1*** | | |
| | 3:30-4:30 | | | ***10-1*** | | |

*Tabla 2 Supervisor's Schedule*

**Pedagogical aspects observed**

During the first week, it was necessary to carry out the observation process in the institution; the idea was to know the population, the installations of the school and to know how the teachers of this institution develop the English classes with the students.

In the week it was identified the use of a book, all students develop a book throughout each period, in this book there are variety of oral and written comprehension and production activities; this is considered a good methodology, since the motivation in the students to bring their book in order and have it fully developed was clearly identified.

The first day was the meeting with the supervisor, she explained the courses she would be in charge of, and she was very kind and clarified all the doubts presented.

On the other hand, there was a conversation about the idea of the project; she suggested making some changes taking into account the needs of the students and also knowing that she knows them and knows the academic performance of each one of them.

This observation helped, to corroborate the importance of reinforcing written production.

# CHAPTER I

## Pedagogical Component

## Looking for an improvement in written production skill through a school newspaper, practicing narrative and descriptive written styles.

## Introduction

In 1986 the Ministry of Education established that: “ English is considered as the second language in the world by the high number of individuals who use it as their mother tongue, as a second language, and as a foreign language. If the second is considered by the number of users, it can be said that it is the first as a means of communication between individuals from practically all the peoples of the world. It has become an almost universal language. The volume of scientific, technological and humanistic information written in English is very high. Consequently, its incorporation into the curricula responds to two needs: a.- offer the student another language that allows communication with individuals from other villages and b.- provide the student with an instrument for direct access to sources of scientific knowledge, Technological and humanistic.” (p. 43).

That is the reason why it is considered important to reinforce written production skill in students, to improve their communication with others in a second language.

This pedagogical project concerned to practice written production through the implementation of a school newspaper where students weekly wrote a different writing (poetry, narrations, short stories or descriptions), practicing writing styles.

At the end of this project, a school newspaper with some writings made by the students participating in the project was be obtained, encouraging the practice of written production skill by the students and also waiting for the continuation of this project in the coming years, in this institution.

## Statement of the problem

After having developed the corresponding observation at the Bethlemitas Brighton School, the teacher in training could observe and analyze the need to reinforce the written production skill in sixth-grade students.

In addition, it was also evidenced that during English classes there were not enough activities that can correctly develop the written production ability in students, for this reason and taking into account the importance of this skill in learning a foreign language, the following questions were raised, which are expected to be solved during the execution of this project.

- ✓ How can the implementation of a school newspaper help in the improvement of written production skill in the students?
- ✓ What kind of texts could be incorporated in the newspaper?
- ✓ How does the execution of the school newspaper contribute to students' motivation to write?

## Justification

Communication has been an important area of foreign language educators and apprentices; foreign language students must gain fluency and accuracy to communicate effectively in written form, making use of the different written styles in order to explore different and social fields.

Through this project, students were encouraged to develop their creativity in different scenarios and fields by means of a newspaper. This was linked with written production activities

for them to rehearse their linguistic knowledge in the English language. Hence, it is considered necessary to implement this project in order to help students to develop students' creativity and thinking toward different topics, all this, due to the lack of practice of written production skill in the students of Bethlemitas Brighton school.

## Objectives

### General objective

- To implement the school newspaper as a pedagogical tool for the practice and improvement of written production skill.

### Specific objectives

- To apply different types of writings inside the classroom
- To propose various activities where through writings the students develop their creativity and thinking.
- To offer a space where the students develop their written production skill by participating in newspaper publication.

## Theoretical Framework

In this section of the project, it is important to know key concepts that will help to be clear about the main theme of this project, therefore the theoretical framework is

organized through the review of writing, communicative competence, literature.

**Writing.**

Writing skill is a component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective. For that reason, writing skill is the language skill considered as most difficult to master compared with other skills. Pouring idea and thought into writing should consider the grammar rule corresponding to the correct spelling. However, while this activity is a part of language ability aspect, writing skill gets inadequate particular attention. Through writing, an individual can tell about idea, feeling, event, and object to others. For that reason, this ability should be taught appropriately in elementary school (Pratama, 2015, p.3). The author affirms that although written production is a vitally important skill in learning, this skill is not developed properly, therefore the importance of the skill must be taken into account and its learning reinforced to achieve a good communication between individuals. On the other hand, Huy (2015) emphasizes the importance of written production in learning English and other professional fields and also he highlights the poor academic performance in most students in this skill, according to the author, it may be due to the lack of concentration in class.

Therefore, taking into account those definitions, it is considered important to concentrate on written production skill in order to obtain good results and an improvement in English learners.

**Communicative competence.**

This searchs for the mechanisms to manage communicative competence of students is an important task in the development of higher education. The solution to this problem will increase

the efficiency of training of future specialists in the period of active development of new communication technologies and create the conditions for successful professional and personal fulfillment; Lukyanova, Daneykina and Daneikinaa (2015). Through this definition, the authors claim the importance of managing the communicative competence of the students in terms of their educational development also they argue that by improving this competence, successful results will be obtained both personally and professionally.

Besides, Nordquist (2019) argues that "the term communicative competence refers to both the tacit knowledge of a language and the ability to use it effectively. It's also called communication competence, and it's the key to social acceptance"

This author emphasizes the knowledge of a language and knowing how to use it in order to have an acceptance in society, an important factor in all human beings when working and interacting with people in our environment.

As a conclusion, communicative competence is the ability of human beings to produce a message and transmit it properly, when learning a foreign language, it is important to develop this competence, in order to express an oral or written message.

**Written expression.**

Written expression plays a very important role in producing texts however; sometimes it can be a complex task for students to express their ideas or thoughts through writing.

Written expression is among the most complex academic tasks because it is dependent upon many subskills. Students must be able to read and spell, of course, but they also must be able to organize their writing, use appropriate voice and word choice, convey ideas, use conventions (such as punctuation and capitalization), and attend to the rhythm and flow of the

language. Finally, students must have sufficient fine motor control so that their written products are legible (Unruh and McKellar, 2017).

It was found necessary to build this theoretical framework to know the concepts that allow identifying and classifying the object of this project. Thus, the most appropriate definitions of writing, communicative competence, and written expression were presented in this study to articulate the links between these key concepts upon which the project is based.

**Literature Review.**

In this section of the study, it is important to take into account previous studies and articles related to the topic of interest of the present project in order to detect, collect and analyze information that can serve as a guide for the development of the project that wants to be carried out, that is why, the literature review is divided into three main categories, English communicative competence, writing motivation and successful writing.

With regard to communicative competence, Poolsawad, Kanjanawasee and Wudthayagorn (2014) in their study entitled "Development of an English Communicative Competence Diagnostic Approach" seek to study the component of communicative competence in the English area as the diagnostic approach; they also search for developing a new diagnostic approach to communicative competence in English.

The methodology of this research was a study and analysis of some relevant research on cognitive diagnostic approaches conducted in Thailand and a comparison with those of other countries. In addition, a review of the basic curriculum of Thailand 2008 and the level of English proficiency in terms of communication was made.

As a result of this study, a new diagnostic approach was found which consists of six stages, 1) design 6 tasks of speaking diagnostic test 2) define attributes and survey student's speaking errors 3) develop descriptors and Q-matrix 4) diagnose English communicative competence of students5) analyze data 6) provide feedback to teachers and students.

According to the research, these stages can measure the communicative competence in English and therefore reduce the problems of this competence, in addition, the authors indicate that this can help teachers, because they can obtain useful information to provide feedback to students and help them improve their communicative competence in the English area.

On the other hand and about writing motivation category, MacArthur, Philippakos, and Graham (2015) conducted a study entitled "A Multicomponent Measure of Writing Motivation with Basic College Writers" the purpose of this study was to develop and validate a measure of motivation to use with basic university writers in order to measure self-efficacy, achievement goals, beliefs and affection.

The study was developed with 133 students from two levels of developmental writing courses in a community college in a suburban area on the east coast of the United States.

About the method, the Students learned strategies for planning, drafting, and revising compositions, as well as task management and reflection.

Levels of the curriculum included narrative, informative, and persuasive writing; factors were found for mastery, performance, and avoidance goals. Factors were found for beliefs related to the content of writing and to conventions. Anticipated patterns of correlations among the factors were found. The validity of the scales was further supported by significant differences in the anticipated direction between higher and lower level classes on five of seven factors. In

addition, significant changes were noted from pretest to posttest in the anticipated direction on six of seven factors.

To continue with this topic, an article entitled “Opportunities to Write: An Exploration of Student Writing During Language Arts Lessons in Norwegian Lower Secondary Classrooms” written by Blikstad-Balas, Roe, and Klette (2018), seeks to analyze how often and in what situations students have the opportunity to participate in writing or are explicitly encouraged to write and how some teachers facilitate writing opportunities. The authors analyzed 178 lessons of language arts recorded on video in 46 secondary classrooms in Norway based on the Protocol for the observation of language arts teaching. Thanks to the development of this research, it was discovered that when students have the opportunity to write, the writing instruction must be of high quality and the results of the research clearly show the existence of a clear relationship between the teachers who give priority to the writing of students in class and teachers who provide high quality writing instruction.

Finally, a study entitled “Seeing, Doing, Writing: The Write Here Project” conducted by Rumney, Buttress and Kuksa (2016) seeks to motivate the social development and literacy of children through the commitment to visual arts, play and multimodal learning, delivered both in the art gallery and in the classroom. This project was carried out with 900 children from 12 primary and secondary schools; the results of this research emphasize on involving young students with creativity and fun considering that it is a good way to motivate students.

Multimodal activities will foster their confidence and motivation to implicate to the subject and, specially, will lead to a significant improvement in the level of written production.

Moreover, Crossley, Roscoe and McNamara in a study entitled “What Is Successful Writing? An Investigation Into the Multiple Ways Writers Can Write Successful Essays” point

out that through the study they want to examine multiple profiles of successful writing, in order to do it, the authors focused on persuasive writing and prompt-based independent writing which is common in high school writing classes, first the authors used Coh-Metrix, WAT and LIWC computational tools and then These characteristics were included as independent variables in an analysis to examine how they could be used to categorize essays based on language characteristics. As a result, it was found that four different profiles of successful writing are available for essays. These profiles include an action and representation writing profile, an academic writing profile, an accessible writing profile and a lexical writing profile. The potential existence of these profiles has important implications for understanding how to write successfully and how knowledge of such writing can inform classroom pedagogy and automatic evaluation of writing samples.

From the literature review, it can be seen that the studies taken into account in this section reinforce the present project, leaving a clearer idea and contributing arguments of vital importance for the proper development of this proposal.

**Methodology**

This study was focused on the practice and improvement of written production through narrative and descriptive and writings in order to create a school newspaper where the most appropriate and best written writings by students were exposed and published.

Each week, students had a specific topic according to a different writing style, for example, if the writing style they want to work on is the narrative, the students in 8 lines wrote a funny experience that has happened to them lately; these types of exercises motivated students to write, as they can express themselves freely.

For the proper development of this project, it is important to take into account that there was unconditional support from the supervisor of Bethlemitas Brighton School, which from the beginning expressed interest in the proposal and shared ideas and suggestions with the teacher in training; On the other hand, the tutor of the University of Pamplona (Daniel Ricardo Pedraza Ramirez) was also aware of the execution of the project, collaborating in the written work and in all those doubts that the teacher in training presented.

## Research methodology

This study belongs to the Qualitative Research Approach. Creswell (2007) defined qualitative approach as: "The study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes different patterns or themes." p, 37

Burns (2015) defines action research as "A research approach that is grounded in practical action (the action component) while at the same time focused on generating, informing and building theory (the research component). These two components work in combination, each mutually informing and supporting the other. It is a constructivist approach to research that involves processes of collaboration, dialogue and action among the participants in the surrounding social system - typically the language classroom in the field of English language teaching (ELT). "

Taking into account those definitions and regarding the project that wants to be implemented, it is considered action research as the most appropriate to develop correctly the project.

**Population**

The population selected for this study is comprised by EFL learner students from Bethlemitas Brighton School from 6th class; the 6th grade is composed by thirty-three students, whose ages are comprised between 9 to 12 years old, the students participants of the project were three of them,

**Participant observation**

Kawulich (2005) argues that Participant observation, has been used in a variety of disciplines as a tool for collecting data about people, processes, and cultures in qualitative research; in addition, Calhoun (2002), defines participant observation as a "A method of research in anthropology which involves extended immersion in a culture and participation in its day-to-day activities"

Besides, Kawulich (2005), gives somes reasons why it is important to use participant observation in reserche:

• To identify and guide relationships with informants;

• To help the researcher get the feel for how things are organized and prioritized, how people interrelate, and what are the cultural parameters;

• To show the researcher what the cultural members deem to be important in manners, leadership, politics, social interaction, and taboos

• To help the researcher become known to the cultural members, thereby easing facilitation of the research process;

• To provide the researcher with a source of questions to be addressed with participants (p.91). [11]

Taking into account the type of study, it is considered that participant observation would be an excellent instrument and method for collecting necessary information from the students.

**Document analysis**

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009).

Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007). Documents contain text (words) and images that have been recorded without a researcher's intervention. For the purposes of this discussion, other mute or trace evidence, such as cultural artifacts, is not included. Atkinson and Coffey (1997) refer to documents as 'social facts', which are produced, shared, and used in socially organized ways (p. 47)

Documents that may be used for systematic evaluation as part of a study take a variety of forms. They include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers (clippings/articles); press releases; program proposals, application forms, and summaries; radio and television program scripts; organizational or institutional reports; survey data; and various public records. Scrapbooks and photo albums can also furnish documentary material for research purposes. These types of documents are found in libraries, newspaper archives, historical society offices, and organizational or institutional files.

Having all the writings of the students, at the end of the process it was necessary to analyze each of the writings made by them, the idea was to take into account the dates of each writing and make an analysis in order to respond to the questions posed at the beginning of the study.

**Survey**

A survey is a systematic method for gathering information from (a sample of) entities for the purposes of constructing quantitative descriptors of the attributes of the larger population of which the entities are members. Also, surveys are conducted to gather information that reflects population's attitudes, behaviors, opinions and beliefs that cannot be observed directly. (Avedian, 2014).

On the other hand, Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies

(e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research (Singleton & Straits, 2009).

This survey was applied at the end of the process, with the objective of knowing the perception of the students participating in the project about whether they feel that there was an improvement in their written production skill.

**Data analysis**

Marshall and Rossman (1999:150) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. It is described as messy, ambiguous and time-consuming, but also as a creative and fascinating process.

After having all the information collected, it is time to analyze it, taking into account that this is a qualitative study.

Qualitative data analysis can be described as the process of making sense from research participants‟ views and opinions of situations, corresponding patterns, themes, categories and regular similarities (Cohen et al., 2007:461). Nieuwenhuis (2007:99-100) captures the essence of data analysis well, when he provides the following definition of qualitative data analysis that serves as a good working definition: “qualitative data analysis tends to be an ongoing and iterative process, implying that data collection, processing, analysis and reporting are intertwined, and not necessarily a successive process”. In short, as Gibbs (2007: vol. 6: 1) so aptly points out, qualitative data analysis is a process of transformation of collected qualitative

data, done by means of analytic procedures, into a clear, understandable, insightful, trustworthy and even original analysis.

The information analyzed arose from all the participant observations made during the practice process, the analysis of the writings made by the participants and finally a survey that was made in order to know the perception of the participants about the development of the project.

**BASE CATEGORIES OF THE PROJECT**

**Objetivo general**

- To implement the school newspaper as a pedagogical tool for the practice and improvement of written production skill.

**Objetivos específicos**

- To apply different types of writings inside the classroom
- To propose various activities where through writings the students develop their creativity and thinking.
- To offer a space where the students develop their written production skill by participating in newspaper publication.

| **General category** | **Subcategories** | **Theoretical description** | **Other comments** |
|---|---|---|---|
| **Written production** | **Lexical competence** | Marconi (1997, p.2) believes that lexical competence comprises | Writing is a good strategy to acquire vocabulary, since to write |

| | | | |
|---|---|---|---|
| | | two distinct dimensions of knowledge: inferential and referential lexical knowledge.<br><br>Marconi adduces reasons to justify this distinction. For example, although it is not a common situation, it may well be the case that a speaker is referentially competent in the use of a lexical item but inferentially incompetent and vice versa. That is, the two abilities are, to an important extent, independent of each other. Marconi illustrates the situation with the bookish | about a topic is necessary to have a previous knowledge and to have enough vocabulary taking into account the topic to write. |

| | | | |
|---|---|---|---|
| | | zoologist who knows everything that has to be known about a given type of butterfly but fails to recognize it when he comes across one. | |
| | **Grammar** | The Oxford American Dictionary, for example, defines grammar as: "the study of words and the rule for their formation and their relationships to each other in sentences; the rules themselves; speech or writing judged as good or bad according to these rules" (1980:282) | Grammar in English is one of the most important elements when learning English, but it can also be difficult, it is important to have good grammar bases in order to give sense when writing a text.<br>On the other hand, It is important to know the basic rules of the times: present, past, future; What are the auxiliaries that are used to speak at a certain |

| | | | |
|---|---|---|---|
| | | | time. because that way we can begin to understand the functioning of the language. |
| | **Coherence and cohesion** | **Coherence** means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. Basically, coherence refers to the "rhetorical" aspects of your writing, which include developing and supporting your argument (e.g. thesis statement development), synthesizing and integrating readings, organizing and clarifying ideas. The **cohesion** of writing focuses on the | Coherence and cohesion are essential and very important properties that any type of text must have in order to communicate what it intends. |

| | | | |
|---|---|---|---|
| | | “grammatical” aspects of writing. | |
| | **Written expression** | Written expression is among the most complex academic tasks because it is dependent upon many subskills. Students must be able to read and spell, of course, but they also must be able to organize their writing, use appropriate voice and word choice, convey ideas, use conventions (such as punctuation and capitalization), and attend to the rhythm and flow of the language. Finally, students must have sufficient fine motor control so that | It is important to keep in mind that the written expression not only refers to the texts, on the contrary, aspects such as creativity and imagination of the student writer of the text are involved. |

| | | | |
|---|---|---|---|
| | | their written products are legible (Unruh and McKellar, 2017). | |
| **Input** | **Readings** | "Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. | Making a reading before starting to write is essential, this allows the writer to contextualize a little more about what he/she is going to write and it helps in the acquisition of vocabulary, ideas and topics that may be unknown.<br>If the is about sports, it is important to know unknown words about the subject, so that this facilitates written production |
| | **Videos** | A video lesson or lecture is a video which presents | The videos are also an excellent tool to make the classes more fun and |

| | | | |
|---|---|---|---|
| | | educational material for a topic which is to be learned. | enjoyable, and they serve to introduce a subject in a different and not so monotonous way, making use of the technologies that are fundamental tools for teaching and learning a second language. |
| **Newspaper** | **Creativity** | From *Human Motivation*, 3rd ed., by Robert E. Franken: Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others. (page 396) | You should choose very well the material that a newspaper will contain and especially if it is a school newspaper since it must have drawings, colors and different sections that attract the attention of the readers, therefore creative material is required to publish in it. |

| | | | |
|---|---|---|---|
| | **Narrative writing** | Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings. | The narrative writing style allows the writer to tell in detail a fact or real or imaginary event, this also awakens the creativity and imagination of the writer. |
| | **Descriptive writing** | Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, | The idea of a descriptive text is that the reader can get an idea in his mind of what he is reading, that means that the writer has the responsibility to make a very detailed description of |

| | | | |
|---|---|---|---|
| | | or travel guides). When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience. The author might employ metaphor or other literary devices in order to describe the author's impressions via their five senses (what they hear, see, smell, taste, or touch). But the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are. | something or someone. |

*Tabla 3 Base categorie of the project*

**Chronogram of activities**

| WEEK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| INSTITUTIONAL OBSERVATION | X | | | | | | | |
| PARTICIPANT OBSERVATION | X | X | X | X | X | X | X | X |
| SURVEY | | | | | | | X | |
| DOCUMENT ANALYSIS | | | | | | | | X |

*Tabla 4 chronogram of activities*

**Results**

**Motivation to write and to be published in a newspaper**

Thanks to the participant observations developed, it was evidenced that students were attracted by knowing that their writings done during all the classes would be valued, on the one hand, the grade corresponding to each of the writings and on the other hand, to know that it was going to create a school newspaper where they can see published their writings, students said that this could make their parents and teachers proud of them.

Moreover, good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning. In fact, effective teachers can assess changes in students' behavior and understand the needs of students in the classroom. According to Bucholz and Sheffler (2009), teachers can shape the classroom environment to be

comfortable and therefore, to improve the ability of students to learn. In other words, the interaction between the teacher and the student is key, since this interaction allows students to feel free, safe and do not feel pressured at the time of writing, a good atmosphere was always created within the classroom as it is essential in order to students express themselves correctly.

Although for the development of this project the students delivered their writing individually, the student-student interaction was also important since this allows students to learn collaborative work, improves teamwork, personal relationships and also allows knowledge sharing among them.

The role of the teacher in the development of this project was fundamental; the teacher was a guide and a facilitator, and a creator of a good climate within the classroom, thanks to the good classroom environment, the teacher could realize that students were always motivated in writing in order to have their products published in the newspaper.

After having applied the survey, Appendix_1 one of the questions in the survey was for knowing if the students really wanted to have their writings published.

"¿Se siente motivado/a y emocionado /a al saber que probablemente sus escritos serán publicados en un periódico escolar?"

From this question, three answers were obtained

*"Si, porque hicimos muchos proyectos, los presentamos a los demás para que aprendieran y se motivaran como nosotros nos motivamos siempre cuando hacíamos los proyectos y que después la profe los publique en el periódico"P.1*

*"Si, pues sabemos mucho y muy bien porque eso desarrolla a los niños a seguir trabajando" p.2*

*"si, porque es bonito saber que algo que uno hace en otro idioma sea valorado" p.3*

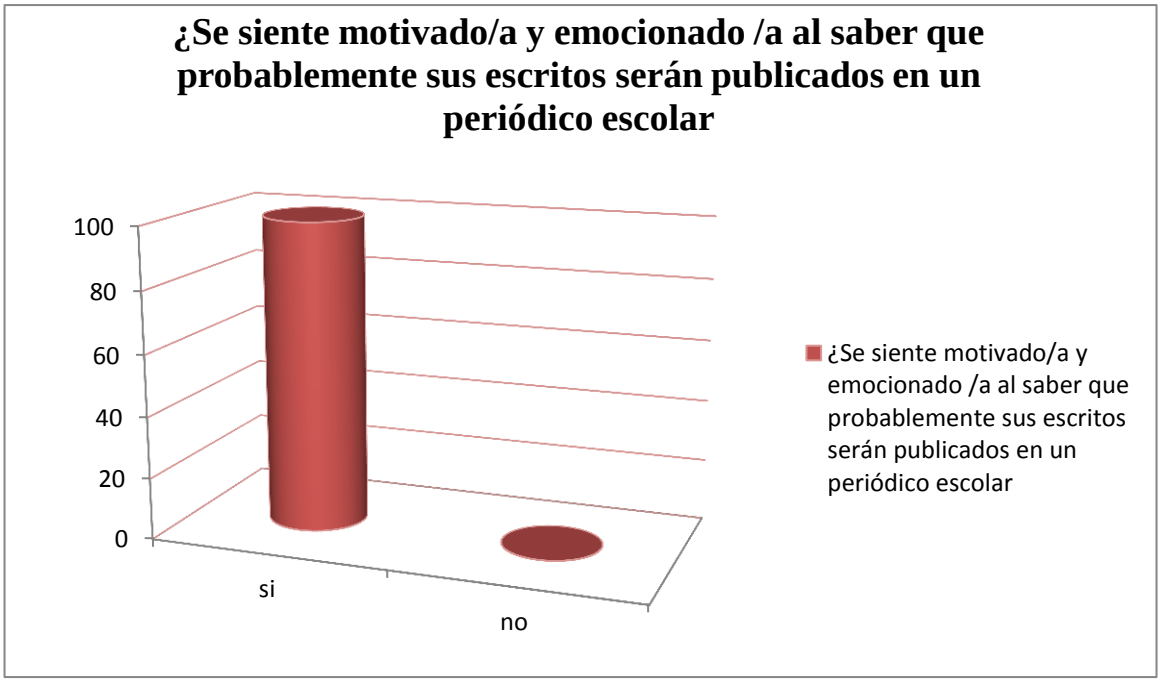


*Ilustración 6 Data analysis 1*

Brief, it is inferred that being the school newspaper a new strategy applied with the participants, this motivated them to be creative while writing.

**Vocabulary acquisition through narrative and descriptive writings**

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" p. 55)

That is why, before writing about a certain topic, it is important to develop different activities that can introduce the topic and contribute to the acquisition of vocabulary related to the topic about writers will write.

In this case, the teacher in training used technological tools such as videos and power point presentations, also readings and songs were used before proposing the weekly topic to be written, this allowed that questions about vocabulary decrease more and more, in addition, the use of the dictionary during the development of the project it was key to the good development of it.

To describe and narrate facts, events or people, it was also important to know some key expressions that allowed improving the students' written expression; these expressions were taught through dynamic activities that motivate students to write.

One of the questions of the survey proved that effectively, students expanded their lexical knowledge.

"¿En qué aspectos siente usted que mejoró su producción escrita (vocabulario, estructura etc.), Y ¿por qué?"

To these questions, the three participants answered

*"Armando frases en inglés y pude aprender algunas palabras que no sabía,"* p.1

*"aprendí a hacer oraciones, verbos, vocabulario para escribir mejor en ingles" p.2*

*"vocabulario porque aprendíamos más palabras en inglés" p.3*

As a conclusion, it is evident that students considered that their lexical competence improved thanks to the activities proposed during the development of the project.

**Improving written production**

The analysis of writings was made using criteria. Appendix_2

This criteria, allowed knowing the writing process in the participants and their evolution while writing, also it helped to know if it were an improvement in the skill or not.

**Written productions graphic**

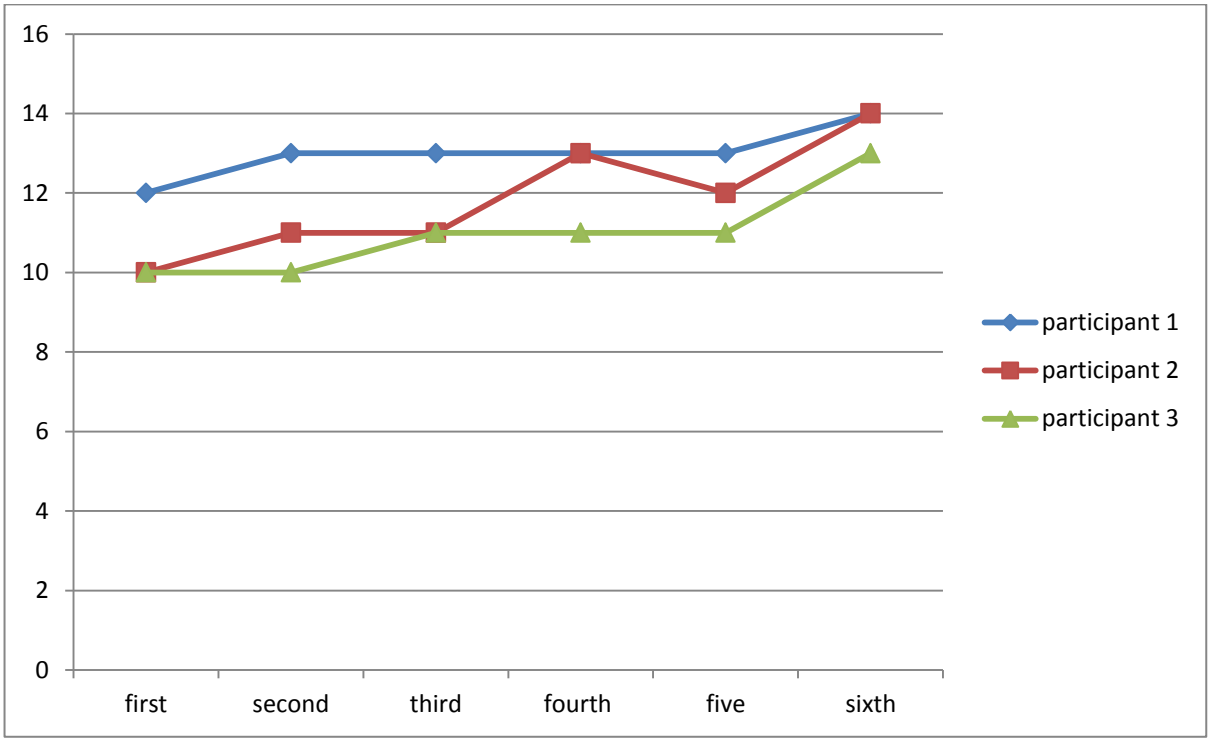


*Ilustración 7 Data analysis 2*

The previous graph shows the score that each of the participants obtained in each of their writings, as can be seen in the graph, the three participants have similar scores; however, it is important to make the corresponding analysis of each participant.

**Participant 1:** the graph shows that there was an improvement in the written production of this participant, since weekly his score was rising and there was never a fall.

Thus, it is inferred that the main objective of the project was accomplish with this participant.

**Participant 2:** About the second participant, it can be evidenced that there was never a fall in the initial score, however, the score remained the same for two weeks and there was also a fall in scores in last weeks, however, it is important to highlight that scores obtained each week were above the initial score of the participant.

**Participant 3:** the third participant shows in several occasions an equal score during the weeks, but it is also important to emphasize that there was never a fall of the scores.

Finally, it was concluded that all the participants showed improvement in writing production skill with the topics they wrote weekly; nevertheless, it is important to look for new strategies in order to obtain better results.

## Conclusion

After having analyzed the data collected during the development of the project, it was inferred that it is important to motivate students to write, to this, it is essential to look for new strategies that can call their attention, in this case, the newspaper was a good strategy to motivate them, because they worked every week in order to obtain good writings to be published on it.

On the other hand, students presented some difficulties while writing, however previous activities developed by the teacher inside the classroom can serve as a motivation and as a help for the students to acquire vocabulary and to write full sentences in order to create complete texts; besides, the teacher has to investigate about students' likes and interesting topics to them, since the students have to know perfectly the topic and have to feel attracted by it.

**Suggestions**

Unfortunately, today, English subject does not arouse interest in students, and to this subject it is not given the importance it deserves, therefore and taking into account that the development of the four communication skills in a student that wants to learn a foreign language is the main objective of a teacher in this area, it is essential to look for strategies, methods, methodologies, creative and didactic tools that attract students' attention, in that way they can develop not only the written production but also other skills which are also very important for the good learning process of a foreign language.

About written production skill, the most important thing is to find pre-writing activities depending on the topic to write, also the teacher has to be a guide disposed to help the students in doubts presented and to take into account that the classroom environment has to be accurate to develop this kind of activities.

# CHAPTER II

## Research Component

## The training of reflective spirit in PLEX practitioners, Training tool to qualify pedagogical practice

## Introduction

In PLEX training context, the pedagogical practices of teacher in training are one of the interests and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum, it is also beneficial that local studies specially are focused on the learning problem than in matters of teaching.

It is pertinent to propose a project founded in a reflective approach regarding the practicum as a way of objectifying knowledge, behavior and actions that guide teachers' labor; likewise, as an embracement, immersion and exploration exercise being conscious of their own teaching subjectivity formulating questions and the quest of information for solving problems and self-recognition.

### Statement of the problem

At the school it is assumed some medullar aspects of the individuals, the constitutional life without questioning, they are seen as a stamps, permanent and invariable features that are part of the school's identity and culture. When the events are developed without major alteration, the teacher takes a risk of getting used to a regular action that does not allow the pedagogical evolution and the renovation of the academic culture.A practice lacking of reflection does not encourage the emergence of problematic situations; those realities are ignored, they are invisible. Taking that into account, the pedagogical practicum is assumed since repetitive codes that place

the teachers in a traditional task, of cultural reproduction, becoming a barrier to the emerging of practices that tend to transform thoughts and knowledge, in order to solve social needs.

As a solution to that situation, it is necessary that the process of forming educators encourage the teachers' reflective spirit that contributes to improve their pedagogical practices that at the same time might be essential elements that transform their job and professional life.

Regards to the bachelor in foreign languages of the University of Pamplona, the reflection is seen as a fundamental exercise to students develop their practicum, self-assessing and being critics about their teaching practices.

## Justification

The formulation of this project in the context of the Integral professional practicum of foreign language students is part of the professional conception of practice as a spearhead to improve educational processes in the application centers where the professional practicum is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the own actions and to be interested in the knowledge of the models and approaches to attend a problematic situation and to establish an analytical look on the fact. According to the postulation of the educational philosopher Jhon Dewey, pioneer of the reflective thought field applied to teaching, we justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflective action. We believe that a reflexive approach protects agents from the traditional context of inertia, and authority that permeate the school.

## General Objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.

## Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the current problems in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and analyze the strategies that the student uses in their pedagogical practice.
- To implement reflection workshops and development of teaching units that guides the reflection of Student-Practitioners.
- To analyze one's own beliefs about teaching work and about students.

## Theoretical Framework

The theory about the teaching profession, the reflection and the pedagogical practice, constitute this theoretical framework. In order to have a clearer view about the encompassed concepts, closely related to this research project, an approximation of each one of them is presented hereafter.

### The Teaching Profession.

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must comply with some competencies in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level in which he develops his activity. Similarly, every teacher must have some skills in the organization of content, which is the pedagogical practice not only requires ordering its components to be learned by students, but forecasting for the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the practice of teaching.

### The reflection

Talking about reflection implies addressing different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010).

**The Reflection as a Process**

The reflection is made based on a series of stages that cyclically result in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting on experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow extracting a new structure of the situation". The

*Ilustración 8 The reflexion as a process*

stages of the process of reflection as a process are evidenced in the following scheme:

**The reflection as a theme**

The concept of reflection is based on a topic that is related to this concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as reconstruction of the experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows reflecting and the contextual aspects that allow the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the same person who reflects.

**The teaching reflection**

Updating and qualifying the academic proposals in the University and orienting the learners towards new ways of relating to the world, it is necessary that the teacher questions himself about his own practice and about the repercussion that it has generated; that it is able to objectify his behaviors, and to assume the different roles in the pedagogical relationship.

The teacher plays a central role in the current educational world; acts in a complex space subjected to a constant change determined by the interaction of various factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and EllioT: 1986). In this context, the problem of practice and class space demands a particular treatment oriented towards understanding and social interaction.

The need of articulating the changing social reality to our pedagogical work, is evident in the existence of numerous attempts to try to explain school phenomena and in the search for ways to address these phenomena, to make school work effective.

This study will serve the participating professors to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and technical knowledge. The reflection is applied to the selection and appropriate use of the teaching strategies that the teacher will use.

On a second level, the reflection takes on the implicit assumptions in the specific classroom practices. The consequences of the adopted strategies, curricula, and practices are then analyzed. It is then opted for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts. In a third Van Manen establishes a critical reflection exercise; at this level, he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

**Pedagogical practicum**

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

**Academic Practicum**

It is aimed at preparing professors capable of reflecting on the courses they teach, so that they become structures understandable to students.

**Social Efficiency Practicum**

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

This is the way of proceeding from technical rationality.

**Developmental**

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

**Social reconstruction**

The object of the reflection is the social, economic and political context, so as to promote truly democratic relations in the classroom, and fair and just in the social sphere.

**Generic**

The programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which they should reflect or the strategies to promote reflective learning.

**Activators of reflection**

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

**Critic element of the reflective thinking**

This element of reflective thought relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. Interest in what concerns social justice and ethics in education.

These authors established classification categories of knowledge:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and proper professional configuration

5. Knowledge of the students and their characteristics

6. Knowledge of educational contexts

7. Knowledge of fundamentals: philosophical, historical, and axiological

Based on Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present study as an instrument. This relates to the teacher's narratives, to encourage stories of their experiences in the classroom. They persist in many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component are the teaching journals in which the writing triggers the elaboration of reflective thinking of the teacher, on their experiences of practice, objective and subjective and intersubjective.

## Methodology

The methodological strategy proposed, had a main focus the ongoing reflection that additionally provides some meetings for the reinforcement of the group of practice as an initial space of the educational and professional problem. The principles of organization are autonomy, planning and self-observation.

To check the impact of the reflective proposal about this process of practice, a systematization and socialization process were carried out.

This study belongs to the qualitative research from the perspective of reflection as professional space that will highly contribute to the description, identification and analysis of the pedagogical practice.

For the data collection process of this project, it is proposed the application of the following instruments:

**Reflective workshops**

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice

**Objectives**

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

**Self-observation checklist**

The main objective of the self-observation checklist proposed is to guide the student-practitioner towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

**Narrative**

The reflection exercise will allow students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

**Class recordings**

By keeping a track record of student-practitioners performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

**Context**

The city of Pamplona, founded in 1549, is the oldest city in the North department of Santander. It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of cities at the time of the colony, it has been throughout its history center of confluences and religious influences; it welcomed a large number of religious communities, among which we can mention: the community of Franciscans, the Clarissa Sisters; the Brothers of Saint John of God, the Society of Jesus, the Community the Sallista, likewise, feminine religious communities: Sisters of the presentation, Sisters Bethlemites, among others; The presence of these

communities in the city brought about the creation of educational institutions with projection of their beliefs and values. It is in this geographical context, that this study is located, that the school has as an agency in which the school actors perform: PLEX Practitioners.

The school is understood as a specific educational community that, as an organ, is responsible for institutionalized education, that is, the school is the place where education is carried out, where education is fulfilled and where education is ordered.

At present, the school is considered as the way of life of the community, that is, the school transmits those learning and values that are considered necessary in the community and that lead students to use and improve their abilities for the benefit of both Society as its own.

In the school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization.

The school is a body dependent on society, a social institution destined, within the specific area of education, to administer systematic education and which determines the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfills specific functions which include:

**Socializing Function**

It is about young people's learning, about values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function covers all socialization processes, in which school members participate.

**Instructional Function**

The instructional function uses two functions, the improvement of spontaneous socialization processes, to guarantee the formation of human capital, which requires the functioning of the labor market. Try that at a higher level of culture, knowledge, values etc., there is a greater possibility of adaptation.

**Educational Function**

The educational function requires a community of life, democratic participation, intellectual search for dialogue and learning. An educational community that breaks the ratification barriers between the school and society, a culture space where the concepts, technical tools and codes of the culture of humanity are learned. As a consequence of the active participation in the exchange of meanings, desires and behaviors with partners and adults (Vizcaino, 2010).

**Population**

The total population of the present study is constituted by 38 students of tenth semester, practitioners of the Program of Foreign Languages French French of the University of Pamplona.

**The direct beneficiary population:**

- Teachers in training
- Supervising Teacher**s**
- Student community of the Integral Practice implementation centers.

**The indirect population benefited:**

It is composed of foreign languages program teachers; the results will feedback the vision of the agents of the Program on their collective practices of Integral Practicum.

**Institutional dependencies linked to the Project**

- Foreign Language Program Department of Languages and Communication Faculty of Education
- Bethlemitas Brighton School
- José Antonio Galan school
- Seminario menor Santo Tomas de Aquino school
- José Rafael Faria school
- Cristo Rey school
- Provincial San José school
- Cambrige school
- La presentation high school of Pamplona

**Timetable of the research component**

| Description of the activity | Date |
|---|---|
| Classroom observation | September 16th September 20th 2019 |
| Narratives | ➢ September 19th<br>➢ October 07th<br>➢ October 21st<br>➢ October 29th<br>➢ November 04th 2019<br>➢ November 09th 2019 |

| | |
|---|---|
| | ➢ November 17th 2019 |
| Reflective workshops | ➢ Monday, September 07th 2019<br>➢ Thursday, November 07th 2019 |
| Self-observation card | ➢ September 29th 2019<br>➢ October 4th 2019<br>➢ November 9th 2019<br>➢ November 17th 2019 |

*Tabla 5 Timetable of the research component*

**Chronogram**

| **WEEK** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
|---|---|---|---|---|---|---|---|---|
| **NARRATIVES** | X | X | X | X | X | X | X | X |
| **WORKSHOPS** | | | | | | | | |

*Tabla 6 Chronogram*

## Conclusions

### Classroom observation

Thanks to classroom observation week (first week in the institution) the practitioner could have an overview of the place where the practice was to be developed; this allowed in the first instance to know the school, its administrators, its teachers, its students, the courses with which its supervisor was going to work, of course; the material to be implemented for the development of the classes and the schedules in which they were going to work was also known.

On the other hand, the methodology used by the supervisor in class was also known, this is good since it is important that the students do not feel a clash between the change of teacher, for this reason, the practitioner must adhere to the methodology that they had already been working during the year.

**Narratives**

The weekly writing of narratives was a very good strategy for the practitioner to identify essential aspects during the development of their practice, many times while the classes are being developed the practitioner cannot realize aspects that may arise during the practice. These aspects can be identified by making a general analysis and writing it, for this it is necessary to be 100% sincere, write what is considered positive and the aspects to improve, this in order to identify what we are doing well, what are the teaching strategies that must be followed by applying and on the other hand in what aspects we should work a little more to achieve the objectives proposed at the beginning of each class.

**Reflective workshops**

It is always important to share experiences with others and even more to realize that what was lived during the development of the practice, is also lived in the other educational institutions, these reflections allowed, on the one hand, always to have an idea of the experiences lived for the other practitioners, in addition to knowing relevant aspects that the practice coordinators had to explain and clarify to improve our academic performance as practitioners and as future teachers.

**Self-observation card**

Sending the self-observation weekly was also a good strategy to ask how we are doing our work as teachers, the questions that were raised there allowed us to reflect on many aspects of the professional practice that was done (interaction with students, the material used, methodology, the response of students, among others).

It is important to keep in mind that every week is different and we can face situations that we must know how to handle; therefore, these questions have always allowed us to make a self-evaluation of the process that was being carried out.

# CHAPTER III

## Outreach component

### Introduction

Participating in global policies in the academic, cultural and economic fields motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens have the opportunity to participate in cultural exchanges that allow them access more equitable conditions in the face of personal and social development in the country.

Pointing to promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. This is how the National Ministry of Education has been implemented a large variety of strategies in the different levels of

education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been developed throughout the country and has integrated the work done by the secretaries of education, public and private universities and language centers, however the results obtained so far have not been very encouraging since many of the educational institutions of the nation have not yet been impacted by it.

With regard to primary school, the National Government tends to extend the coverage of English language education to children, since many of these educational establishments sometimes do not have an English teacher to guide processes of teaching-learning and therefore the results of the evaluations applied at the national level are not very encouraging.

The University of Pamplona of Colombia, in its capacity as a public training institution for trainers and more specifically the Bachelor Program in English-French Foreign Languages, has approached the reality faced by the primary school of the city of Pamplona in regards to the National Bilingualism Policy; Many of the educational institutions in this city do not have an English teacher to meet the training needs of the primary sector.

In recognition of this reality and the problem it generates, this proposal for social projection seeks to meet the training needs in English of the primary school children's population in the city of Pamplona and integrate the students' foreign language training from the Bachelor Program in English-French Foreign Languages to the educational reality of this sector to try to reduce the gap that is generated between public and private schools in the foreign language area.

Government policies identify the problem, however the attention of the same is not filled with regulations, effective support is needed, in the specific case, trainers in the area of foreign languages, so that the results of the exams, tests and exams Our students' results are in accordance with the most educated proposals of Colombia.

**Justification**

Nowadays, learning and acquiring a foreign language allows us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area. This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector. The implementation of this project favors both the institutions and the student population of the city of Pamplona, as well as the Program of Foreign Languages and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

## Objectives

### General Objectives

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

- To serve the needs of English formation of children in primary schools in Pamplona.
- Integrating the formation of the foreign languages English and French undergraduate students toward the educational reality of teaching English in primary schools in Pamplona.

### Specific Objectives

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

- Familiarizing children from primary schools in Pamplona with the essential foundations in English
- Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.
- Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

## Typology of the Project

This is a formative project, to discipline in the area of curriculum; open to the institutions in which the Integral practice is carried out and offer primary basic training in the city of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona.

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

The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the University community and the degree.

## Contribution Lines

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

# Theoretical framework

## Teaching languages

***Languages international policies.*** The 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 make reference to the use of three languages: mother tongue, regional or national language, and

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

The UNESCO (2003) considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESO suggest enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural

dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

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

***National bilingual program.*** Colombia, as other countries in Latin-American and the world, has adopted 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).

***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 educational factors including the curriculum, the methodology and the formation of the foreign language teacher, In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is related to the native language. From the previous statement Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction between acquisition and learning in terms of LE. "la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente las reglas de la lengua" "Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)". Authors show their point of view regarding the topic and they differ in saying that the terms 'learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of

natural approach are relevant for the acquisition of a foreign language in children and they support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

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

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

*Extended speech*, in this period, the child is able to say complete phrases and also to participate in conversations. Now, the teacher must help the boy to improve fluidity in the foreign language. To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society.

Consequently, children can learn a language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason, learning a foreign language must begin from the prior knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language Yesser A and Chacon C, (2011) cite Ausubel (1986) who state that in terms of the cognitive psychology are many differences among the cognitive skills of children and adults in relation to the cognition and affectivity

which are presented in motivation, creativity, spontaneity and flexibility which differentiate children from adults, generally adults have more problems when talking in a foreign language. Consequently, it is possible to say that the age is a factor that affects learning English as FL.

## Chapter 3: Implementing worksheets as a Way to Acquire Vocabulary in the English Class with first Grade Students from Bethlemitas Brighton School.

### Introduction

The learning process, which involves both logical levels and the acquisition of written code at school levels, is not defined by a single factor; It includes external and internal factors, from the biological condition and motivation, to the disposition of the environment, the elements involved in early learning are a complex network of factors inherent to the subject and related to the environment; Aragón, Aguilar, Navarro y Araujo (2015).

Further, Maria Montessori compares children with sponges, absorbing all the information necessary to act in their daily lives; according to her, children learn to speak, read and write, spontaneously.

This is why in terms of learning a second language, if it is exploring from an early age, it will be easier and more fruitful to acquire it.

On the other hand, children of early ages are generally very active and love colors and everything related with art, taking into account this, a good strategy for learning English in first

grade children would be through worksheets, since being a person so active, full of energy and curious, they will be attracted to be using materials like clay, color paints, color papers and at the same time they can learn the most basic English words.

## Justification

For the proper development of this project, it is important to be clear about the benefits of learning English through worksheets, these benefits will directly become advantages where the students participating in the project will be the direct beneficiaries.

The implementation of this project is necessary because if it wants to obtain an improvement in the area of English, it is important that children from an early age begin to relate to the language, through tools that get their attention, for instance, songs, rounds and funny worksheets for them to explore their creativity.

## General objective

- ✓ To familiarize first graders students at Bethlemitas Brighton School with English through worksheets.

## Specifics objectives

- ✓ To implement worksheets known to the students in order to facilitate information retention.
- ✓ To develop English activities based on worksheets, taking into account the lexical competence.
- ✓ To enrich student vocabulary through worksheets.

**Methodology**

The objective of this project is to help and support a community collaborating in the resolution of basic problems and needs that may arise in it; This project was carried out with first-grade students, from Bethlemitas Brighton School, the main goal of the proposal is to students to begin to have contact with the English language using strategies that call their attention, for instance, songs and worksheets, In addition, worksheets are a good strategy to increase the motivation of children and that they begin to feel curiosity and interest in this area.

**Schedule**

The following table shows the schedule that was carried out with first grade students; this schedule was implemented from September 16th to November 29th 2019.

| HOUR | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 7:00-7:15 | | | | | |
| 7:15-8:10 | | | | | |
| 8:10- 9:05 | First grade02 | | | | First grade 03 |
| 9:05-10:00 | First grade 02 | | | | First grade 03 |
| | B | R | E | A | K |
| 10:30-11:25 | | | | | |
| 11:25 | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| -12:15 | | | | | |

*Tabla 7 Schedule*

**Results**

For the development of this component, it was essential to take into account the ages of the students with whom the project was applied and in the same way the needs presented in the population, it is not the same to work with students of 12 or 14 years who with 6-year-old students, who are so far beginning their educational process, not only in English but also in other subjects.

Taking into account the above, it was identified that working with worksheets would be a good methodology for students to feel motivated to work and also acquire vocabulary since worksheets call the attention of children by the use of colors and educational material that It also helps in the development of fine motor skills.

**Conclusion**

Finalizing the process, it could be evidenced that the methodology used was adequate since when coloring pictures, writing them and then pronouncing them, it made the students memorize the vocabulary that was being taught.

# CHAPTER IV

## Administrative Component

### Introduction

As pre-service teacher, it is important to take into account that during the school year, different activities are always carried out outside the classroom (festivals, flag ceremonies, school birthdays) it is really important that the pre-service teacher can be present and collaborate in the institution with this type of activities, since in this way we collaborate with the institution and we begin to live the experience of what being a teacher implies.

Sometimes there is an erroneous idea that being a teacher implies only teaching in front of your students, but the administrative part plays a very important role, as well as the planning of events and the good development of these.

The main objective of this component is that the pre-service teacher acquires the necessary knowledge of the institution which was assigned and also to achieve the immersion in its context in order to ensure a positive and successful experience.

### Objectives

#### General objective

- ✓ To cooperate in activities proposed by the teacher in the Bethlemitas Brighton School.

#### Specific objectives

- ✓ To know the activities carried out outside the classroom of Bethlemitas Brighton School
- ✓ To participate in the activities proposed during my stay at the institution
- ✓ To support the teachers and the administrative in the organizations of the activities.

**Methodology**

As teacher in training, I had the responsibility to know in depth all the activities that teachers have planned to carry out, in turn, to collaborate in everything related to the organization of protocols, decoration among other important aspects that must always be taken into account when organizing an event.

On the other hand, participation in events is also vital, I must collaborate in everything that teachers always ask me with the best availability and encouragement.

| ACTIVITY | DESCRIPTION | DATE |
|---|---|---|
| Formation | The practitioner accompanied the course in which she had class, collaborating with the discipline and attention of the students. | The first day of each week (Monday or Tuesday) |
| Talent show | The practitioner helped the students with vocabulary, body expression and pronunciation with the songs were going to be presented, also collaborated with the organization, decoration and resources. | September 27th 2019 |
| flag-raising | the practitioner collaborated with the organization of the | October 9th 2019 |

| | | |
|---|---|---|
| | sound and discipline of the students | |
| Microenterprise fair | The student presented the progress of her project, so she prepared a student to present the justification introduction and objectives of the project.<br><br>She collaborated with the organization, decoration and discipline of the event | October 27th 2019 |
| Christmas meetings | The practitioner collaborated with the participation and discipline of the students. | From November 4th to November 14th |

*Tabla 8 Administrative component methodology*

## Conclusion

Thanks to these experiences, the practitioner could live what being a teacher really implies, since it is important to keep in mind that being a teacher does not only denote being inside a classroom teaching some grammar topics, being a teacher also means being aware of everything that occurs in the school in general, it is important to participate in all the activities proposed by the school and collaborate in everything that is possible because it is important to have a sense of belonging to the place where people work and always and try to have success in all the activities proposed an planned.

## Appendix

Appendix_1

Por favor responda esta encuesta con total sinceridad, marque con una X la respuesta que usted considere y explique el porqué de su respuesta.

1. ¿Considera usted que los escritos desarrollados cada semana, ayudaron a mejorar su producción escrita en inglés?

Si_____ no_____ por qué

_____
_____
_____

2. ¿En qué aspectos siente que mejoró su producción escrita (vocabulario, estructura, etc) y por qué?

_____
_____
_____

3. ¿Cómo se sintió usted realizando estos escritos cada semana?

_____
_____
_____

4. ¿Le gustaría continuar con este ejercicio los próximos años escolares, con el fin de mejorar su producción escrita?

_____
_____
_____

5. ¿Se siente motivado/a y emocionado/a al saber que probablemente sus escritos serán publicados en un periódico escolar?

SI_____ NO_____ Por qué

_____
_____
_____

## Appendix 2

**NAME :** _____

| Criteria | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Organization** *(the sentences and the texts are clear and have a logical sequence)* | | | | | |
| **Writing process** *(there was a good interaction between the students and the teacher while writing)* | | | | | |
| **Creativity** *(students used colors and draws to represent their writings)* | | | | | |
| **Grammar and vocabulary** *(proper use of vocabulary and grammar rules)* | | | | | |
| **FINAL GRADE:** _____/20 | | | | | |

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