

The Use of the Travelogue to develop Writing Skills in 6th Grade Students At San Francisco de
Sales High School in Cúcuta: An Action Research

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Faculty of Education

Bachelor's Degree in Foreign Languages English and French

Integral Practice

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APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

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General Presentation

This research project was carried out in order to identify and resolve difficulties that were identified at the institution where the researcher was developing the last step of his professional formation as a pre-service teacher. In this way, it is important to highlight that this proposal is split into four chapters, pedagogical, research, outreach and administrative components that represent the different activities throughout the training process.

First, the pedagogical component presents the problem identified at the high school that needed to be treated. The pre-service teacher implemented a process to develop writing skills in 6th grade students by using the travelogue taking into account different theories, processes and approaches of authors based on the theoretical framework and the literature review to support this project.

Second, in the research component the pre-service teacher followed the reflection process that took place in the training process and the implementation of the pedagogical component. This component was essential for the pre-service teacher because he had to reflect about his teaching experience. Throughout the implementation of some specific instruments to gather information through the development of his project.

Subsequently, the outreach component at San Francisco de Sales High School was the use of songs to teach vocabulary in primary as a way to help primary students to improve their English learning process. Also, helping 10th grade students to improve more their speaking skills in the communication, language and culture English group.

Finally, the administrative component was focused on the pre-service teacher role as a member in the school that took part of the different activities proposed in the calendar.

Introduction

Nowadays learning a foreign language has become essential everywhere. The English Proficiency Index (EPI) in 2018 states that “the English language is as important as it has ever been. It is the de facto language of communication for all types of international exchange goods, services, and ideas” (p. 4). In this case, teachers play an important role because they have the opportunity to teach and share knowledge with each individual that access into an educative center. Taking it into account, English language has become a priority in the educational setting around the world and its use brings different benefits and better opportunities to many people in different fields and education backgrounds.

On the other hand, EPI (2018) affirms that Latin America have had problems linked with learning English as a second language even if it has been being one of most important aspects in education. Nevertheless, in some countries it is not a priority as it should be. This is the case of Colombia; in this country the government have been trying to promote English learning but people do not find it interesting or in some cases schools are not provided with a qualified teacher to teach this language and to develop different skills on students related with the Common European Framework of Reference (2001) “reading, writing, listening, speaking and grammar”. To support this idea, the British council (2015) highlights that “In 1982, the English Syllabus was introduced for secondary schools that wanted to adopt it into their curriculums. However, this was largely not implemented, reflecting low levels of language teaching and English language skills among teachers. Schools also struggled with the resulting larger class sizes and classroom management” (p.13).

Anyways, this problem could be solved by improving the English teaching education aiming to motivate students and teachers to work more on the English level of the students. In

this way, after observing some classes at San Francisco de Sales High School and knowing the difficulties of the students such as: pronunciation of the words, writing paragraphs or sentences, being engaged in the class to learn English. Or the lack of time to teach English in the class during the week, it is found necessary to implement an innovative and creative strategy in the English learning process. That is why, this proposal had as main objective to develop writing skills in 6th grade students using the travelogue in order to motivate the students to improve their writing skill in a creative way.

For this reason, this qualitative research had the purpose of enhancing English writing. With regards to the general and specific objectives, the implementation of this action research project allowed the pre-service teacher to accomplish most of the goals previously established and approached learners to adopt useful strategies to improve their English writing productions.

In addition, not only this pedagogical project was implemented to help students to overcome difficulties but also a reflective process was carried out by the pre-service teacher in order to learn more from this experience as a training teacher in the integral practicum.

Furthermore, as a member of the institution and knowing the lack of English teachers in primary school, the outreach component was executed to teach English in 4th and 5th grade at San Francisco de Sales High School. But also, in this process the pre-service teacher helped to improve speaking skills in 10th grade from the English group. In addition to this, to support this proposal the administrative component aimed to take part of some institutional activities in which teachers have to participate actively.

Justification

This proposal targets to improve different English skills applying different strategies in the teaching practicum. The main activity is the use of the travelogue for developing English writing skills of students at San Francisco de Sales school in the pedagogical component. This, will improve English writing skills in a creative way, likewise this innovative tool catches students' attention in order for them to better express in this language.

Furthermore, it is possible that the teacher of the high school will take into account this creative and innovative strategy suggested by the pre-service teacher in future classes with the objective of developing students writing skills. Also, the use of this process could help other teachers to know the importance of the writing process by using a creative project.

On the other hand, the implementation of this project is necessary because it would not only benefit the pre-service teacher but the students. For the teacher in training, this proposal allows working with a non-common population but also to help students to develop writing strategies.

In the same way, the pre-service teacher will gather and register his training process thanks to the implementation of the reflective spirit project in the research component. In addition to this, this action research will contribute to meet the curricular standards proposed by San Francisco de Sales High School not only on the pedagogical component but also on the outreach component in which it was evidenced the need for teachers to implement or suggest strategies for improving English learning by reinforcing vocabulary, expressions, pronunciation and grammar rules through the use of songs to teach. Finally, the administrative component will be carried out by the pre-service teacher to be engaged with San Francisco de Sales High School.

Objectives

General objective

- ✓ To use the travelogue to develop writing skills in 6th grade students.

Specific objectives

- ✓ To enhance and develop 6th grade students writing skills throughout the use of the travelogue to motivate them into English classes at San Francisco de Sales High School in Cúcuta.
- ✓ To implement the reflection as a shifter tool in the pedagogical process of the integral practice.
- ✓ To promote the development of the reflective spirit in practitioners that allows them to analyze their pedagogical practice.
- ✓ To reinforce English classes on fourth and fifth grades at San Francisco de Sales High School.
- ✓ To improve speaking skills in tenth grade at San Francisco de Sales High School.
- ✓ To participate in all the activities organized at San Francisco de Sales High School during the pre-service teacher time.

General conclusions

During the implementation of this project including the four components pedagogical, research, outreach and administrative. The pre-service teacher concluded that the use of the travelogue helped students to improve their writing skills and to be more autonomous of their work in which students were able to do many activities exploring their sense of creativity. On the other hand, the research component allowed the future teacher to reflect from his experience while teaching in order to identify and analyze his teaching process.

In addition, as a way to support and reinforce English language the pre-service teacher noticed that it was important to help teachers from primary due to the lack of teachers able to teach this foreign language. Even supporting English classes from 10th grade in which learning English is part of student's routine bearing in mind that it is an English group conformed by students who wanted to acquire different skills to obtain a B level in English test proficiency while improving more their communicative skills.

Finally, to be engages with different activities demonstrates that sense of belonging while learning directly being part of the extracurricular activities taking an important role between different teachers in the institution.

Institutional observation

San Francisco de Sales High School started as the “Escuela Industrial de Cúcuta” in 1943. With the arrival of “Salesianos” in Cúcuta, the National Government through the National Ministry of Education visited for many years the school asking the Salesianos to give support to this school in order to administer this institution.

After so many years, in 1961 the Ministry decided to rename the institution as “Instituto Técnico Industrial Salesiano”. Then, in 2000 it started to offer a public program in the afternoon for students of 1 and 2 socioeconomic statuses. After that, in 2007 there were created three headquarters in vulnerable areas in the city: José Prudencio Padilla high school in Camilo Torres, Atanasio Girardot and Francisco de Paula Andrade in Alfonso López neighborhood. But, on December 2016 and January 2017 the Secretary of Education and the local authorities in association with the society of Salesiano decided to end up the agreement due to the economic situation. That is why, on January the 17th 2017 the institution changed the name as “Institución Educativa San Francisco de Sales”. It is today a very well-known educational institution in Cúcuta because of its integral formation, discipline, and dedication. “Amablemente Exigentes”.

Topographical location of the school facilities

San Francisco de Sales Institution has a presence in two sectors:

Principal: It is located in the eastern center of the municipality of San José de Cúcuta, Popular neighborhood, Comuna N° 2 made up of about 30 neighborhoods and with a population close to 30.000 inhabitants. The environment is made up of socio-economic strata 3 and 4, and use of the land for official buildings, educational, commercial and residential. It has a remarkable accessibility as its proximity crosses great avenues of the city of Cúcuta where there are most public transport routes. Calle 4E No.6- 23 B. Popular.

Headquarters: Located in the south-west area of the municipality, Comuna N° 10, Calle 17 #10-15 Camilo Torres and Alfonso López neighborhoods, Av. 14 # 21-50 B. Alfonso López and Av. 13ª # 20-14 B. Alfonso López consisting of about seven neighborhoods (San José, Santo Domingo, Gaitán, Belén, Alfonso López, Cuberos Niño and Santander); communities of socioeconomic strata 1, 2 and 3, considered a vulnerable sector of the city.

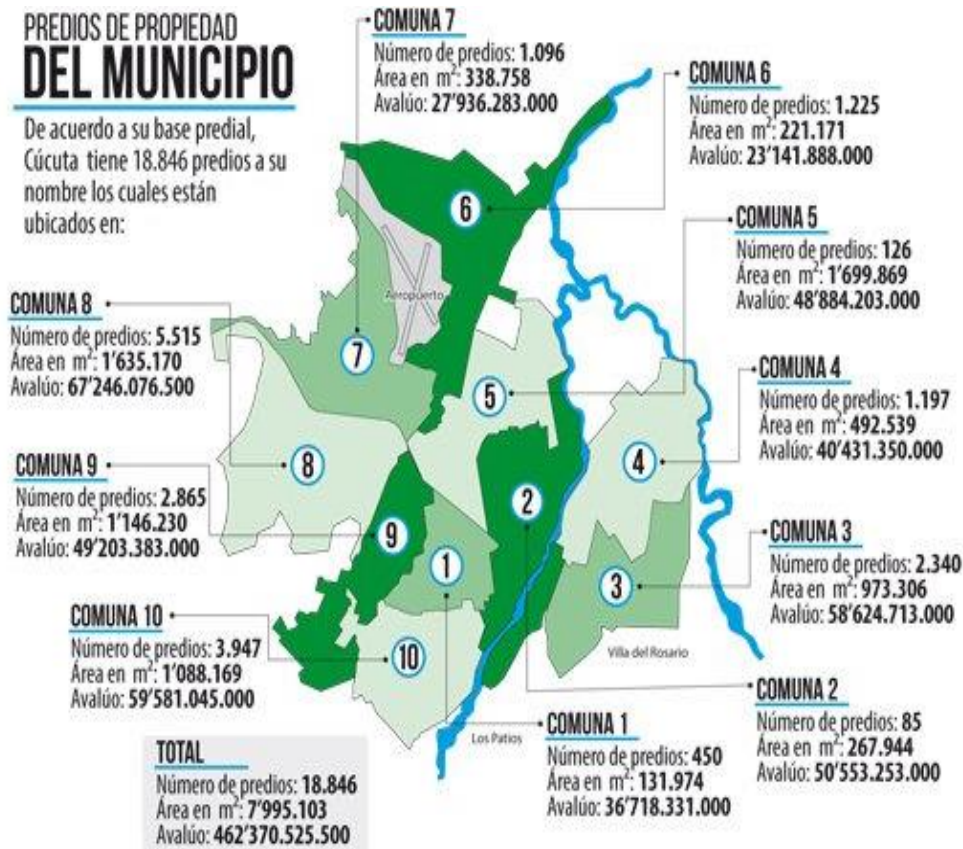


Figure 1 Topographical location

School authorities

Table 1 Institution authorities

Principal	Pedro Julio Pezzotti Lemus
Academic coordinator	Samir Izquierdo
Discipline coordinator	Oscar Arevalo
Discipline coordinator	Martín Florez
Supervisor	Adriana Marcela Forero Gómez

Table 1: It describes the main authorities at San Francisco de Sales High School.

Institutional Educational Project (PEI)

As in each educative establishment, San Francisco de Sales School's educational project is sharpened on the mission and the vision that have always guided and set the school expectations throughout the development as an institution and its members.

Mission

To offer quality comprehensive education to children and young people based on kindness and demand pillars Desalistas, supported by the dimensions of being that enables the participation in the construction of the formation as a competent person generating a social transformation.

Vision

In 2019 our Project will reach the educational quality in accordance with national guidelines and standards that responds to culture, science, technology, environment and sport, forming "Amablemente exigentes".

Institution philosophy

The purpose of the Educational Project Desalista becomes concrete, leading a management by processes that demonstrate the relevance of the curriculum, the family environment, the sense of social justice, the ecological commitment, the suitability of the staff, the appropriate infrastructure in accordance with the current legal framework. This, in order to satisfy the needs and expectations of the Educational Community ensuring the fulfillment of our mission allowing the continuous improvement of the institution based on the self, doing and know-how.

Objectives:

- ✓ To develop an education in the self, doing, know-how and in the living together, based on the principles of kindness and demand.
- ✓ To strength the development of the competences of the people that make up the educational community, to guarantee the quality of the service.
- ✓ To guarantee the provision of the educational service with quality, efficient and effective use of resources, satisfying the needs and expectations of the Educational Community.
- ✓ To promote a culture of quality and continuous improvement with the proper implementation of the Quality Management System.

Pedagogical model

San Francisco de Sales High School proposed from the social theories the pedagogical model as a way to base the relationship between the teacher, knowledge and the student. In this sense, for the Educational Institution the social-cognitive model includes the social theories based on Makarenko, Freinet, Freire and Vigotsky. In this way, the integral development of the person is sought through the development of the collective spirit, social and technical

knowledge. For this reason, the integral development of the human being is privileged, through material, social and cultural production; looking for the development of the thought, the cooperative work with the mediation of the teacher supported in the cognitive and humanistic theories.

Community handbook

The community handbook is the set of rules and regulations established by San Francisco de Sales High School that allows the achievement of the purposes of the education. It contains XII chapters with the clear commitment of all members of the educational community (students, teachers, parents, authorities and administrative staff) based on the right to education as a right-duty.

In this terms, the community handbook typifies the discipline into three categories I, II, III being the third category the most serious one, besides it establishes the protocols and procedures for those kinds of faults. The most important part in this handbook is the faults that students can commit in or outside the high school and those are classified in three types. Also, it is essential to highlight that the school uses Ovy platform to register immediately the following disciplinary acts:

1st category

In this category the faults are related to cause any disorder in the classroom affecting students' concentration, selling objects at the institution, not attending school or missing some classes, eating or drinking in classroom, wearing a different uniform or using accessories such as piercings and bracelets.

2nd category

This second segment is more serious taking into account that the faults are related to physical aggression, disrespect, frauds and use of the cellphone during classes.

3rd category

The final category englobes complex situations as the use of arms in the school, cigarettes alcohol or hallucinogenic substances.

Physical distribution



Figure 2 Physical distribution

San Francisco de Sales High School has a great building, which covers students' needs and all the school staff. This institution is distributed in three upper floors.

The first one includes the principal office, the coordinator office, the secretary, the teacher's room, seven classrooms from one to seventh grades, two bathrooms, the cafeteria, the sport field, the auditorium and the nursery room.

On the second floor, there are other classrooms from sixth to eight grades and a psychology office and the third floor is composed by ninth, tenth and eleventh grades classrooms. Also, we can find the computer's office and the laboratories.

Organigram: Institución Educativa San Francisco de Sales

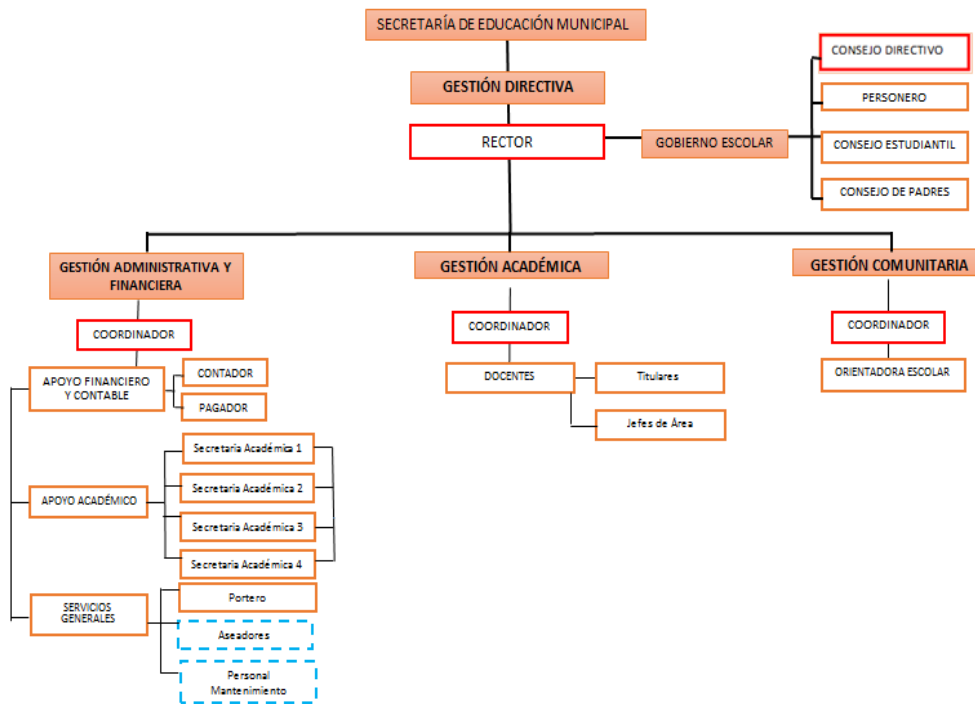


Figure 3 Organigram Institución Educativa San Francisco de Sales

Symbols of the institution

School's shield



Figure 4 School's shield

School's flag



Figure 5 Flag of the institution

Calendar of the institution

Each year San Francisco de Sales High School establishes a calendar containing the important dates to take into account during the school year. But lately, as they have been changing some dates, they decided to share the information using a monthly calendar in order to inform the members of the school. That is why the following calendar is proposed:

CALENDARIO ACADÉMICO 2019
RES 004341-OCT-25/18

DIAS MES	1ª SEMANA					2ª SEMANA					3ª SEMANA					4ª SEMANA					5ª SEMANA					PERIODO DIAS HABILES
	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	
ENE						7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	1º P 48 DIAS	
FEB					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
MAR					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28		29
ABR	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			2º P 48 DIAS	
MAY			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		31
JUN	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						
JUL	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		3º P 48 DIAS	
AGT				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29		30
SEP	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					
OCT		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	4º P 47 DIAS	
NOV					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28		29
DIC	2	3	4	5	6	9	10	11	12	13																

Figure 6 Calendar 2019

		INSTITUCIÓN EDUCATIVA SAN FRANCISCO DE SALES <i>"amablemente exigentes"</i>				
CRONOGRAMA						
CÓD. GD-R01		VERSIÓN: 2.0		FECHA: 23/01/17		PÁG. 1 DE 13
Septiembre 2019						
Domingo	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
1	2	3 Titulatura	4	5 Prueba Institucional III periodo	6 Prueba Institucional III periodo. Terminación del periodo.	7
8	9 Inicio cuarto Periodo - Entrega de plan de clase	10 Atención de padres de familia	11	12 Entrega de boletines III periodo	13	14
15	16	17 Atención de padres de familia	18	19	20 Día del amor y la amistad- área. Inglés	21
22	23	24 Atención de padres de familia	25	26	27 Entrega de control de asistencia de horas de Servicio Social	28 Jornada Pedagógica Construcción de pruebas.
29	30	Notes:				

Figure 7 Monthly Calendar

Supervisor's schedule

The following schedule contains the hours and the days of the English supervisor at San Francisco de Sales High School.

It is vital to remark that the supervisor has classes in the morning and in the afternoon from Monday to Friday.

Table 2 Supervisor's Morning schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Good Morning 6:00-6:30 am	Good Morning 6:00-6:30 am	Good Morning 6:00-6:30 am	Good Morning 6:00-6:30 am	Good Morning 6:00-6:30 am
				804 6:30-7:20
				804 8:10-9:00
				803 9:00-9:50
BREAK	BREAK	BREAK	BREAK	BREAK 9:50-10:20
				803 10:20-11-10

Table 3 Supervisor's Afternoon schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm
603 12:30-13:20	701 12:30-13:20	702 12:30-13:20		
603 13:20-14:10	701 13:20-14:10	702 13:20-14:10		
604 14:10-15:00		703 14:10-15:00	905 14:10-15:00	
BREAK 15:00-15:30	BREAK	BREAK 15:00-15:30	BREAK 15:00-15:30	BREAK
604 15:30-16:20		703 15:30-16:20	905 15:30-16:20	
704 16:20-17:10			605 16:20-17:10	
704 17:10-18:00			605 17:10-18:00	

Pre-service teacher schedule

Table 4 Pre-service teacher schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm
603 12:30-13:20	701 12:30-13:20	702 12:30-13:20	502 12:30-13:20	
603 13:20-14:10	701 13:20-14-10	702 13:20-14:10	502 13:20-14-10	
604 14:10-15:00		703 14:10-15:00		
BREAK 15:00-15:30	BREAK	BREAK	BREAK	BREAK
604 15:30-16:20		703 15:30-16:20		
704 16:20-17:10	402 16:20-17:10			
704 17:10-18:00	402 17:10-18:00			

Pedagogical aspects observed

Concerning to the pedagogical aspects observed during the first week at the school, the pre-service teacher focused on identifying not only the general aspects about the English classes but also about the relevant information of each class in order to analyze the phenomenon and the teaching methodology. In addition, it helped the training teacher to better understand institutional schedule, student's behavior, academic procedures, classroom interaction, use of target language and mother tongue, planning, English book guide and materials.

At the institution, the schedule is different from other schools because students have to attend five days from Monday to Friday but there is a day from each grade in which students have to attend morning or afternoon classes. In the same way, the institution has a different time schedule on Monday, Wednesday and Friday due to the Good Afternoon at the institution.

On the other hand, when observing English classes, it was noticed that student's behavior was not the best in 7th grades due to the quantity of students more than 40 students per classroom. Consequently, it is not possible to work on classroom interaction due to the lack of space inside the classroom or because of the behavior of some students. Also, the pre-service teacher could learn about the academic process of the students when they have a serious fault.

Moreover, the use of target language and mother tongue is always used with the same objective: to give clear instructions to the students, to give a meaning of a word or to solve doubts. In addition to this, the teacher follows a planning structure provided by the school and checked by the English teachers of the school in order to be teaching with the same methodology (Appendix 1). In this way, English's teachers also teach by using the English guide book "Way to go" provided by the Ministry National of Education (Appendix 2).

CHAPTER I: Pedagogical component

The Use of the Travelogue to Develop Writing Skills in 6th Grade Students At San Francisco de Sales High School in Cúcuta: An Action Research

Introduction

EPI (2018) affirms that English has become an important language to communicate in our daily life. In Colombia, the Ministry of National Education (MEN) decided to carry out the National Bilingual Program from 2004 to improve the learning of English as a foreign language at the various levels of schooling.

In accordance with the British Council (2015) “this policy was designed primarily to improve human capital and economic development by increasing participation in the largely English-speaking global economy. Access to English resources, business, education and technology were seen as keys to growth, while the resulting involvement of Colombians in multicultural exchanges and understanding were identified as potential drivers of development.” (p.14). Also, as we know, this bilingual notion brings an essential recognition in our country as a multiethnic and pluricultural nation in which students learn English to accomplish a good English level to enhance the speaking, reading, listening and writing skill. Nevertheless, it has been difficult to teach English in some high schools due to the lack of English teachers or the student’s motivation. For that reason, teachers play a vital role on students learning process.

Taking into consideration the National and local background, this component offers the opportunity to encourage students from San Francisco de Sales High School to develop their English skills aiming to improve their communication in English as a foreign language following the different standards proposed by the Ministry of National Education. That is why, this project

is focus on the development of the writing skills by using the travelogue in 6th grade students. In addition, as these students do not have the opportunity to work on different activities due to the lack of time of the English class –two hours per week- or the number of students in the classroom, it was necessary to find a way to motivate students to boost their English learning by using a creative and innovative strategy to develop their English writing skills.

Statement of the problem

Taking into account the international context in which it is evident that students have had being struggling with writing skills, some researchers such as Qisthi (2019), Qomariyah, & Permana (2016), Faraj (2015), Miftah (2015) highlight in their studies that students at the beginning face difficulties linked with the writing production and that it is vital to look for the implementation of strategies to help them to overcome those. Similarly, Diaz (2014) carried out a project in Colombia to help English learners to improve their writing due to the lack of engagement in English content or activities.

This leads the researcher to point out that at the beginning of the integral practice, it was important to observe some English classes at San Francisco de Sales High School implementing the institutional observation in which different data was gathered during the first initial week of the current semester. During this time, the pre-service teacher had the opportunity to observe, identify and analyze different aspects of sixth and seventh grade students.

Taking into account the observations, students experienced some problems related to English writing, some of them had troubles when writing on the board or when reading out loud because they were not sure if they were writing a correct sentence. Also, it was found that some students did the homework but there was a lack of motivation to participate in order to share the information with the group.

On the other hand, the teacher followed traditional methods as grammar translation, repetition or corrective feedback for working on the written productions and in some cases due to the monotonous dynamic of the teacher, the students were not paying attention to the activity.

Moreover, the teacher in training identified that in one of the courses the necessity for improving the writing skills was indispensable for helping the students to learn more about English language such as: spelling of the words, grammar rules reinforcement and syntax to achieve a better development of the subject. That is why the pre-service teacher decided to work with 604 students for enhancing these circumstances at San Francisco de Sales High School. In addition, the following questions were asked:

- ✓ How effective is the use of the writing process to improve writing skills in 6th grade students in the creation of different writing activities?
- ✓ How the implementation of the travelogue develops the writing process in students?
- ✓ How does the use of the travelogue motivate students to write in English?

Justification

Qisthi (2019) in Indonesia and Faraj (2015) in Iraq affirm that students do not accomplish with a high score written tests and they struggle to write because of the lack of motivation and self-confidence. In the same way, Diaz (2014) in Colombia highlights that using real situations, imagination and authentic materials is important when carrying out innovative ideas in order to motivate students to be engaged into the activities.

While carrying out the institutional observation, it was identified the lack of time and motivation of the students to practice English. The English teacher stated that as students attend English class one day per week for two hours it is not possible to do a big explanation or a lot of exercises of the topic and this is causing lack of motivation for students to learn about different

things. Also, it was observed that each classroom has 40 students minimum and this is a problem when carrying out activities or the class. In the same way, in one of the groups it was possible to identify that some of them presented difficulties related to the writing ability. Thus, the purpose of this study is to improve the writing skill in order to supply their weaknesses when using writing as a way of communication in English but also to use innovative and creative activities to reinforce the learning process of the students. For instance, writing allows a person to develop different abilities related to exposing with clarity, coherence, cohesion, using appropriate vocabulary and having, especially, calligraphic and spelling skills.

In this way, these disadvantages affected student's grades and comprehension when doing different activities and exercises. The teacher in charge highlighted that some of the students have problems when writing in English, she stated that some of them make mistakes linked to grammar structures, punctuation and spelling.

Also, due to the lack of time to cover the English lessons sometimes the implementation of the workbook that students use in the classroom for the development of the activities is not a motivational strategy to improve the target language, because of the lack of creative resources that their English teacher applies inside the classroom. Therefore, it is considered that this method did not catch students' attention to what is said or sometimes because of the class environment they get distracted. Even, some students do not bring or have the materials to work in the classroom and it affects their learning process.

Furthermore, a big number of teachers and learners tend to create stereotypes about writing because they think that it only consists of translation tasks from Spanish into English. However, it is also important to analyze spelling, sentence writing, grammar and the message the writer wants to share.

For those reasons, the pre-service teacher realized that it was essential to implement some didactic strategies that approaches him to achieve the objectives in the classroom such as to turn learners into active writing activities following the writing process through the use of the travelogue to develop writing skills focusing on the process of writing, and not just on the product itself.

On the other hand, as it was found that most of the time students were working individually without interacting with others, this process allows them to communicate and to express themselves with their classmates in order to share information about their products by giving and receiving opinions and exchanging ideas and as a result, there will be created a comprehensive improvement in their English learning process and writing skills.

Objectives

General objective

- ✓ To use the travelogue to develop writing skills in 6th grade students.

Specific objectives

- ✓ To plan workshops to implement travelogue strategies and procedures.
- ✓ To carry out workshops to increase English learning process implementing the writing stages.
- ✓ To improve 6th grader students' organization of ideas, syntax, spelling, punctuation and construction of paragraphs related to the English content through the use of the travelogue.
- ✓ To motivate students to work on written assignments throughout the use of the travelogue as a creative tool.

- ✓ To develop students' imagination, creativity, and confidence through the use and creation of their travel journal.

Theoretical framework

For the development of this project, different definitions will be described to support this research proposal. Also, these key aspects play an important role to better understand the nature of this action research and the pedagogical component.

In addition, it is essential to highlight that reading has to be linked with writing in order to adequate reading materials to be used as models for students writing. For that reason, this session is composed by authors definitions of communicative competence, reading, writing, writing descriptors, journal and travelogue.

Communicative competence

The communicative competence is considered the most essential skill to communicate or to express. The Council of Europe (2001), states that "Communicative language competences are those which empower a person to act using specifically linguistic means." (p.9).

These competences are linked with the different abilities that a person uses to establish a relationship or to interact with others. Also, it is important to highlight that this competence is not only based on receptive skills such as reading and listening but also on productive skills such as speaking and writing.

Reading

Carter and long (1991) affirm that "Each reader brings to the reading a unique set of past experiences, emotional and mental processes, level of cognitive development, and interest level in the topic." (p.16).

Writing

All human beings use spoken forms of language but globally, only a minority achieve literacy, that is the skills to read and write. Writing requires higher levels of accuracy. According to Nunan (2003) Writing is the intellectual act of finding ideas and thinking about the way to express and arrange them into a clear statement and paragraph to be understood. In this way, Seow cited by Richards & Renandya (2002) highlight that “Writing process is a series of four basic stages that describe the writing process as a classroom activity that incorporates planning, drafting, revising, editing and includes three other stages imposed on students by the teacher: responding, evaluating and post-writing” (p.316).

Writing descriptors

Furthermore, according with the Common European Framework of Reference (CEFR) 2001 English basic user must be able to produces a written text which is received by a readership of one or more readers. Also the following scales provide an illustration of these descriptors as basic users:

A2	<i>Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</i>
A1	<i>Can write simple isolated phrases and sentences.</i>

Figure 8 Overall written production

A2	<i>Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.</i>
	<i>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.</i>
A1	<i>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</i>

Figure 9 Creative writing

Journal

Journal is defined as “a personal writing in which there may be narrative, description, account of facts, incidents, emotions, feelings, conflicts, observations, reactions, interpretations, reflections, thoughts, hypotheses and explanations, among others. It can be full of spontaneous, auto critical and with a certain autobiographical nuance where one records its own events and the environment. Its use implies passion, discipline, observation, memory of events, interest, among others. In addition, the author states that the journal as a didactic tool can use writing, photos, maps, drawings, schemes and other materials to document and register the information but also it helps to gather essential information of a process” (Ospina, 2003, p.1)

Travelogue

Rosadikj cited by Denkova (2014) considers that “the travelogue represents a literary-scientific term in which personal imprints and traveling adventures are being presented. Within them art and documentation conjoin. The travelogue consists of descriptions about landscapes, people, reflection of the writer`s emotional well-being, history, art, ethnology and geographical facts of the visited places” (p.2)

Literature review

In this part, some studies were chosen regarding the effect of the writing process in order to improve writing skills on students. The following studies were organized taking into account the research year: Qisthi (2019), Qomariyah, & Permana (2016), Faraj (2015), Miftah (2015) and Diaz (2014).

Qisthi (2019) carried out the research project entitled “The effect of using Process Approach on students’ writing descriptive text (a quasi-experimental study at tenth grade of SMAN 87 Jakarta, Indonesia)” aimed at finding the empirical evidence of the effectiveness of

this process with 60 students. This quantitative research collected data through two writing tests, one of those applied at the beginning and the other at the end of the process. To accomplish the main goal, the researcher followed the process approach containing the following main stages: pre-writing, drafting, revising and editing proposed by different authors that the researcher took into account and in that case, she followed Harmer, Miller and Seow recognized for the process approach method. The findings allowed the researcher to show that using the process approach to develop writing skills on students is effective remarking the importance of giving clear instructions, checking, support and examples about the type of writing. Also, the author highlights that using writing process approach in descriptive texts allows the students to produce free writing while the teacher should supervise students' attention, involvement and engagement in the learning process.

In addition, Qomariyah, & Permana (2016) conducted a quasy-experimental research entitled "Process based approach towards students' English paragraph writing ability" aimed to discover whether or not Process based Approach is effective when writing paragraphs in English with fourth semester students of writing subject of the English Department at Language and Art Education Faculty of IKIP Mataram, Indonesia. To gather the data, the researchers collected different samples from two courses in a writing test focusing on the information of the paragraphs. According to the research findings, it was possible to affirm that the methodology was significant; at the beginning, the first test showed that students' scores were low, the lowest was 35 and just two students obtained 70 as the higher score. That is why, after implementing the writing approach, students developed more writing skills and it was proved in both groups, either experimental and control groups that it was possible to change the results to have better scores. The final test showed that the lowest score was 62 and the higher one was 82. So, it proved an

improvement of score about 12 points from the pre-test which was 70. To conclude, Process based Approach gave positive effect towards students' students' English paragraph writing ability. At the beginning students had a low written performance but after the implementation they improve their skills because this process helped them to think and have brilliant ideas, use other words and learn from others.

Furthermore, Faraj (2015) executed the research project entitled "Scaffolding EFL students' writing through the writing Process Approach" at Koya University/English Language Department in Iraq aiming at presenting the effect of scaffolding on EFL students' writing ability through the writing process. Thus, the research study was carried out with 30 students (10 males and 20 females) with an intensity of two hours per week. In this study, the students took the role of writers and they had to follow the writing process approach starting by the different stages: Prewriting, Drafting, Revising, Editing, and Publishing. The findings allowed the researcher to conclude that there was a good improvement on the writing of students comparing the pre-test and the post-test where it was showed that errors linked to the writing skill such as vocabulary, spelling, punctuation, grammar, getting ideas, organizing ideas and developing details were corrected in a significant way. In addition, the researcher highlighted that those students who previously struggled to write became aware of how to gather information and use it to write with confidence and to overcome their weakness or to improve their strengths. In addition, Faraj affirms that teachers must give a checklist in order to help them to think and check their writing because practicing provides better skills that they will take into account when making free writing activities to produce accurately, meaningful and properly.

On the other hand, Miftah (2015) conducted an action research aimed at enhancing writing skill through Writing Process Approach. The participants were 15 university students

attending writing class. The research instruments were writing tasks, observations and field notes. According to the researcher, the results obtained show that WPA can develop and enhance students' skill in writing, in this case academic writing (essays) following prewriting, drafting, revising, editing and publishing stages. Also, Miftah states that it was important to follow the different procedures that the model suggest such as: the objective of the lesson, the brainstorming activity or the cluster activity before the drafting stage, the instructions to follow, provide examples, revising and editing activities individually, cooperative work to check, share or give opinions, edit and post. Furthermore, it is important to give a model or an example containing an explanation of the activity; teachers should use images to guide students' ideas and to support their productions.

Finally, Diaz (2014) implemented in Colombia a case study entitled "The impact of Project Work and the Writing Process Method on writing production". This research was carried out in a public university with students from the third English level of environmental engineering. To collect data, the researcher decided to use field notes, written documents, video recordings and questionnaires. The language skills were developed through three main activities: talking about Colombian culture through food, describing Colombian recipes, and interviewing a foreigner about food. At the end of this study, the students were really enthusiastic to show what they had done, some of the difficulties that students had, were related to spelling, grammar and vocabulary, punctuation, run-on sentences and word count that at the end were improved throughout the writing process. As a suggestion, the researcher affirmed that it is important to take into account the time for the activities and the use of authentic material and real situations to motivate students to be engaged into the activities.

To conclude this part, it is essential to highlight that the previous studies gave important information and support about the implementation of this project through the writing process giving different ideas to the pre-service teacher when carrying out the process or gathering the data.

Research methodology

Qualitative approach

Regarding the fact that the researcher interacts, explores and identifies a population to analyze attitudes and behavior in a context, it is important to highlight that this project adopted the qualitative research approach that Creswell (2007) defined 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). In addition, this approach allows the researcher to know how the use of the travel journal following the effect of the writing process to develop writing skills.

Type of research

Creswell, (2012) states that action research is the implementation of quantitative and qualitative data focusing on different procedures addressed to solve practical problems in schools and the classroom. For that reason, it was considered essential to implement it to overcome some difficulties when producing English in the written form.

Population

The population addressed in this project is one group of 6th grade at San Francisco de Sales High School in Cúcuta of 36 students from 604 course. The selection of the group was

taken using the non-participant observation in 6 different courses. Also, the pre-service teacher identified that they participated actively in English class even if there was a lack of motivation of some students. That is why, the sample of the study were 6 students from this class aged from 1 to 13 years old, these students were informed to participate in the project and their parents gave them permission to collect the data from them.

Instruments

To collect information, it was taken into account four instruments: documents, non-participant observation, participant observation and questionnaires.

- *Documents*

According to Cartwright (1974), the use of documents represents a strong source for text data in a qualitative research study because it is easy to collect the information directly from the participants and that information allows to follow the research analysis. As the documents were the important instrument in this process, the pre-service teacher assigned 3 different written activities in order to follow the writing process. Also, to analyze the data, the pre-service teacher adopted the interpretative analysis. The collection of documents was important to analyze and classified the data according to the categories emerged. (Appendix 3)

- *Non-participant observation*

Cresswell (2012) defines non-participant observation as “the process of gathering open-ended, firsthand information by observing people and places at a research site” (p.213). Also, he affirms that during the use of this instrument, the observer visits a site and takes notes without taking part of the activities in order to register information about the phenomenon. This instrument was carried out once and it allowed the pre-service

teacher to identify the problem, to choose the population, the participants and the sample. (Appendix 4)

- *Participant observation*

The participant observation is the process of gathering open-ended, firsthand information by observing people and places in the background context. Also, it is considered as the process of learning in which the researcher gets involve in the day-to-day or routine activities of participants. (Creswell, 2012, p.214). In addition, the pre-service teacher carried out three participant observations to analyze and register the development of the writing process on students. To do so, he decided to use a journal it that allowed the researcher to reflect about the sequence of the strategies implemented. (Appendix 5).

- *Semi structured interview*

In this case, Harrell and Bradley (2009) stated that interviews “are discussions, usually one-on-one between an interviewer and an individual, intended to gather information”. (p. 14) in which there is established a conversation based on questions to collect data in an efficient way. Furthermore, the researcher decided to implement one semi structured interview with the six participants individually to collect the information about the writing process, student’s perceptions and their motivation when writing in English. Each interview was carried out at the school during 5 or 6 minutes and it was in Spanish taking into account the mother tongue of the participants to better express their ideas. (Appendix 6).

Data analysis

This study belonging to the qualitative method followed an action research design aimed to develop sixth grade students writing skills through the use of the travelogue. To analyze the data that the researcher gathered, it was important to adopt the six steps proposed by Creswell (2013). These steps indicate the process that the researcher followed. First, it was important to organize and prepare the information gathered for analysis by using all visual materials; second, read the data; third, start coding by chunks in this case it was done by computer. Fourth, take into account the coding process to generate themes and descriptions. Fifth, interpreting the data presented in the action research. Finally, the sixth step suggested the interpretation of the findings to validate the information at it was done using different matrix.

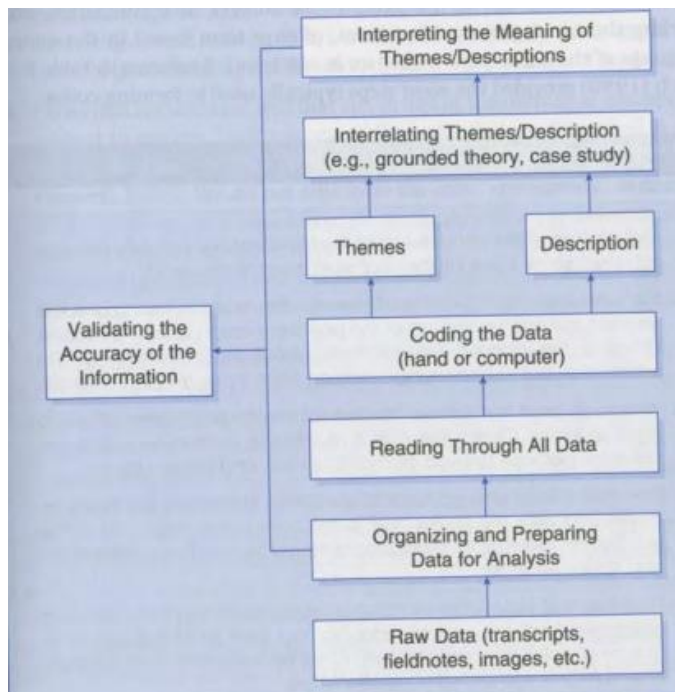


Figure 10 Data analysis process

Creswell (2013) steps were followed to code and analyze the data gathered from the participants and the researcher. The researcher had to organize and prepare the information using all visual materials, in this case there was used the categories established using a matrix.

(Appendix 7). Then it was important to read the data while coding and interpreting. Finally, it was essential to validate the information.

In this process, the information gathered was divided in two main categories, the first one is writing which split in: task fulfillment, paragraph organization, grammar, orthography, vocabulary, post writing and feedback. The second category is characterized by creativity including creativity, feedback and motivation which findings will be found further down.

Chronogram

In order to better organize the different activities to collect data that were carried out by the pre-service teacher, it was important to design a chronogram containing the activities that developed during the practicum. For that reason, the researcher decided to highlight the following aspects: non participant observation, class assignments, document collection, participant observations (Journal), interviews, data analysis and final report.

Table 5 Chronogram of data collection

MONTHS	September				October			November		
ACTIVITIES	6-14	16	23	30	15	22	29	6	18-22	25-29
Non-participant observation	X									
Class assignments	X	X	X	X	X					
Document collection		X	X	X	X	X	X			
Participant observations (Journal)		X	X	X						
Interviews								X		
Data analysis							X		X	X

Final report									X	X
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Ethical considerations

It is important to consider certain ethical considerations in order to respect the rights of participants and thus guarantee the information collected in a confidential manner during the research process. First, it was necessary to ask permission to the children’s parents in order to have free and informed approval from participants Individuals were autonomous to decide whether they wanted to be part of the study. Second, the anonymity of participants was protected by the use of abbreviations to ensure the privacy of individuals. Finally, access to videos, recordings or documents were allowed. (Appendix 8).

Project methodology

With the aim of carrying out this project, the pre-service teacher followed the writing process for developing writing skills in English classes. Nevertheless, to accomplish this goal, it was vital to link the writing activities with a reading comprehension that would be an input activity in order to expose the students to the authentic language in use. In this case by giving students ideas or examples about the type or writing or a structure to follow.

In that sense, it was taking into account the reading stages proposed by Carter & Long (1991) including pre-reading, while-reading and post-reading.

Pre-reading

This stage allows the teacher to introduce an activity before reading a particular text. This one must catch students’ attention or interest because this phase allows student to select criteria

or to think about their writing. Some of the activities include: a story, an important author, an illustration, a title, main points or future instructions.

While-reading

During the reading exercises students can improve their control of the foreign language, and decode text passages. Nevertheless, the teacher can offer concrete exercises in the form of "guided reading" activity sheets. These practice might include guessing word meanings by using context clues, word formation, syntax and sentence structure by noting the grammatical functions of unknown words and learning to use the dictionary effectively.

Post-reading

Beyond reading, it is important to check students' comprehension. That is why, the teacher can propose different activities like summarize text content, recognize different text types, discussing in groups what they have understood, exploring deeper ramifications of the texts and ask questions. Furthermore, students will be encouraged and they will be able to use what they learnt.

In that way, the following stages proposed by Seow (2002) will be taken into account to improve the writing production as it follows: planning, drafting, revising, and editing.

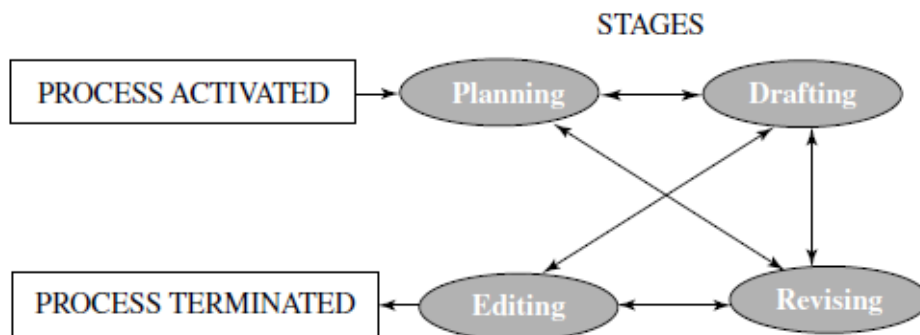


Figure 11 Writing Process

But also, it includes three other stages imposed on students by the teacher: responding, evaluating and post-writing that have to be taken into account for the correct development of the writing process.

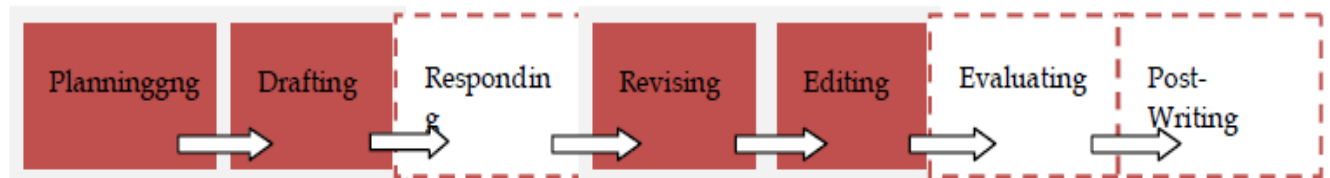


Figure 12 Writing stages

Seow's writing stages

The following writing stages will be carried out by the pre-service teacher in different activities: planning, drafting, responding, revising, editing, evaluating and post-writing.

Planning

This prewriting stage includes different activities such as brainstorming, clustering, rapid free writing, and WH-Questions. In fact, it helps students to move away from the blank page toward generating many ideas and gathering information for writing.

Drafting

The drafting process is when the writer is focus on the fluency of his writing so, he may leave out a grammatical accuracy or the neatness of the draft. Also, the students may also be encouraged to write different texts (narrative, expository, descriptive or argumentative), for different audiences and they have to think about the main idea about what they want to communicate.

Responding

Responding to student production is an essential stage in which not only the teacher but the peers can have the role to help in the writing process. This response can be oral or in writing as a way to check the first draft to continue working on the other stages before giving the final product.

Revising

This is the process when the writer reviews the production based on the comments or feedback received from the responding stage. Here, the main purpose is not to check error but to improve the writer's information. Also, working in pairs can improve students' productions due to the fact that they will read out loud while both give and receive comments.

Editing

At this stage, students prepare their writings based on the peer and teacher feedback to improve grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. In addition, the implementation of a checklist could help students to give an alert on the common errors found in students' writing. This is an example of a chart.

- Have you used your verbs in the correct tense?
- Are the verb forms correct?
- Have you checked for subject–verb agreement?
- Have you used the correct prepositions?
- Have you left out the articles where they are required?

- Have you used all your pronouns correctly?
- Is your choice of adjectives and adverbs appropriate?
- Have you written in complete sentences?

Evaluating

When evaluating the writing of a student, it is vital to be analytical with the score based on specific aspects of writing ability or holistic depending on the main ideas or the entire piece of work. That is why to find it effective, the students have to know about the criteria used for the evaluation and depending on the product a grade will be assigned. Also it could be effective to use an auto evaluation and in that way, they will be responsible for their own writing.

Post-writing

This is any classroom activity that the teacher and students can do such as publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on notice-boards with the pieces of work. The most important part is to recognize their work in order to motivate the student to write or to improve their writing skill.

Planning methodology

Taking into account that a planning has to be carried out, the pre-service teacher followed the writing process stages by Seow (2002) mentioned before following the English content related the 4th unit of the book “Way to go”. Also, the training teacher will help students to improve their writing taking into account input activities including the reading stages in order to accomplish the main goal. For that reason, the pre-service teacher chose 3 different project activities to develop and reinforce English learning content. Thus, to improve this process it was fundamental to take into account the planning methodology used at San Francisco de Sales High

School in order to cover the content but it was adapted to follow a process starting with the reading stages to develop the writing skills.

Furthermore, to carry out each workshop, it was necessary to create a planning containing the procedures to follow during the class as a way to accomplish the first and the second specific objective aiming at planning and executing the activities as a way to achieve the third specific objective, in which students will improve their writing by following the different steps that the pre-service teacher has to use to guide them through the writing process.

Table 6 Planning stages

ACTIVITY		
Group:	Level:	Date:
Linguistic objective:		
Communicative objective:		
Socio-cultural objective:		
Materials:		Topic:
Stages	Description	
Warm Up		
Reading	Pre	
	While	
	Post	
Cultural	Discover	
	Know	
	Compare	
Writing	Planning	
	Drafting	
	Responding	
	Revising	

	Editing	
	Evaluating	
	Post-writing	
Homework		

Assignments or project activities: Travelogue

Taking into account the different objectives that were established to work on the project, the pre-service teacher decided to organize a timetable in order to accomplish the activities. This chronogram includes each activity, topic and date for its development.

Table 7 Project activities

N	Project content	Activity	Topic	Date
1	Introduction My Passport	My Passport My information	To be / To have Physical and personal description	16 th September
2	My travelogue Let's see the world Advertisement of a local place	Travel journal ideas Advertisement of a local place in Cúcuta	Creativity Descriptive adjectives	23 rd September
3	Travelling to Anglophone countries	Anglophone country description	Weather vocabulary, activities, places and culture	30 th September

The three activities proposed were carried out in the classroom with the participants under the supervision of the pre-service teacher. To do so, it was essential to think about the main objective of each activity. The first activity aimed at identifying the difficulties of the students when writing and filling in information of themselves using a passport template.

The second activity had as a main purpose to expand the creativity of the students by creating an advertisement of a local place in the city inviting people to visit it. Also, this activity included the process of travelogue in which learners started to décor their journal.

The final activity was established to learn more about culture exploring Anglophone countries by writing a description in which the main purpose was to use what students have learned before during the writing stage and using the information they searched on internet.

1st activity: My passport

On September 16th it was the first time to carry out the project with 6th grade students. The principal idea was to design an explanation in a worksheet including some examples and rules to take into account when describing a person by using verb to be and verb to have (Appendix 9).

Moreover, this task included a passport template in which students were tested in order to know about their writing skills after the explanation of the topic previously explained and their knowledge related with vocabulary, syntax and grammar structure. This template included a square to add a picture and some information to complete such as name, age, country, signature and the description. (Appendix 10)

This activity served as an exploratory test to check students' skills linked with writing competence and to choose the sample of the study. In addition, from this first workshop the teacher could work on the evaluation chart and self-correction chart taking into account the difficulties found, the CEFR (2001) writing descriptors and Seow's writing process approach (2002). During this implementation, the pre-service teacher followed the planning format including the stages to follow when developing writing on students. This one, allowed the

teacher to describe in a complete way each objective, material and the process to carry out in the classroom.

Table 8 First project activity

1st ACTIVITY : MY PASSPORT		
Group: 6 th grade.	Level: A1	Date: September 16 th
<p>Linguistic objective:</p> <p>To learn the vocabulary related to the passport information.</p> <p>To know the structure to do a physical description.</p> <p>Communicative objective:</p> <p>To describe a classmate by using different adjectives.</p> <p>To write a description of themselves using a passport template.</p> <p>Socio-cultural objective:</p> <p>To know and identify different nationalities.</p>		
<p>Materials:</p> <ul style="list-style-type: none"> ✓ Passport ✓ Physical description explanation worksheet. ✓ Board. ✓ Flags 	<p>Topic:</p> <ul style="list-style-type: none"> ✓ Adjectives. ✓ Physical description. ✓ Descriptive text 	
Stages	Description	

Warm Up	<p>The teacher in charge introduced the topic by asking students if they have had the opportunity to go abroad.</p> <p>After that, he asked them:</p> <ul style="list-style-type: none"> • what is the most important thing to have in the airport when we want to go to a different country? <p>In this case the correct answer was: “A passport”</p> <p>In that moment, he showed them a real passport that students could touch and look by themselves. After that, the training teacher asked students about the information they found in the passport such as: personal information and description.</p>	
Reading	Pre	To begin with, he provided a worksheet including the explanation of description to introduce the topic related with adjectives in which students found the explanation and different examples of the structure of a sentence.
	While	The teacher read the information in English and in Spanish. He asked students to circle the unknown vocabulary in order to help them to better understand.
	Post	The pre-service teacher asked students to explain the difference between using the verb to be and the verb to have when describing someone. <p>Also, he demanded some students to give examples using or describing a person. It could be themselves or a classmate.</p>
Cultural	Discover	In this stage, the teacher decided to introduce 5 nationalities that students were going to find in the homework assignment by using some images containing the flag and the nationality:

		<ul style="list-style-type: none"> • Switzerland - Swiss • Jamaica- Jamaican • Colombia- Colombian • Japan- Japanese • United States- American
	Know	This stage allowed students to learn about the pronunciation and the nationality of different people.
	Compare	The teacher in charge highlighted that not only Colombia has sport people but also other countries. That is why the student’s homework included a short exposition about an international sportspeople.
Writing	Planning	<p>To carry out the first activity of the project that served as an exploratory test to know students writing production, the teacher in charge used a creative passport template in which students were going to fill some gaps by adding their personal information and their personal and physical description.</p> <p>To do so, the teacher said that it was important to organize their ideas before writing their first draft. So, he tried to give them information they may include but as it was a test he did not help them too much.</p>
	Drafting	As it was the first draft linked to a descriptive paragraph, students tried to write their information.


		This draft was used to know more about students' difficulties and to choose the sample of the project.
	Responding	In this stage the teacher checked students' productions in his free time and he suggested some ideas to improve students' work.
	Revising	Students will check their productions and they will take the different comments into account to organize their paragraphs and rewrite their composition.
	Editing	This phase allows writers to prepare their final draft before the evaluation. That is why it is important to prepare some questions to make students reflect and check general mistakes or suggestions. That is why a self-correction sheet will be filled by students taking into account their compositions. (Appendix 11)
	Evaluating	In this stage it is important to give a grade to the students' compositions. For that reason, the pre-service teacher will take into account their first draft, organization, grammar, vocabulary, changes and punctuality. (Appendix 12).
	Post-writing	Students will collect their writings and they are going to organize them in their English folder because they will be working on their own travelogue at home.
Homework		Students have to do a homework including different activities and they will prepare a brief oral presentation about a sportsperson.

From this activity it was found that students faced several mistakes related with the comprehension of the vocabulary or linked to the grammar structure where syntax is important to give the logical order in a sentence. Also, students were able to understand commands and the use of different verbs to describe themselves or others. In the classroom students learn pronunciation of different words and they could practice by reading different sentences that they made.

Here, there is an example of the activity in which it was necessary just to add some comments to improve the description part.

PASSPORT

PASSPORT



Personal Information

Name: Salomé Sáchica Parra

Gender: Female

Age: 12 years old

Home country: Colombia

Signature: Salome Sáchica Parra

Description My name is ...

I am a girl of short stature, with long dark brown hair, small nose, white skin, brown eyes and small ears, thick lips. I am thin.

I am sociable, ...

Include other adjectives.

Elaborado	Aprobado
Nombre: Jim Castellanos Cargo: Practicante Fecha: 2019	Nombre: Samir Izquierdo Cargo: COORDINADOR ACADÉMICO Fecha: 2019
Revisado	
Nombre: Adriana Forero Cargo: Supervisora y Docente Fecha: 2019	

Figure 13 Passport draft

PASSPORT


PASAPORTE	
	Personal Information Name: Salomé Sachica Parra Gender: Female Age: 12 years old Home country: Colombia Signature: Salomé Sachica Parra
	Description My name is Salomé Sachica Parra. I am a girl of short stature, with long dark brown hair, small nose, white skin, brown eyes and small ears, thick lips. I am a thin person, I am responsible, friendly, sociable and honest.
Elaborado Nombre: Jim Castellanos Cargo: Practicante Fecha: 2019	Aprobado Nombre: Samir Iguintero Cargo: COORDINADOR ACADÉMICO Fecha: 2019

Figure 14 Passport corrected

The previous image makes reference to the correction of the activity where we can find that the participant took into account the suggestions and this helped her to improve her writing skills by adding more information.

2nd activity: Travelogue and advertisement

On September 23rd the second workshop was executed in the classroom with the students. In this occasion there were 2 essential parts. The first one was to let students know about the travelogue project and that is why the teacher decided to explain the concept of travelogue and

he brought some ideas about the different types of designs. So, the objective was to motivate students through the use of the travelogue to do the activities taking into account their learning process in English in order to develop writing skills.

Furthermore, the teacher decided to follow the planning in order to start with the reading stages to arrive to the production part in which learners could write, draw and design an advertisement of a local place of the city by using the vocabulary taught in previous classes.

Table 9 Second project activity

2nd ACTIVITY: TRAVELOGUE PROJECT & ADVERTISEMENT OF A LOCAL PLACE		
Group: 6 th grade.	Level: A1	Date: 23 rd September
<p>Linguistic objective:</p> <p>To learn about the travelogue project.</p> <p>To review the use of descriptive adjectives.</p> <p>Communicative objective:</p> <p>To describe a local place of the city by using an advertisement.</p> <p>Socio-cultural objective:</p> <p>To know the most touristic places in Colombia and in Cúcuta.</p> <p>To introduce 5 Anglophone countries to prepare students for the next activity.</p>		
<p>Materials:</p> <ul style="list-style-type: none"> ✓ Worksheet. ✓ Board. ✓ Images 	<p>Topic:</p> <ul style="list-style-type: none"> ✓ Travelogue Project ✓ Informative text. 	

Stages		Description
Warm Up		<p>The training teacher greeted the students. He gave them the indications for the development of the class and then he started the class.</p> <p>To begin with, he explained the travelogue project and its meaning. Also, he pasted some ideas on the board and he asked them to take notes. Then he started with the activities of the class.</p>
Reading	Pre	The pre-service teacher explained the different activities students found in the worksheet and the new vocabulary orally.
	While	He asked students to read all the advertisements and to pay attention to the examples. He asked some students to read out loud the information.
	Post	Students were asked the names of the places and the vocabulary they found in the worksheet.
Cultural	Discover	<p>In this stage, the teacher decided to show students some images containing 4 places in Cúcuta.</p> <ul style="list-style-type: none"> • Jardín Plaza • Parque Santander • Av Gran Colombia • Malecón
	Know	<p>So on, he said in English and then in Spanish</p> <ul style="list-style-type: none"> • Where are these places located?

	Compare	<p>The pre-service teacher emphasized that our country has many beautiful places but also some other countries. At that time, he introduced 5 countries and he said why those are called “Anglophones”</p> <ul style="list-style-type: none"> • Canada • United States • Australia • India • England
Writing	Planning	<p>The pre-service teacher highlighted that to begin with the first activity it was important to choose one of the most popular places of the city (Cúcuta).</p>
	Drafting	<p>As it was the first draft linked to informative paragraph, the students had to bring a blank sheet to draw the place they chose. Then, they began to create their own advertisement by using descriptive adjectives.</p>
	Responding	<p>In this stage the teacher checked students’ productions while they were creating their drafts. Also, the supervisor helped to check students productions taking into account the quantity of the students and the lack of time.</p>
	Revising	<p>Students were checking their mistakes.</p>
	Editing	<p>This phase allowed students to prepare their task to be delivered and evaluated.</p> <p>That is why a self-evaluation sheet will be filled by students taking into account their compositions. (Appendix 11)</p>

	Evaluating	In this stage it is important to give a grade to the students' compositions. For that reason, the pre-service teacher will take into account their first draft, organization, grammar, vocabulary, changes and punctuality. (Appendix 12)
	Post-writing	Students will collect their composition and they are going to organize them in their travelogue at home.
Homework		<p>The teacher in charge decided to assign 1 of the 5 Anglophone countries to each student in order for them to look information about:</p> <ul style="list-style-type: none"> • Location • Capital city • Touristic places • Weather • A representative animal

At the end of the class, the pre-service teacher could notice that students were so happy writing, drawing and applying décor to their drafts of the advertisements. Even some students were helping others to draw or they were giving them ideas about how to organize the information. They were sharing some colors and at the end they wanted that his teacher checked on each one to say that it was good or beautiful. Students always seemed motivated to these kind of activities.

Students always tried to explore their creativity by adding draws, pictures or using markers. It was affirmed when they started to bring their travelogue covers to the class showing the activities included.



Figure 15 Travelogue cover

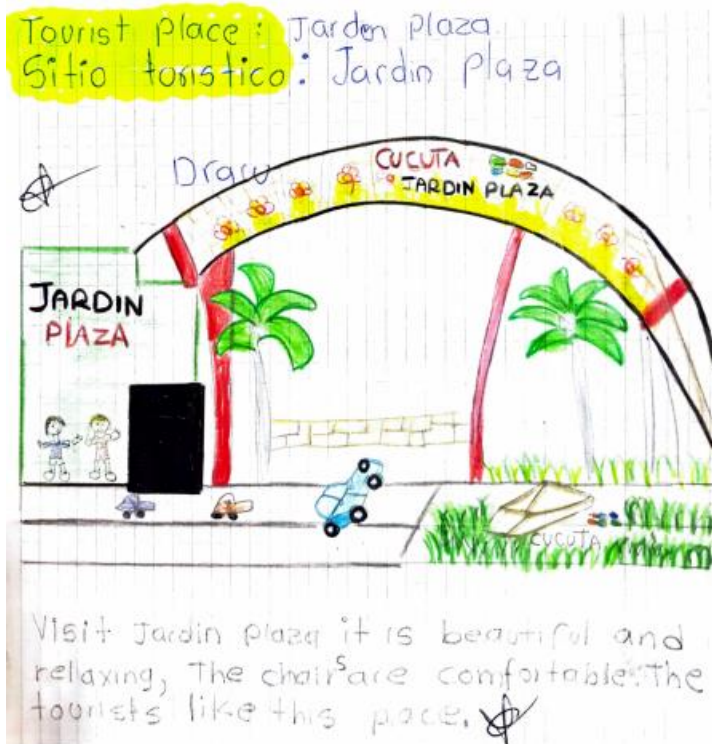


Figure 16 Advertisement of a local place

3rd activity: Anglophone countries

On September 30th was carried out the final workshop that consisted on describing five Anglophone countries which were England, United States, India, Australia and Canada. The idea was to look for information about weather, animals and places before coming to class in order to share it with classmates.

To start the class, the teacher decided to do a game that consisted on finding the correct match and there were different images containing the weather vocabulary. After that, students made some comparisons between the weather of Colombia and those countries orally and also they could compare Anglophone countries weather. So on students read a paragraph of Serranía de la Macarena which described the place by using the information required to look before the class. So, as a way to socialize the information, the teacher asked many questions in order for those students who did not bring it could take notes to develop the writing task.

Before starting the activity, it was necessary to remind students about the information that had to be included and then they started to write. From this activity it was found that students were participating actively and also they wanted to share what they wrote. That is why I found interesting that it is necessary to ask students to look for information before coming to class, after that start with the reading and finally finish with the writing process.

Table 10 Third project activity

3rd ACTIVITY: DESCRIPTION OF AN ANGLOPHONE COUNTRY	
Group: 6 th grade.	Level: A1
Date: 30 th September	
<p>Linguistic objective:</p> <p>To recognize the vocabulary related to the weather.</p> <p>Communicative objective:</p> <p>To say a comparison about the weather taking into account the Anglophone countries.</p> <p>To use the information collected to write an informative text of an Anglophone country.</p> <p>Socio-cultural objective:</p> <p>To know more about the weather of the Anglophone countries introduced last class.</p> <p>To compare Colombian weather with weather in United States.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ✓ Board ✓ Markers ✓ Images ✓ Recycle sheets 	<p>Topic:</p> <ul style="list-style-type: none"> ✓ Informative text ✓ Weather
Stages	Description
Warm Up	<p>The training teacher will greet the students. Then he is going to paste on the board different images containing the weather forecast.</p> <p>The purpose of the activity is to do a memory game.</p>

Reading	Pre	The pre-service teacher will explain the vocabulary showed on the images.
	While	He will ask students to read one more time the reading they had to complete as a homework.
	Post	<p>After that, the teacher in charge will question them about:</p> <ul style="list-style-type: none"> • What is the name of the place? • True or false: this place is located in Bogotá (False, it is located in Meta) • Which animals can we find there? • Choose the correct option: <p>You can visit_____</p> <p>a) River of 3 colors and Caño cristales</p> <p>b) River of 5 colors and Caño cristales</p> <p>To check answers he will design some cardboards containing the options and the answers.</p>
Cultural	Discover	In this stage, the teacher asked students to look about the weather of the Anglophone countries worked previously. So he will ask students about the weather they found.
	Know	<p>So on, he will explain how we describe the weather by writing on the board the following structure:</p> <ul style="list-style-type: none"> • It is sunny in Cúcuta.

	Compare	<p>The pre-service teacher will ask students to help him to compare the weather of Colombia with the weather in United States.</p> <p>After that, he will ask some students to try to compare the weather of the countries they have with others.</p>
Writing	Planning	<p>The pre-service teacher asked students to look for the following information:</p> <ul style="list-style-type: none"> • Country, Representative places, Weather, Animal <p>That information will be used in order to start writing. For that reason, he will highlight that the information should be organized following this structure:</p> <p>Country, weather, there are, I can visit, the animal and a short description of the place using descriptive adjectives.</p>
	Drafting	Students will be using a recycle sheet in order to write their drafts.
	Responding	<p>In this stage the teacher will check students' work while they write or ask questions.</p> <p>At the end the teacher will ask some students to read their production.</p> <p>Finally the pre-service teacher will collect the sheets in order to check them and to make comments and suggestions.</p>
	Revising	Students will be checking their mistakes in order to correct their work.
	Editing	<p>This phase will allow students to prepare their task to be delivered and evaluated.</p> <p>That is why a self-evaluation sheet (Appendix 11) will be filled by students taking into account their compositions.</p>

	Evaluating	In this stage it is important to give a grade to the students' compositions. For that reason, the pre-service teacher will take into account their first draft, organization, grammar, vocabulary, changes and punctuality when delivering the task. (Appendix 12)
	Post-writing	Students will collect their composition and they are going to organize it in their travelogue at home.
Homework		To correct their mistakes.

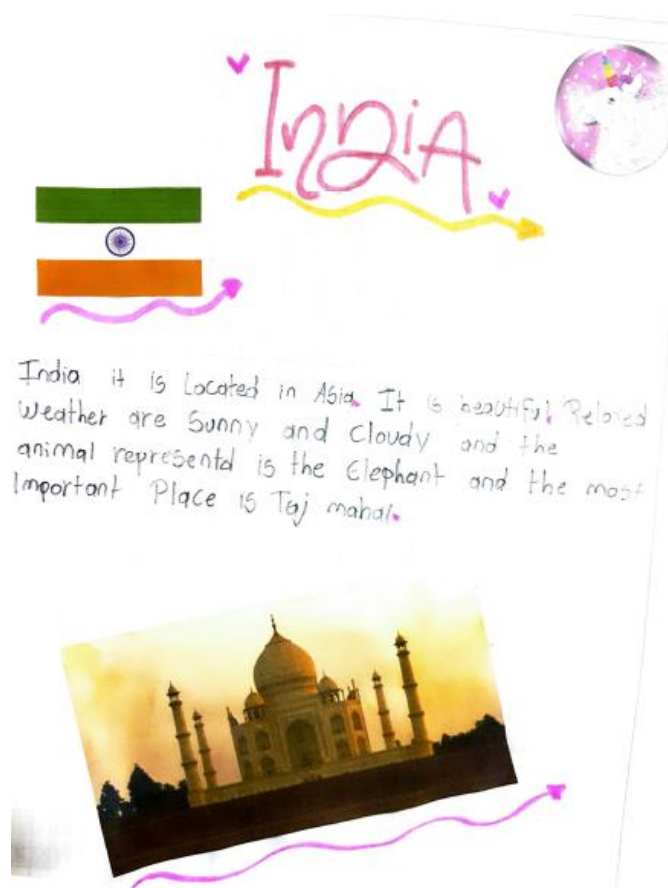


Figure 17 Anglophone country description

This composition demonstrates that students can write the information that they looked for before class taking into account the classroom explanation and using different words by following the structure proposed before starting the activity.

Findings

After coding all the information, it was vital to validate the information by using the triangulation method supporting the data collected by taking into account the different theories, participants' interviews, journals and documents. The following findings are presented from the two big categories which were writing and creativity. Moreover, there were answered all the questions who helped the pre-service teacher to guide and follow the writing process.

Writing

Seow (2002) highlights that this process incorporates planning, drafting, revising, responding, editing, evaluating and post-writing to help students to improve their writing. In that sense, when carrying out the project in the classroom and analyzing the data, some subcategories emerged from the writing process. That is why the findings in this category are organized as follow: task fulfillment, paragraph organization, grammar, orthography, vocabulary, post writing and feedback.

Task fulfillment

Taking into account the CEFR (2001) learners at A1 level are able to fill in forms including personal details such as name, nationality and address on a registration form. Also, according to Seow (2002) it is important to prove the accomplishment of the activity by writing the information required. That is why, the data collected from the researcher and the participants demonstrated that some students struggled when completing the activities. *“Students had to fill in the blanks by writing their personal information and a description using a passport template.*

When students were filling the information, some of them had difficulties related with the vocabulary or in some cases they misunderstood the information required “(Journal 1).

For example, “Age: 11, Home country: North of Santander. Cúcuta” (A.P, Workshop 1). So, through the implementation of the project, there were collected many documents that included missing information or in some ways filled wrong. The reasons found were linked to the unknown vocabulary and the reading comprehension. In addition to this, (A.P, Interview 1) stated that it was substantial to follow the instructions to identify and achieve the activity “*It is good because with the passport that we received we could locate and write our information, name, signature, characteristics etc...* ”.

On the other hand, when developing each activity students must follow different instructions such as writing information about themselves, a place or a country and the final result would be an informative or a descriptive paragraph. At the end what matters is the content given by the participant. For example, write about the Anglophone country assigned by using the cultural information including weather, representative animal and some adjectives. “*In England the weather is rainy, the most representative animal is lion of atlas, England is beautiful, peaceful, interesting and relaxing. It is located in Europe*” (S.S, Workshop 3). “*The animal represents is the elephant and the most important place is Taj Mahal*” (D.R, Workshop 3)

It is crucial to highlight that no matter the difficulties presented, the students were capable to communicate their ideas and to write relevant information depending on the activity proposed. Some of the student at the beginning faced many difficulties in their writings but at the end they were able to achieve the task. That is why Qisthi (2019) stated that using the process approach to develop writing skills on students is effective remarking the importance of giving clear instructions, checking, support and examples about the type of writing.

Paragraph organization

According to Nunan (2003) when writing it is important to think about the way to express and arrange ideas to create a clear statement and a paragraph to be understood. For this reason, there were followed the writing stages proposed by Seow (2002) starting by the planning stage to help students to think about the process they would follow. This author recommended the use of brainstorming, clustering, rapid free writing, and WH-Questions to help students to think about the information they would present. After that, it was necessary the use of a first draft (drafting stage) to start writing in a chronological and logical way. To do so, it is essential to explain about the importance of organizing ideas and having a draft before we start writing.

“In this phase, it was noticed that to construct different sentences and to link them with others, students used basic linear connectors such as like, and, then and also. Additionally, it was found that most of the students used the connector “and” most of the time.” (Journal 1,2,3). For example, *“I am short, medium weight and skinned. My hair is straight and short, and I don’t have any scar.”* (J.E, Workshop 1). Also, *“Jardín Plaza is the largest shopping mall of Cúcuta or North of Santander with a number of warehouses, has softball and volleyball field”* (J.P, Workshop 2).

Furthermore, one of the participants said that in some cases he could not organize his ideas but after practicing he could. *“At the beginning I did not know how to link the sentences but after using the Travelogue I could learn”* (J.E, Interview 1). *“When organizing the ideas it was difficult to place the adjectives and verbs to make a correct sentence”* (S.S, Interview 1). So, we reached to conclude that some of them did not ask for connectors but they used punctuation marks and these ones allowed the comprehension of the ideas. Nevertheless, the point was that

learners struggled with the organization of the structure of a sentence instead of the logical order or the coherence in the paragraph.

Grammar

In accordance with the writing descriptors for this level, the CEFR (2001) remarks that learners have to acquire and use a very basic range of simple expressions about personal details and needs of a concrete type. That is why they can control limited or simple grammatical structures and sentence patterns in a learnt repertoire.

As result, the common difficulties presented in students' work were linked to the subject and verb agreement, the use of pronouns and nouns. *"I realized that some students had problems related with subject and verb agreement. They did not pay attention to the rules when describing someone, in this case themselves"* (Journal 1). In other cases, some of them started with 1st person and then they turned to write in 3rd person. For example, *"Val is medium height, she is thin, her skin color is tan. Has medium length, he has straight hair, he has freckles on his face and has a scar near to the left eye"* (V.T, Workshop 1).

Also, there were found some mistakes related with the place of the adjective, singular or plural nouns. *"The animal representative instead of the representative animal (Journal 3)" "The chair are comfortable"* (J.E, Workshop 2). All these mistakes were corrected thanks to the revising, responding and editing stages proposed by Seow (2002) in which students can receive a checking about their work to analyze their production by using a rubric containing the grammar aspects mentioned. Grammar mistakes were related to verb to be or others verbs used. *"I was writing Is instead of Am for example: I is instead of I am. I wrote animal representative instead of representative animal"* (A.P, Interview 1).

“I improved my grammar because I learnt how to link verbs with another word or I did not know which word followed another one” (J.P, Interview 1). The principal objective of each activity aimed at describing and making simple sentences about the topic to communicate even if there were mistakes participants could learn by correcting them.

Orthography

Taking into account CEFR (2001) and Seow (2002) learners have to use the correct vocabulary about a specific topic and write correctly each word. In addition, they can copy familiar words, short phrases and spell his/her address, nationality and other personal details.

“There were some mistakes linked with the spelling of some words, students wrote words incorrectly and in some cases those changed the meaning of the sentence. Also, they were writing some of the words in their mother tongue. Students misspelled words or adjectives”

(Journal 2).

“(…) I live in Cúcuta and the sport I practice is basquetball (Basketball) and I study at San Francisco de sales.” (D.R, Workshop 1). *“(…) and has a scar neaar (near) the left eye.”* (V.T, Workshop 1) *“Jardín Plaza is the largest commercial center of Cúcuta or Nourth North of Santander with a number of wareoses (warehouses) has softball and volleyball fiel (field).* (J.P, Workshop 2) *“England is beautiful country, it’s logated (located) in the Atlantic Ocean, there are many people in England. The England’s animal is the Lion and the weather isn’t so cold or so hot.* (J.E, Workshop 3).

In those cases, students always forgot 1 letter in each word, even if they were looking in the dictionary or it was written on the board, they misspelled one letter. However, some participants highlighted that they had some strategies to check their writings in order to correct those mistakes. *“Well the words that I did not know how to write in English, I had to look on the*

dictionary". (J.E, Interview 1). On the other hand, one of the participants added that repetition is a key strategy to learn new words. "*I wrote several times the word in which I had mistakes so, I wrote it more than 5 times*" (D.R, Interview 1).

At this point, it is evident that spelling of the words is one of the most frequent problems that students' face when writing but, it was affirmed from their experience that using some strategies such as looking for words on the dictionary or by rewriting words they were able to learn and correct their mistakes.

Vocabulary

As stated by Seow (2002) and the CEFR (2001), learners have to use a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations about the topic. As vocabulary is one of the most difficult part when writing, it was always used the vocabulary found in the unit to carry out the activities and to highlight their use when creating a piece of writing. Also, reading played a principal role because students could use the information to create their own product.

"The teacher asked to take notes about the unknown vocabulary and thank to this we could look on the dictionary its meaning to use it" (A.P, Interview 1). The teacher read the information in English and in Spanish. He asked students to circle the unknown vocabulary in order to help them to better understand. (Journal 1). "*I improved more because I used the words from the text*" (J.E, Interview 1). Thanks to this information, it was possible to affirm that reading is essential in the writing process because it allowed students to learn new words and use them in specific situations. "*I learn how to pronounce correctly some difficult words and to look for the unknown vocabulary on the reading texts*" (V.T, Interview 1). In fact, some of them highlighted that reading helped to improve their pronunciation.

Post-writing and feedback

Seow (2002) students prepare their writings based on the peer and teacher feedback to improve their work. For that reason, it is important to know the impact on students' productions.

"It was good because we could use a draft in order to receive comments and the teachers corrected them and those were returned to analyze it and edit to give it back" (A.P, Interview 1).

"For me it was nice that in this case, teachers Jim and Adriana gave us the sheets corrected I noticed that I wrote incorrectly and after each correction I could advance. Now, I learnt how to write and pronounce better, when I was corrected I learnt more" (J.E, Interview 1).

Moreover, in this stage the teacher checked students' productions in his free time and he suggested some ideas to improve students' work. Students checked their productions and they took the different comments into account to organize the information and rewrite their composition. It is important to give positive feedback by using words to cheer students such as "good", "well done" "nice job" "excellent" "keep going" (Journal 1,2). This positive feedback helped to motivate students to keep learning and improving their skills in order to give them confidence when writing. *"In the first writing I was scared thinking about my mistakes but at the end in the last writing I felt better"* (J.P, Interview 1).

For example, *"I am of medium height, I have brown eyes, my hair is brown, my skin color is white and I am thin. (include more information about you, use more adjectives, add more descriptions)."* *"My name is A.P, I am of medium height, I have brown eyes, my hair is brown, my skin color is white and I am thin. Also, I am intelligent, extrovert and friendly. I love the animals and I have pets"* (A.P Workshop 1).

In general terms, receiving a feedback based on the first draft was helpful because from those mistakes students could reflect and think how to overcome the difficulties. Also, they understood the process in which after receiving the corrections was important to start editing the information to deliver the final composition.

Creativity

As creativity expands perceptions, this one comes along with new ways of problem solving—from. This category is characterized by creation and motivation.

Taking into account the CEFR (2001) students can write simple phrases and sentences about themselves and imaginary people, where they live and what they do while they use their imagination and creativity to present their work (décor, colors, images and draws). In this project, it was significant to develop students' imagination, creativity, and confidence through the use and creation of their travel journal. That is why, there were created different activities in which students had to explore their creativity while learning about culture.

In the first activity students could use a passport template or create their own to write a physical and personal description. *“With the Passport we could locate and write the name, signature, characteristics and other things. It took me some time because I had to look for examples to decorate or bring more ideas”* (A.P, Interview 1).

The second activity consisted on creating the Travelogue by using a notebook or a folder in which the most important part was to personalize their journal to start adding the writings. *“First, I organized my ideas, then I looked for the materials, images from the place and the countries and some other things”* (D.R, Interview 1). *“I could think about all my ideas in this Travelogue to take advantage of my creativity to decorate as I wanted in each activity”* (S.S,

Interview 1). That is why it was asked a short activity in which students could draw a place of the city (Cúcuta) creating an advertisement. *“Students began to create their own advertisement by using descriptive adjectives, drawing and choosing the one they like the most”* (Journal 2).

Each student was free to create their journal, in this way, they were learning while looking for information, pictures or drawing. *“As learning in a different way motivate students to be participating, I decided to bring different activities to the class including images, games and the final task consisting on writing about an Anglophone country”* (Journal 3). *“Creativity was okay because many kids did the homework and the activities proposed, they used their imagination to bring creative things. I improved my creativity when writing, during the cover of the Travelogue and when using the markers in each page that I was writing”* (J.P, Interview 1).

The final activity was linked with culture, students were assigned an Anglophone country and they could bring information about it in order to know what to write. *“First, I was motivated because I like English clases. Second, because I was taught about how to write and learn about many different places, touristic places”* (J.E, Interview 1).

On the one hand, students were interested on discovering new things about some places they did not know. *“Basicaly learn about other countries, it would help me to know more about those places that I do not have information such as United States. For example, I knew somethings or places but I did not know about Rushmore and during this project I could learn about it because I looked on Internet”* (A.P, Interview 1). *“I learnt about the weather, animals, places and travels. For example, Canada, England, United States and India”*(V.T, Interview 1).

On the other hand, they were motivated because they liked English, the activities and the content. *“It was a motivation because I was learning English and about places and those*

countries where they speak English” (J.P, Interview 1). “Explore my creativity, learn everything about English and grammar” (S.S, Interview 1).

Writing process procedure

In regards with the writing process, the data gathered in this research allowed the researcher to state that in the first stage, planning helped students to generate new ideas before writing in which they could explore and imagine how they can express and write their ideas. The second stage, drafting allowed students to think about the information they wanted to communicate by using a preliminary piece of work. Then, following the procedure, revising and responding were essential stages to give motivation because guiding students’ work help them to be engaged with the activity, when someone was sharing information in front of the class, students wanted to participate because they asked for attention and they felt that was amazing to be selected. So on, in the edition process students took into account each comment and suggestion about their writing and the way they could improve their work. Taking into account students’ work it was important to evaluate by grading students following the items established in the chart evaluation consisting on task fulfillment, paragraph organization, grammar, spelling and punctuality when delivering the activities. It is when post-writing is analyzed because learners brought their final production, they could check their mistakes and thought about their work to improve it.

Furthermore, the different workshops implemented in this group, helped the training teacher to guide students to find some strategies and to follow the correct procedures when writing and in this case, in a foreign language, English. Increasing English learning process implementing the writing stages was successful because when students started the process not only the participants but the rest of the students presented some problems linked with the

organization of ideas, syntax, spelling, punctuation and construction of paragraphs. But now, it is evident that those problems were reduced. It is obvious that it is not possible to solve all problems because students are learning this language but at least they think about what to write and to be organized when writing in order to communicate effectively.

Conclusion

The main objective of this study was The Use of the Travelogue to develop Writing Skills in 6th Grade Students At San Francisco de Sales High School in Cúcuta. The results allowed to affirm that the writing process approach bring benefits to students increasing their English level while developing their writing skills. In fact, previous studies recommended to use real life situations when implementing this kind of research and that is why the pre-service teacher decided to adapt the content to the level of the students and their context.

To conclude, following each step proposed by Seow (2002) allowed the researcher to help his students to start writing and producing in English that at the beginning was the main goal. At the end of this process the researcher proved that this procedure was effective to improve writing skills on students from 6th grade, they were able to overcome all the difficulties presented by developing the activities proposed using the travelogue as a tool to develop writing while learning new vocabulary, grammar structures, culture and exploring their creativity. Also, this project motivated children to be able to know more about those places that they heard before and that are how students learnt from their mistakes and they seemed motivated all the time. Finally, students were capable to recognize familiar words, to choose the correct vocabulary depending on the context and to be careful when writing each word to avoid misspelling and this increased their autonomous work.

Suggestions

From this experience, it is important to think about how this could help other students and teachers. That is why I decided to take into account student's comments and my point of view. In that sense, what I consider is that it is important to keep using reading as an input because it helps students to learn more vocabulary and practice pronunciation. Also I would like to recommend teaching more culture in these kinds of projects because as students are not used to learn culture they really enjoy when they discover new things. At the beginning I knew that it was going to be difficult to help children to correct their mistakes and that is why it is important to design a check list or a self-evaluation to watch out the progress. Finally, use creativity because kids love it and they do awesome things while writing or related with final products.

Chapter II: Research Component: The Training of Reflective Spirit in PLEX Practitioners, A Training Tool to Qualify the Pedagogical Practicum

Introduction

In PLEX training context, the pedagogical practices of teachers in training are outlined as one of the interest and update focus to study and document for the enhancement of the teaching-learning process to qualify the education.

Even if there is a clear interest in light of the evident necessity to understand and transform the pedagogical practice, it is also good that local studies are specially focus on the learning problem rather than teaching.

It is considered pertinent to propose a project based on a reflective approach regarding the practicum as a way to objectify knowledge, behavior and attitudes that guide teachers' labor; also as an exercise of internalization, immersion and conscious exploration of the teacher's own subjectivity through the formulation of questions and information search for solving problems and self-recognition.

Justification

The design of this project in the foreign languages integral practicum of the students' context is focus on a more professional conception of the practicum as a cutting edge to improve the educative processes in application centers where PRADO is held. It is considered that conceding relevance to the reflection role in the teaching process is the first step to understand the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytical view of it.

In accordance with the philosopher of education John Dewey, precursor in the applied teaching reflective thinking field, it is confirmed the need of carrying out this project with the aim of giving students analytic and self-observation tools that allowed them to distinguish between routine action and reflective action. It was considered that a reflective approach protects agents from the traditional context of inertia and the authority they have in the school.

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 unfolded naturally, 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 practitioner lack of reflection does not promote the evidence of problematic situations; those skills are ignored, not visible. 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 generate transformations in thoughts and knowledge, this, in order to solve social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourage a critical and reflective spirit that contribute to the improvement of their pedagogical practices, so that these, at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Foreign Languages Bachelor Degree at the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role. To start this study, the following guiding questions were formulated:

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

Objectives

General objective

- ✓ To implement the reflection as a shifter tool in the pedagogical process of the integral practice.
- ✓ To promote the development of the reflective spirit in practitioners allows them to analyze their pedagogical practice.

Specific objectives

- ✓ To consolidate a collective of teachers in training with critical spirit that reflect and present proposals and alternative solutions for any problematic in the pedagogical practicum.
- ✓ To socialize standards, share ideas and guidelines to assume the pedagogical practicum and fit effectively in the institution.
- ✓ To identify and analyze the strategies that the student use in the teaching practice.
- ✓ To implement reflective workshops and develop didactic units that guide the reflection of the students-practitioners.
- ✓ To analyze their own beliefs about teaching work and students.

Theoretical framework

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

Teaching profession

The teacher is one of the fundamental members of every educational institution and has the function of sharing knowledge based on a specific science or art; who additionally has the responsibility of the integral training of the students.

The teacher profession encompasses a number of competences that nowadays constitute a conceptualization and a way to develop the pacification and management of human resources guided to facilitate a linkage between work and education. Thus, every educator must accomplish some competences that allow them to have control over the knowledge and skills of a specific area, since the first intellectual requirement of a professional is the performance level. Similarly, each teacher must possess some competences regarding the content organization, it means that the pedagogical practice not only requires to organize the content to be learnt by the students but also to anticipate teaching conditions inside or outside the educational context. The immediate function that a teacher must develop is to design or anticipate the teaching practice.

The reflection

To talk and discuss the conceptions about that notion two aspects will be taken into account: The reflection as a process and the reflection as a theme. (Correa Molina et al 2010)

The reflection as a process

The reflection is executed from some stages that cyclically obtain as a result a process. According to Correa Molina et al (2010) to reflect about the experience imply “a type of reflective dialogue with the situation, where the language might favor the access to the individual’s experiences, what might permit to extract a new structuration from the situation”.

The stages of the process of reflection are evidenced in the following figure:

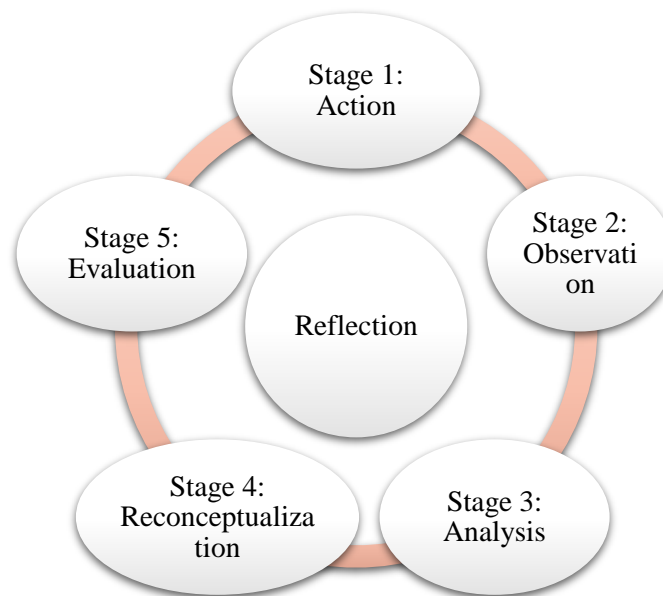


Figure 18 Reflection process

The reflection as a theme

The conception of reflection is based on a theme that is related with that concept. Having a Grimmet et al. (1999) as a reference cited by Correa Molina et al (2010), the reflection is based on three perspectives: the reflection as an instrumental mediation of the action, the reflection as a deliberation and the reflection as a reconstruction of the experience. Being for the first two perspectives, external aspects, the source of the

knowledge that allow reflecting; and the contextual aspects, which allow reflecting from a third perspective. Likewise, those perspectives count on mediators to execute that process. Firstly, it is found the action, the context, the colleagues and the person who reflects.

The reflective practice

Updating and qualifying academic proposals at the University and orienting learners towards new ways to relate in the world becomes necessary for the teacher in order to question his own practice and the impact that this has generated; that he is able to objectify his behaviors, and to assume the different roles in the pedagogical relation.

Teachers play a main role in the current educational world; they perform in a complex space suppressed to a determined constant change with the aim of integrate different factors and conditions. The teaching profession requires that “los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes” (Ebutt & EllioT:1986). In this context, the problems of the practicum and the classroom setting requires a particular treatment addressed to comprehension and social interaction.

The necessity to articulate the changing social reality of our pedagogical work was evidenced in the existence of numerous attempts to explain the school dropout phenomenon and in the search of different ways to face this phenomenon, to fulfill the school work.

This study serves teachers who participate to reflect on their methodological processes in the light of reflection as an only rational and ethical ways of procedure (Sacristán 1999).

According to Van Manen (1997) there exists different levels of reflexivity. At one level, the effective application of skills and technical knowledge occur in the classroom; reflection applies to the selection and correct use of the didactic strategies that teachers will use.

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

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

Pedagogical practice

To analyze and reflect on the practicum, it is considered appropriate to resort methodologically to a conceptual operation of practicum classification; to do so, it is assuming Zeichner's proposal which establishes several modalities of the practicum as follows:

- *Academic practicum*

It is focus on preparing teachers who are able of reflecting on their courses, in a way that they transform them in comprehensible structures for students.

- *Social efficiency practicum*

Its purpose is to achieve an effective teaching through the application of didactic techniques based on general principles that result from pedagogical research. In this case, the reflection consists of a strategic decision: "select between the range of techniques

available to considered the most effective”. This is the form of proceeding from the technical rationality.

- *Development*

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

Social reconstruction

The center of reflection is the social, economic and political context, in a way to promote democratic relationships in the classroom, and equal and fair in the social context.

Generic

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

Reflection promoters

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

Critical element on reflective thinking. This element of the reflective thinking relates to “the moral and ethical aspects of the compassion and social justice” according to Sparks-Langer & Colton (1991 p. 39). The interest in social justice and ethics in education.

These author establish the following categories of knowledge:

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

Methodology

The methodological strategy proposed, has as 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 will be 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:

Reflection workshops

The reflection workshops have the fundamental purpose of guiding the reflective process of the students-practitioners, but, at the same time to socialize and to share own experiences of

their work in order to enrich their process and include new tools that will allow to transform the pedagogical practices. Two reflections workshops were carried out during the practicum.

(Appendix 13)

Objectives

- ✓ To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.
- ✓ To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- ✓ To qualify, facilitate and be set in an effective way to the school.

Self-observation card

The self-observation card has as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong. This instrument was carried out five times.

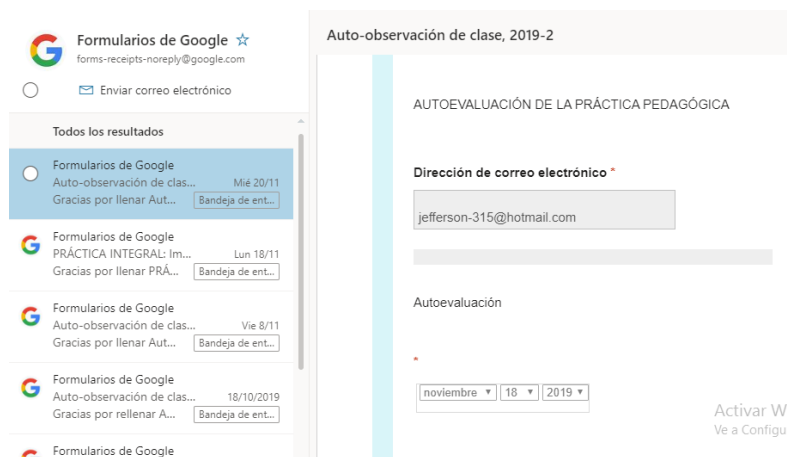


Figure 19 Self observation

Narrative

The reflection exercise will allow students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life. In this way, he wrote nine narratives sharing his experience and the most important things that he went through all this process. This helped him to analyze some of his experience in his own words by telling exactly what happened in a class or during the week. Also, as it is sent in Spanish it allowed him to better express.

Narrativa 9: Jim Jefferson Castellanos Velandia del 18 al 22 de noviembre.

Fecha: 25 Noviembre

Siendo esta la última narrativa que hace cierre a mis prácticas profesionales en la Institución Educativa San Francisco de Sales como docente de la Licenciatura en Lenguas Extranjeras Inglés Francés decidí que la mejor forma de cerrar este proceso era enmarcando mi aprendizaje y la experiencia adquirida la cual fue enorme.

La semana pasada había sido dedicada para las recuperaciones de los estudiantes creando espacios para subir las notas de 3 y 4 periodo y así evitar que el mayor número de estudiantes permaneciera en la institución para las pruebas anuales.

En mi caso, yo estaba a cargo de algunos grupos de trabajo para la supervisión de la prueba. Al comienzo realicé la aplicación de la prueba de inglés con los estudiantes del grado 4 y 5 y después con un gran número de estudiantes de bachillerato (45) total.

Me había sorprendido el número de estudiantes al comienzo, pero este era de esperarse debido a su bajo rendimiento académico y compromiso con la asignatura. Por otro lado, en algunas situaciones pocos alumnos habían decidido presentarse para subir su promedio.

El proceso beneficia a los estudiantes en todo el sentido de la palabra ya que en esos casos ellos tienen la opción de recuperar y subir su promedio acumulado en la asignatura o en el área.

En particular la jornada había sido buena, hasta que llegó un instante con el grupo de octavo (los cuales no conocía) en el que me di cuenta por las acciones de los estudiantes que una estudiante estaba haciendo fraude. Para asegurarme de esto tuve que ser muy precavido y analizar la situación. Al confirmar que la estudiante estaba usando el celular para resolver y traducir unas oraciones se debía seguir el conducto. Para comenzar tuve que pedirle a la estudiante que me entregara el teléfono asegurándome de lo que estaba sucediendo. Retirar la prueba e informar a la docente encargada para seguir el proceso.

El paso a seguir era realizar la anotación virtual dándole el conocimiento a la estudiante de los hechos presentados. Seguidamente al titular y finalmente pasar el proceso a conocimiento del coordinador académico de la institución. Después de dejar el reporte ya no tenía nada que ver en la situación debido a que se inicia un proceso con cada estudiante.

Por tal motivo, al hacer el retiro o anulación del examen, esta estudiante debería presentarse la semana siguiente con sus acudientes para poder realizar la prueba anual. En esa semana, se realizaron actividades de revisión de pruebas y a la final se procedía a subir las calificaciones.

Para terminar la semana, la comisión había organizado una reunión invitando a los docentes a socializar los diferentes casos de los estudiantes y de esta manera determinar o tomar medidas para plantear soluciones. La jornada fue muy productiva debido a que este proceso se hace con todo el plantel docente teniendo en cuenta los diversos grados.

Resultados principales

jim castellanos
NARRATIVA 8
Buenas noches, adjun...
Lun 18/11
Elementos envi...
Narrativa 8_JIM ...

jim castellanos
NARRATIVA 9
Buenas tardes, adjun...
Lun 25/11
Elementos envi...
Narrativa 9_JIM ...

jim castellanos
NARRATIVA 7
Buenas tardes, adjun...
Lun 11/11
Elementos envi...
Narrativa 7_JIM ...

Todos los resultados

jim castellanos
NARRATIVA 9
Lun 25/11

Figure 20 Narratives

Class recordings

To have evidence about pre-service teacher's actions to reflect upon different aspects in the foreign languages teaching/learning process to be taken into account or not by the pre-service teacher in his reflection process. These recordings allowed to have an external and constructive view of their pedagogical practices. This instrument was used two times and it gave the opportunity to watch it and to reflect about things you made or decided to do. This one, is the most important because you have the possibility to replay and analyze the situation. The pre-service teacher recorded two videos from 30 to 40 minutes. Also in this stage it was necessary to analyze one video from our classmates.

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

FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: ~~Naren~~ Arzuaga Cantor

NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Jim Jefferson Castellanos Velandia

TIEMPO DE CLASE OBSERVADA: 32 minutos (2 videos)

CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE	ASPECTOS POSITIVOS	ASPECTOS POR MEJORAR
METODOLOGÍA			
Número de actividades implementadas	Se trabajaron actividades que hacían cambiar la rutina de los estudiantes y que promovían la participación en el aula.	Es súper bueno tener diferentes actividades, en este caso fueron 4 las que se trabajaron donde se incluían lectura, pronunciación y escritura.	
Qué habilidad se trabajó más	Se trabaja mucho la pronunciación y la comprensión de la información.	Muy bien por tratar de hacer énfasis en la pronunciación y alternar los estudiantes.	
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	Sí, se evidencia que se siguió el plan de clase, alternando las actividades y usando el libro guía para su desarrollo.	El libro guía es útil ya que se sigue la programación y el contenido que los estudiantes deben aprender y el docente debe enseñar.	No se evidencia cierre de la clase
La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural	Por medio de las actividades se hace uso de la segunda lengua para generar en los estudiantes una mayor participación.	Se crean ambiente de trabajo abordando los diferentes aspectos lingüísticos y comunicativos.	
Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos	Se hace recurso de material guía que propicia el seguimiento y cumplimiento de objetivos.	Muy bien por abordar la parte de los objetivos lingüísticos y la comunicación haciendo	Se recomendaría marcar o trabajar un poco más haciendo énfasis en la parte socio-cultural Colombia, países

Figure 21 Class recording analysis

Chronogram of activities

Table 11 Chronogram of activities reflective spirit

DATE	ACTIVITIES			
	Narratives	Self-observation	Reflection workshops	Class recordings
23 rd – 27 th September	X	X		
30 th September – 4 th October	X	X		X
7 th - 11 th October	X		X	
15 th – 18 th October		X		
21 st – 25 th October	X			X
28 th October – 1 st November	X			
5 th - 8 th November	X	X		
12 th -15 th November	X			
18 th – 22 nd November	X	X	X	
25 th - 29 th November	X			
10 th December			X	

Findings

After reading all the information it is necessary to highlight that as it is a process we will find different difficulties that we have to overcome. As a pre-service teacher it is important to be patient and to be open to many aspects that will change the point of view because there are many factors that influence the way someone teaches or that happens when the teacher in charge is

communicating knowledge. In this way, it is vital for him to find the solution and to act as quickly as possible in order to be connected with the group.

Teaching methodology

Teaching in a public school changes the perspective because as a training teacher, most of the time we have to follow the same methodology students have been working the whole year, because they are used to have the same routine and they do not want or it is difficult to adapt something to them. So, it is essential to observe and to ask with the teacher in charge before taking actions. In that sense, things work in a better way. As a routine is boring for students' learning, the teacher tries to change some activities in order to motivate and create a good environment in the education field. So, he asks the teacher about carrying out activities outside the classroom or by using creativity.

Planning

Planning is important in order to know about the different steps to follow in the classroom, in this way as it is essential to have in the school the planning of the term, it was necessary to have a meeting with the English teachers in order to establish the different content or activities. At the beginning it was difficult to be adapted to the use of standards or items to take into account when teaching English because the pre-service teacher was not using them before, so it was important to recognize them and to know about when to use them correctly. For that reason, the meeting was essential and also the planning in advance. Classroom's activities are divided taking into account the grade and it is done weekly because students just learn English 2 hours per week. In this way, it was extremely significant to organize the activities and to assign a homework to be evaluated or practiced.

On the other hand, when the training teacher had to adequate the planning because of the project, he had to implement different strategies to avoid not covering the topic or the activities planned following and achieving all objectives.

Interaction with students

Considering that connecting with students could be difficult, the training teacher was open to all students and he established a good communication with everyone. Also, students found interesting that he was young and they felt motivated to keep learning. Students were always asking about the degree and they were saying Hi most of the time. Doing different activities such as using the outside activities helped him to have more contact with them in order to meet them.

Content presentation

Content presentation is not a difficult task because at the school students have in the platform all the activities of the class. Also, at the beginning of the class it is important to present the agenda as a way to organize them to start the class.

Classroom activities

Classroom activities are different depending on the content. Sometimes, the teacher suggests more activities about grammar and listening or in some cases grammar and reading. But as the pre-service teacher was in charge, she realized that it was possible to work on writing by guiding students to learn more and to develop this skill.

Resources and classroom's organization

Materials used by the pre-service teacher such as cards, flashcards or games are provided by himself. But materials such as worksheets are provided by the teacher, she prints the materials because at the school students pay each term the materials of the class.

On the other hand, classroom's organization is always the same, as there are a lot of students it is not possible to change the way we teach because it is impossible to organize it in a different way. In some cases, it is important to change students from their chair to another because they are talking or because it is not their place assigned.

Instructions

Giving clear instructions are important when teaching because that is the way students will follow them to perform or do many activities. Students have to take notes always but also the teacher uses the ovy platform to send the information. Each material or worksheet includes in a short form the explanation.

Classroom environment

Students are respectful, in some cases it necessary to implement some options when they do not follow the rules so, they have alerts but if they commit more than 2 they have to be registered on the students' book observations.

Learning process

Students are evaluated taking into account the week, during the term they have 2 evaluations week and the other grades are assigned by doing homework or participating.

Diversity attention

Some students required extra help, for them, it is vital to explain and give support during the explanation or after, in that sense they will do the activity.

Classroom management

Some of the instructions is to give a lower grade in students' work or in some cases the activity it is not evaluated when they are not paying attention or disturbing the class. In some cases, if a student keeps disturbing an activity he has to be registered in students' book observation.

Special needs

I was noticed before the practicum those students who had problems in order to help them or guide them. In their cases it is to give a support or to assign extra activities for solving the problem. Some of them ask after the class or during the break.

Evaluation

The evaluation is designed with the teacher in charge because she has to approve the material. So, in these cases she is in charge to help the training teacher to make the questions and to give him the instructions. The evaluation is not only written but orally when they have to present an exposition or to talk about something.

Communicative competences

Being a foreign languages teacher involves using the second language appropriately. The principal part of it is the pronunciation of words and the vocabulary used. The lexical, grammatical, semantic, phonologic and orthographic competence is vital when teaching because students are learning everything we say or write.

Conclusion

To conclude, the previous knowledge experience was selected taking into account the training teacher practicum and beliefs from his process as a pre-service teacher at the high school. It is his perspective and it is the way he analyses all the things that he has been living at the institution. Also, he highlights that reflection plays a role that involves an active change.

In which way does the implementation of the reflection contribute to the transformation of your practicum? The reflection is a hard job because we have to think about what we have done and about what we will do to avoid or to improve our way of acting or teaching. That is why, the teacher has to write down and to be open to different things may happen at some point because a teacher has to be prepared for everything. This instrument is essential because it helps you to learn from mistakes and to think about how to overcome those.

CHAPTER III: Outreach Component: English Language Awareness in Primary Schools Through the Use of Songs to Teach Vocabulary at San Francisco de Sales in Cúcuta

Presentation

When reading this proposal, the reader will find two objectives: to organize in a project the social impact of the Language Program from the implementation of the extension component to the community of the Integral practice, and to raise awareness in elementary school students to the basic fundamentals of English as a foreign language.

Throughout this project, the justification, project objectives, methodology and the time table are presented.

Introduction

The participation in global policies in the academic, cultural and economic fields, motivated the Colombian National Government to promote the learning of Foreign Languages in different educational sectors of the country. In this way, the citizens have the opportunity to participate in cultural exchanges that allow them to have more access and equitable conditions facing the personal and social development of the country.

With the view to promote English language learning in Colombia and making Colombian citizens more competitive, the Ministry of Education launched its bilingual policy in 2004, the main objective of which is "To have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural opening". Thus, this Ministry has been implementing a wide variety of strategies in the different levels of education with a view to achieve this goal. A clear example of this, it is the creation of English quality standards for basic and secondary education; the definition of a sound and coherent assessment system and the description and development of

training plans. This program has been developing itself in the country and has integrated the work of the education secretaries, public and private universities and language centers. However, the results obtained so far have not been very encouraging since many of the nation's educational institutions have not been impacted yet. With regard to the primary school, the National Government is seeking to extend English language education to boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide the teaching-learning processes and therefore the results of national assessments implemented are not very encouraging.

The University of Pamplona in Colombia, as a public institution trainer of trainers, and more specifically the Foreign Languages program has approximated to the reality that elementary schools face regarding the National Bilingualism Policy; many of the educational institutions in this city do not have English teachers who can address the training needs in elementary schools.

The governmental policies identified the problem, but their attention is not filled with regulations, we need effective support, for the specific case, foreign languages trainers, so that the results of the examinations, tests and results of our students are in accordance with the proposals of Colombia as the most educated country.

For that reason, the objective of this outreach component was focused on supplying at San Francisco de Sales in Cúcuta a pre-service teacher who decided to help the teacher in charge of the fourth and fifth graders with English classes taking into account that those students present some difficulties when they start their sixth grade in high school.

Justification

Learning and acquiring a foreign language allow facing the real needs that today's world demands. That is why the process above mentioned is necessary to implement and work it from the first steps of young learners, given that, at the end of this process, the students will reinforce the language and overcome that they present in the classroom, in order to continue their learning process within the classroom and keep following the educational process in the area.

The current project had as purpose to help students to overcome the difficulties presented in the classroom in a public school, contributing to the reinforcement of the essential formation in foreign language which is necessary and relevant in these levels. For this reason, this process was implemented as the outreach component of the pre-service teaching process which is carried out by the tenth semester students of the foreign language degree English and French of the University of Pamplona, as a way to contribute to the reinforcement of the English teaching in the educative sector.

The implementation of this project relevantly help both sides, not only the institutions and the educational population in Pamplona, but also the foreign language program and its students who developed their pre-service teaching process this was an opportunity where those students who presented some difficulties in this area could be helped and their knowledge could be reinforced regarding their English learning process and in the same way, it helped tenth semester students to conclude their scholar process in the university by facing the educational realities and needs around them, they thereby contributed by being part of the process that impacts the improvement of these needs.

General objectives

The implementation of this outreach project, from the Foreign Language Degree English and French of the University of Pamplona seeks:

- ✓ To use songs to teach vocabulary to help English students to overcome their difficulties at San Francisco de Sales High School.

Specific objectives

For a better understanding of the previous aspect, this proposal set three specific objectives

- ✓ To improve English pronunciation while learning new vocabulary and expressions through the use of songs.
- ✓ To motivate students' learning process through the use of innovative teaching strategies.
- ✓ To improve speaking skills in 10th grade students.
- ✓ To involve the students of the Bachelor's degree in Foreign Languages English-French in the reinforcement process of English learning in primary.

Theoretical framework

For the development of the outreach component, different definitions will be described to support this proposal.

Songs

Booth (2009) states that "song is music and words that take part of the interaction, content and art".

Vocabulary

Ur (1996) affirms that “vocabulary can be defined, roughly, as the words we teach in the foreign language”.

In addition, Eken (1996) highlights some reasons when using songs in a language classroom:

- A song may be used to present a topic, new vocabulary or a language point.
- It could be used as a practice of lexis.
- Songs can be used as a material for extensive and intensive listening.
- To stimulate discussion, attitudes and feelings.
- To encourage creativity and use of imagination
- It could provide a relax environment
- To bring variety and fun to teaching and learning

Also, taking into account the main activities to use when teaching new vocabulary, we can use: flashcards, songs, texts and word cards.

Type of research

This qualitative research focused on the action research will follow the different procedures to solve practical problems in the school and the classroom by using songs to teach vocabulary in primary.

Population

The population addressed in this project is San Francisco de Sales High School in Cúcuta in primary education.

Research contribution lines

Taking into account this proposal, it will contribute to support the learning process and to improve different skills on students. In this case, they will not only learn vocabulary but also they will improve their pronunciation. In addition, it is important to teach students how they can work as a team and to be respectful with others.

Methodology

This component was developed by the pre-service teacher in order to reinforce English classes by implementing different activities in a proposed schedule. What the teacher basically was doing was to provide a support to the teacher in charge in order for the students to learn more vocabulary, expressions and overcome difficulties and doubts. To do so, the pre-service teacher used tools such as songs and worksheets. Furthermore, as the project was based on using songs to teach vocabulary and introduce grammar, he decided to create different activities to motivate students to learn.

The reinforcement activities were implemented in the afternoon hours, four hours per week in the official hours at the high school. The pre-service teacher had to teach and to provide some worksheets for the development of the class in order to accomplish the main objective of this component.

In addition, the pre-service teacher helped 10th grade students to improve more their speaking skills when making a description in English. This process was carried out taking into account the different topics and the APTIS model because students must present this test taking into account that the Communication and Language English program is charged to develop English skills.

Planning



 INSTITUCIÓN EDUCATIVA SAN FRANCISCO DE SALES <i>"amablemente exigentes"</i> 				
PLAN DE CLASE				
CÓD. GA-R04	VERSIÓN:2.0	FECHA: 23/01/19	PÁG. 2 DE 5	
2	Lingüística Pragmática Sociolingüística	Usa adecuadamente estructuras y patrones gramaticales de uso frecuente. Se comunica en inglés con los demás. Identifica las acciones en una secuencia corta de eventos. Usa adecuadamente estructuras y patrones gramaticales de uso frecuente.	There is - There Are Se enseña el vocabulario relacionado con la canción. (20 minutos) Se trabaja la pronunciación de las palabras. (10 minutos) Se reproduce la canción (3 veces durante 15 minutos) y se practica el canto de la canción. Se deja a los estudiantes cantar con la pista (5 minutos) Se presenta a los estudiantes un video didáctico sobre usos del There Is – There Are, a partir de él, se sugiere la realización de una actividad de aplicación. (5 minutos) Link recomendado: https://www.youtube.com/watch?v=csrECoq8uL0 Se explica el uso (15 minutos) Se entrega una hoja de ejercicios (20 minutos) Se realiza la corrección (10 minutos)	SABER. Identifica los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. SABER HACER: Produce pequeños textos orales o escritos en inglés en los que describe acciones básicas. SABER SER: Muestra con sus acciones que se respeta así mismo y a sus semejantes

Figure 22 Planning model outreach component

The pre-service teacher not only was involved in primary but also he helped the teacher from 10th grade with the course of communication and culture the English program in the high school as a way to motivate students to practice English. The training teacher was in charge of some activities in which it was essential to use the mother tongue full time taking into account that they are in A2 level because they study English in the specialization to obtain B1 level when they arrive at the end of 11th grade. Some of the activities include helping the teacher with warm up activities or with speaking. That is why the creation of materials was really important when teaching. I learn how to adapt the material depending on the age of the students and also I could have the opportunity to teach classes to older students.

DESCRIPTION

ADJECTIVES TO USE

- interesting, shy, diffident, pushing, overbearing, talented, lonely, sociable, likeable, a pest, intelligent, introvert, extrovert, approachable, unapproachable, businesslike, humble, timid, practical, impractical, a good, conversationalist, anti-social, a sport, a snob, a bore, a well-known, difficult, arrogant, shrewd energetic, conceited, modest, brash, self-confident, lazy, ambitious, easy-going, strict, cunning.

ACTIVITY 1: CHOOSE AN OPTION IN ORDER TO PREPARE A DESCRIPTION

- Someone you admire
- A famous person
- Someone who had an impact on your life
- An interesting person you met.

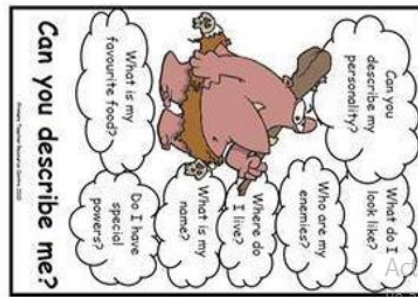
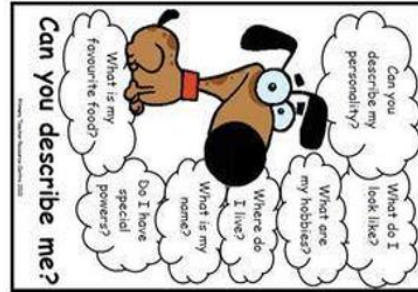


Figure 23 Worksheet 10th grade English group



Figure 24 English class 10th grade

Song's project

About the song's project with 4th and 5th grade, the pre-service teacher had the opportunity to teach vocabulary and to be in charge of the class. He taught some classes using games, activities and worksheets but the most important part was to use songs.

Something that caught my attention was that students loved the songs that I searched to teach them, they had a good memory and wanted to sing each class. For that reason, I decided to present one of the songs in the English spelling bee.



During this process, students could memorize two different songs, the first one was there is a frig on a log and the second one was a carol for Christmas entitled S-A-N-T-A in which students could practice some descriptions and spelling.

FOOD- There is-There are

1. Write the name of each food in spanish

cake 	rice 	soup 	cucumber 
hot dog 	fruit 	vegetables 	pepper 
salt 	cookie 	onion 	potato 
meat 	bread 	salad 	lemon 
cheese 	tomato 	chocolate 	banana 
chicken 	pizza 	hamburger 	sandwich 
apple 	watermelon 	melon 	orange 
corn 	egg 	avocado 	grapes 

SPEAKING

- Think about what you have in a fridge
 - Use different names of different food and ask your classmates if they have

Ex: Is there an egg in your fridge?
 Yes, there is
 No, there is not

Ex: Are there two tomatoes in your fridge?
 Yes, there are
 No, there are not



Figure 26 Worksheet food

Chronogram of activities

To carry out the project, it was necessary to establish the different activities that were developed in charge of the pre-service teacher. Each activity included a specific date and a topic in which the most important part was to help teachers to create different and innovative classes. In this way, taking into account the projects and the objectives the teacher decided to work on the following activities.

Table 12 Chronogram of activities outreach component

ACTIVITY	DATE	TOPIC
English classes 4 th and 5 th grade	16 th September – 29 th November	
Material's design	Weekly	
English workshops	Weekly	
First song 4 th grade (There is a frog on a log)	17 th September	Animals vocabulary There is and there are
First song 5 th grade (Sports' song) and Vocabulary activity word cards	26 th September	Sports
Vocabulary activity 4 th Grade word search (Food)	24 rd September	Food
There is a frog on a log song's presentation in the 1 st Spelling Bee at the Institution (4 th Grade)	1 st October	Song's presentation
Communication and Language, English program 10 th grade (conversation practice)	10 th October	Description
Second song 4 th grade (Yes, I can!)	15 th October	Can / Verbs
Second song 5 th grade (S-A-N-T-A) Carol	17 th October	Adjectives
Communication and Language, English program 10 th grade (Warm up activities)	17 th October	Warm up activities
Communication and Language, English program 10 th grade (reflection and motivation, Ted talk)	23 rd October	Learning a language, Mindfulness
English evaluation oral exam	6 th November	Describing images and actions

Tabla 13 Primary school schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm	Good Afternoon 12:15-12:30 pm
			502 12:30-13:20	
			502 13:20-14-10	
BREAK	BREAK	BREAK	BREAK	BREAK
	402 15:30– 16:10			
	402 16-10- 17:00			

Tabla 14 Communication and Culture English Program

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		Good Morning 6:00 -12 pm	Good Afternoon 12:15-12:30 pm	
		10-02 10-04		
		10-02 10-04		
		10-02 10-04	10-02 10-04	
BREAK	BREAK	BREAK	BREAK	BREAK
		10-02 10-04	10-02 10-04	

In which way is it important to cover this need in your practicum experience?

In primary, students do not learn a lot of English because of the lack of teachers who can teach this foreign language. For this reason, helping the children to understand and learn a new language is interesting and amazing and teachers discover that they like it. Also, in this experience working with kids from 4th and 5th grade that will be going to attend 6th grade soon

have the opportunity to acquire some knowledge to avoid future difficulties such as: listening, grammar or vocabulary. Nevertheless, in this project primary is not only benefit, 10th grade students from the English program had the opportunity to practice more and to learn from another teacher his learning process. This was incredible because they have a good English level and this helped them to overcome some problems related with their confidence when expressing in foreign language.

Conclusions

Motivation is the key aspect when learning and having the opportunity to be teaching in primary and to be engaged with the activities with 10th grade opened my mind to realized that a teacher not only has to worry about teaching but also he has to find the way in which students enjoy what they learn by carrying out different activities such as using songs or games to practice and learn more.

Songs allow students to learn vocabulary and they are used for teachers to help them to overcome their difficulties in grammar, pronunciation or understanding of a topic. Also, using songs in a classroom motivate students because they know that they are learning in a different way. Finally, the development of the different classes at the school allowed the teacher to be involved in the reinforcement of the process of English in primary education.

CHAPTER IV: Administrative Component

Introduction

As pre-service teachers in training, it is important to understand that we belong to the high school and we have to consider some aspects linked to the extra activities out of the classroom. Thus, this component is essential to have the opportunity to be engaged with San Francisco de Sales high school.

In addition, it is significant to take part of some institutional activities in which we have to take the role as teachers such as: institutional festivities, flag-raising ceremonies, parent's meetings, cultural events and supervision of students but also, forming the students more integrally. Moreover, the relationship among teachers, directors, coordinators, students and parents with the pre-service teacher is considered vital in order to play a professional role as teacher in the near future to better understand the administrative component of the school while obtaining benefits and experiences in the integral practicum.

Objectives

General objective

- ✓ To participate in all the activities organized at San Francisco de Sales High School during the pre-service teacher time.

Specific objectives

- ✓ To respect to all the educative authorities of the high school.
- ✓ To be punctual in the organization of events and activities inside and outside the school.
- ✓ To support the members of the institution in the development of the events.
- ✓ To encourage students to participate in the extracurricular activities.
- ✓ To propose different and motivating ideas for the development of the activities.

Methodology

Having started the practicum as a pre-service teacher, it is crucial to take part of the different activities established at the school. It is important to participate and get involved for developing the events or weekly activities such as: teacher's meetings, exams week, English spelling bee, cultural activities, among others.

Bearing in mind the objectives of this component, the following schedule describes the extra-curricular activities during the pre-service teacher practicum.

Chronogram of activities

Activity	Date
Desalista's performance activity rehearsal	16 th September
Flag Raising (Best English Students)	18 th September
Love & Friendship celebration	18 th September
Desalista's performance activity	19 th September
1 st Spelling Bee	1 st October
Flag Raising (Art class)	21 st October
Parents' report	22 nd October
Expo Desalista	24 th October
E Day	25 th October
Halloween day	31 st October
Exam's week	6 th 7 th November
Second exam (3 rd 4 th Terms)	18 th – 20 th November
Assessment Committee	21 st November
Final parent's report	29 th November

Teachers' role

Desalista's performance activity rehearsal

In this activity the teacher had to go and guide students in the organization. Also, he had to help the teacher in charge with the students taking care of all of them to prevent accidents in the coliseum. From this activity, I learned about the importance of checking on students because they are under the care of the teachers.

Raising flag (Best English Students)

To choose the best students in English from the 6th and 7th grades, it was essential to take into account their grades and their participation in the activities. I learned that it is necessary to motivate students when learning to be always the best. I had to analyze their work during the year and their commitment with my class.

Love & Friendship celebration

It was necessary to help the teacher in the organization of the activity and to bring some food for the students to share in this special day. Love and Friendship day is important for children because they learn to share. So, we played some games and had fun.

Desalista's performance activity

The activity at the coliseum was important because that day was the event of the school where students were going to dance and the teachers had to be in charge of students' supervision. It was necessary to help students when buying things and when going to the bathroom because there were a lot of people.

1st Spelling Bee

Participating in the 1st Spelling Bee at the High School as a evaluator was such an incredible experience because students could learn about me and I was in charge of the correct pronunciation of letters when spelling with the help of other two teachers from the school. That day, I learn about different words that I did not know before.

Raising flag (Art class)

To help the teacher in the organization of the students and to be actively paying attention to the coordinator instructions.

Parents' report

In this activity, parents go to the school to be informed about students grades before the final exam. That day, I had the pleasure to meet parents and to talk with them in order to let them know about their progress. I learned how to print the written report from the platform and to observe the teacher in charge when talking with parents who had students with low grades.

Expo Desalista

This day in the high school is when students from the different programs show their products or their abilities in their field. That day, I had to check on students from 5th grade taking into account that I was in charge of the class at the time of the activity. As this activity was organized outside the school, there were some students from 11th grade helping children to be checked.

E day

Evaluation day is the day when teachers evaluate the criteria depending on the different processes and results from non-performance rates in students. I had to assist in order to know how it worked and it was amazing because I did not too much about the SIE (Sistema de Evaluación Institucional).

Halloween day

This date was important at the institution because they were celebrating with some activities the children day. In my grade which was 6th I had to organize with my teacher some activities in which we brought food and drinks for kids and some of them also could bring candies as a gift for everyone.

Exam's week

During Exam's week teachers had to check some classrooms, organize the students and be able to help other teachers. Also, my role was to take some exams and to grade them while students were presenting tests. I learned that it is important to participate and help other teachers because sometimes there are a lot of students in a classroom.

Assessment committee

As a member of the institution I had to assist to this committee in order to give my opinion about students, how they behave in class and about the options they have to improve more in their learning process. I could learn from teachers the use of some formats to fill in information about some particular cases and the information required.

Final parent's report

This is the annual report in which parents go to school to receive the information about his/her children. It is the final meeting during the school year and the idea is to provide the information about each students if they have to pay something or if the student has an obligation with the school for next year, could be an academic or disciplinary process. From this experience I learnt that these meetings are important because there are parents who do not know how their children do at school and it is important to highlight that some of them must pay attention to the school rules.

Conclusions

Extra activities such as cultural events, celebrations and academic meetings are part of the institution and as a member, it is the way to show that a teacher is engaged with the work. Also, to learn from each experience allows a person to be prepared for the future because when someone learns something, this person will use it at some point in his life.

Evidences 1 Calendar



ACTIVIDADES SEPTIEMBRE

Amor y Amistad

4-5	Prueba Institucional	18	Izada de Bandera
6	Día E	19	Fiesta deportiva Desalista
9	Inicio IV periodo Publicación Planes de clase	27	Entrega de registro de horas de servicio social
10	Comisión de Evaluación III Periodo	28	Construcción preguntas pruebas saber IV periodo
16	Ensayo General de Fiesta deportiva Desalista		

100% Desalista



Evidences 2 Sport activity



GRAN FIESTA DEPORTIVA
Desalista

Fecha: 19 de Septiembre de 2019.
Lugar: Coliseo Toto Hernández.
Hora: 4:00 p.m.

Boletería disponible en la secretaría del Colegio.

Valor Boleta \$ 15.000



Evidences 3 Sport activity coliseum



Evidences 4 Raising flag English

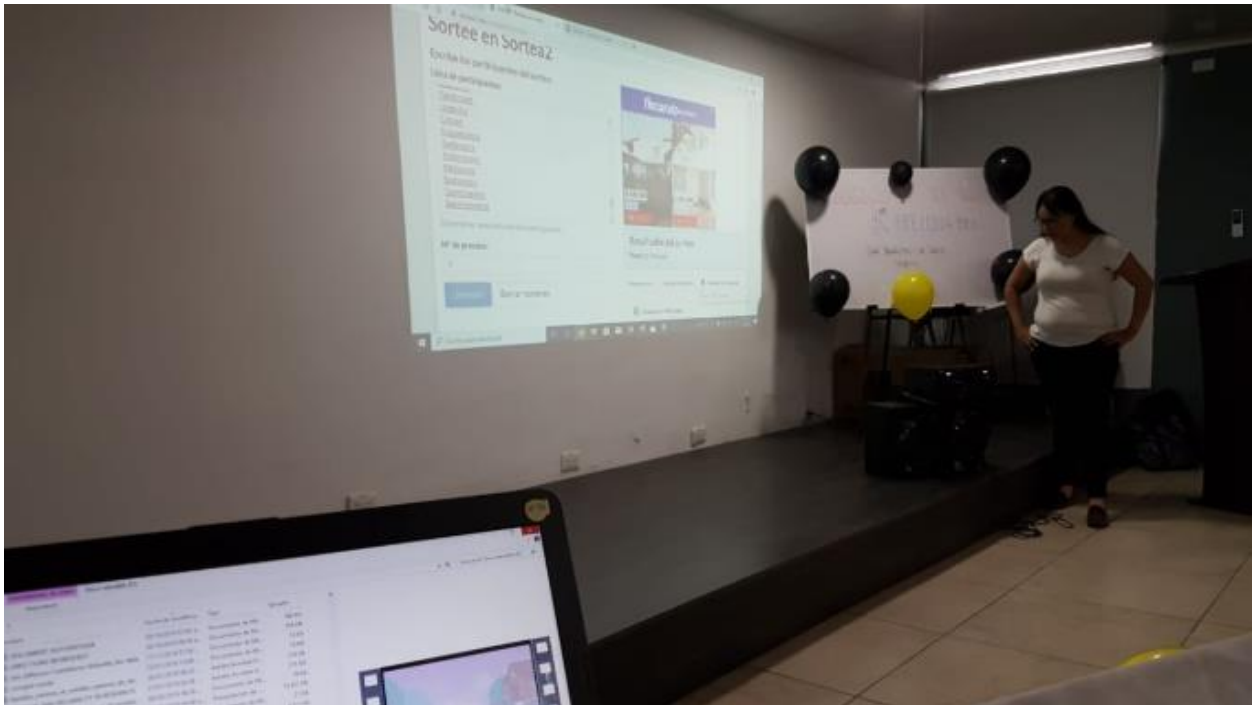


Evidences 5 Love and friendship day





Evidences 6 Spelling bee





Evidences 7 Raising flag Art





Evidences 8 Halloween day



Evidences 9 Exam's week



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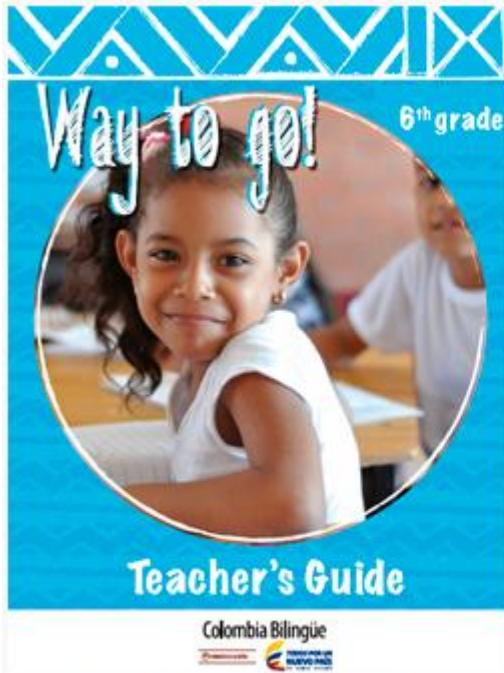
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Appendix

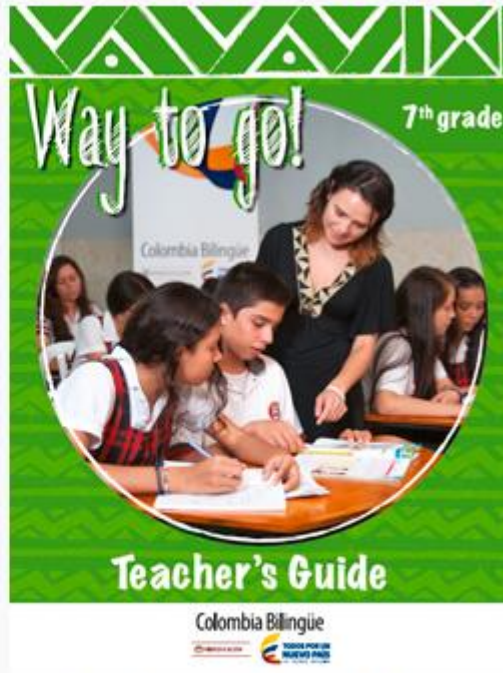
Appendix 1 School planning

	INSTITUCIÓN EDUCATIVA SAN FRANCISCO DE SALES <i>"amablemente exigentes"</i>				
PLAN DE CLASE					
COD. GA-R04	VERSION: 2.0	FECHA: 23/01/19			
PAG. 1 DE 1					
GRADO	PERIODO	Intensidad horaria semanal			
EDUCADOR(ES)					
§	COMPETENCIAS	DBA (DERECHOS BÁSICOS DE APRENDIZAJE)	MALLA CURRICULAR	ACTIVIDADES	EVIDENCIAS (Saber, Hacer y Ser)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
ESTRATEGIAS DE EVALUACIÓN PARA ESTUDIANTES CON DISCAPACIDAD.					
OBSERVACIONES					
Elaborado Por		Revisado por		Aprobado Por	
Nombre :		Nombre:		Nombre:	
Cargo:		Cargo:		Cargo:	
Fecha:		Fecha:		Fecha:	

Appendix 2 Teacher's guide book



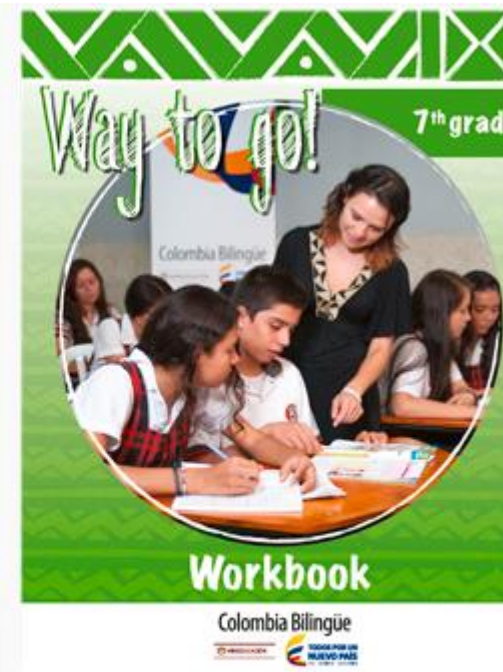
Way To Go 6° Teacher's Guide



Way To Go 7° Teacher's Guide




Way To Go 6° Workbook



Way To Go 7° Workbook

Appendix 3 Documents

PASSPORT


<p style="text-align: center;">PASSPORT</p> <p>Photograph/picture</p>  <p>Description</p> <p>My name is Dayana and I live in Cúcuta and the sport I practice is <u>Basquetball</u> and I study in <u>San Francisco de Sales</u>.</p> <p>Include physical description. *</p>	<p>Personal Information</p> <p>Name: Karleth Dayana Ruiz Brito</p> <p>Gender: Female (femenino)</p> <p>Age: Fourteen (14) years old</p> <p>Home country: Colombia</p> <p>Residence: (Barranquilla)</p> <p>Signature: Karleth Dayana Ruiz Brito</p>
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Elaborado
Nombre: Jim Castellanos

Revisado
Nombre: Adriana Pardo


PASSPORT

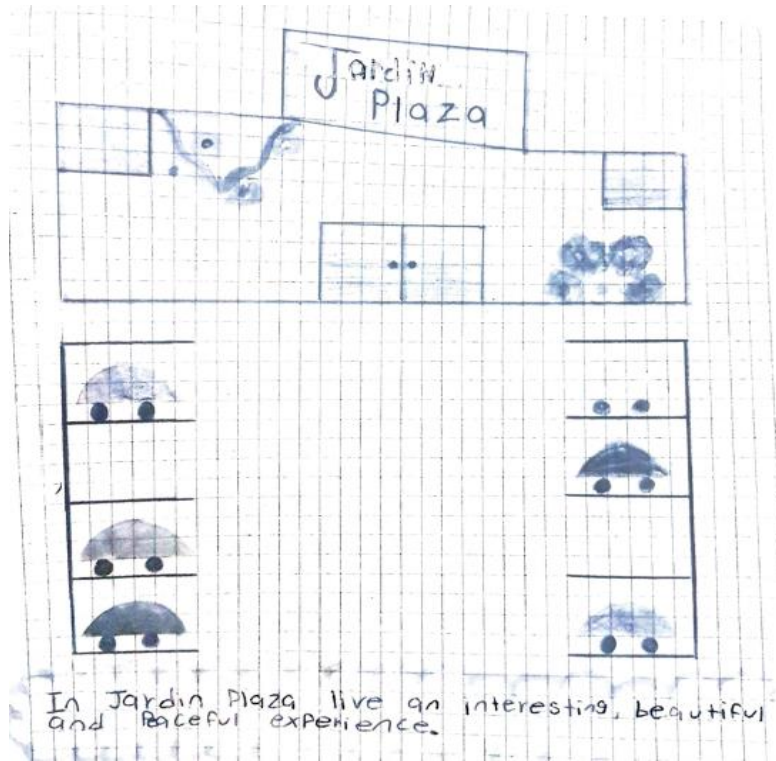
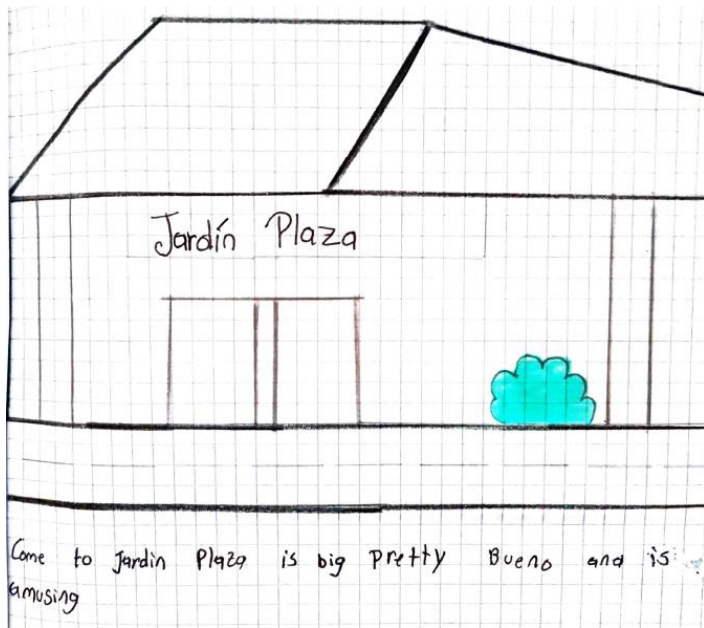


<p style="text-align: center;">PASSPORT</p> <p>Photograph/picture</p>  <p>Description</p> <p>My name is Dayana. I was born January 2009, I am tall, bronzette chubby. I live in Cúcuta and the sport I practice is Basquetball & singing and studying at the San Francisco de Sales.</p>	<p>Personal Information</p> <p>Name: Karleth Dayana Ruiz Brito</p> <p>Gender: Female</p> <p>Age: Fourteen years old</p> <p>Home country: Colombia</p> <p>Signature: Karleth Dayana Ruiz Brito</p>
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PASSPORT	
	Personal Information Name: Johan Felipe Puentes Nuñez ✓ Gender: Male ✓ Age: 11 year old Home country: Colombia ✓ Signature: ✓ Johan Felipe Puentes Nuñez ✓ I.D. 1092534814 ✓
	Description My name is Johan Felipe Puentes Nuñez, I am 11 years old, I live in Cucuta, I am tall, thin build round face, I have short black hair, I have dark brown eyes, small nose, thick lips and my skin color is brown. I am a cheerful, tidy, generous child and I like to play soccer. ✓

PASSPORT

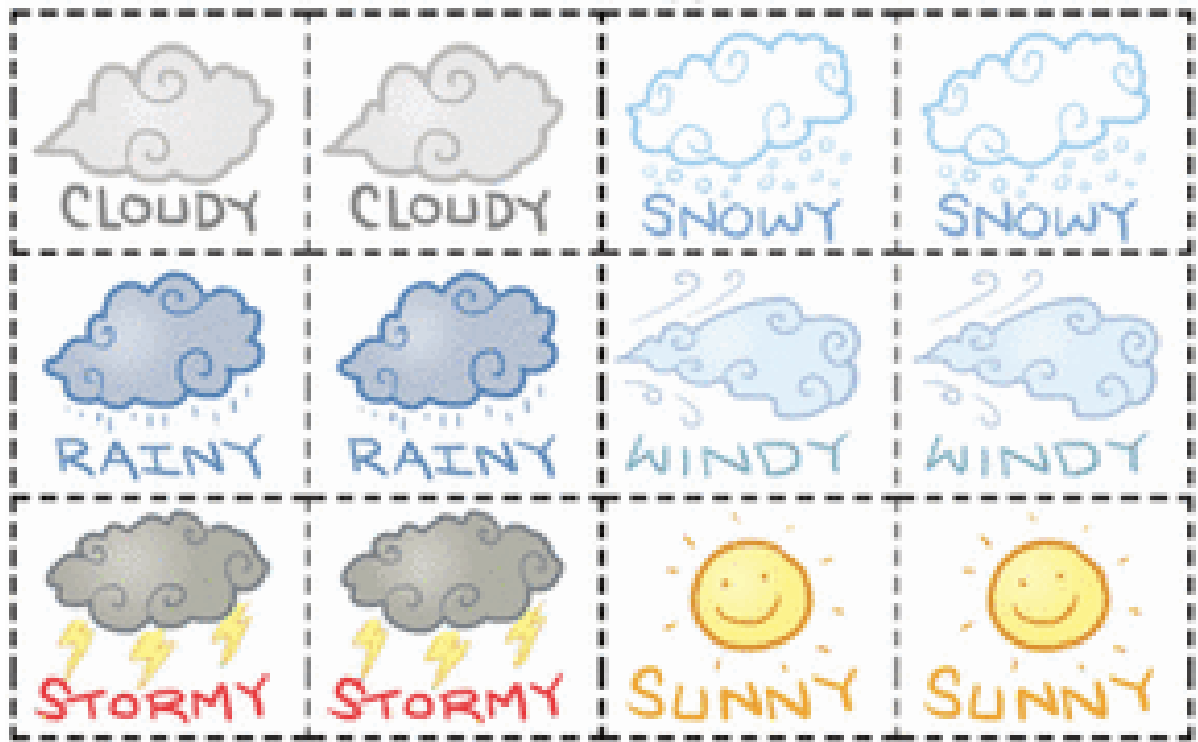
PASSPORT	
	Personal Information Name: Johan Felipe Puentes Nuñez Gender: Male Age: 11 years old Home country: Colombia Signature: Johan Felipe Puentes Nuñez I.D. 1092534814
	Description My name is Johan Felipe Puentes Nuñez, I am 11 years old, I live in Cucuta, I am tall, thin round face, I have short black hair, I have dark brown eyes, small nose, thick lips and my skin color is brown. I am a cheerful, tidy, generous child and I like to play soccer.








Jardín Plaza, is the largest commercial center of Cúcuta or North of Santander with a number of warehouses, has softball and volleyball field.

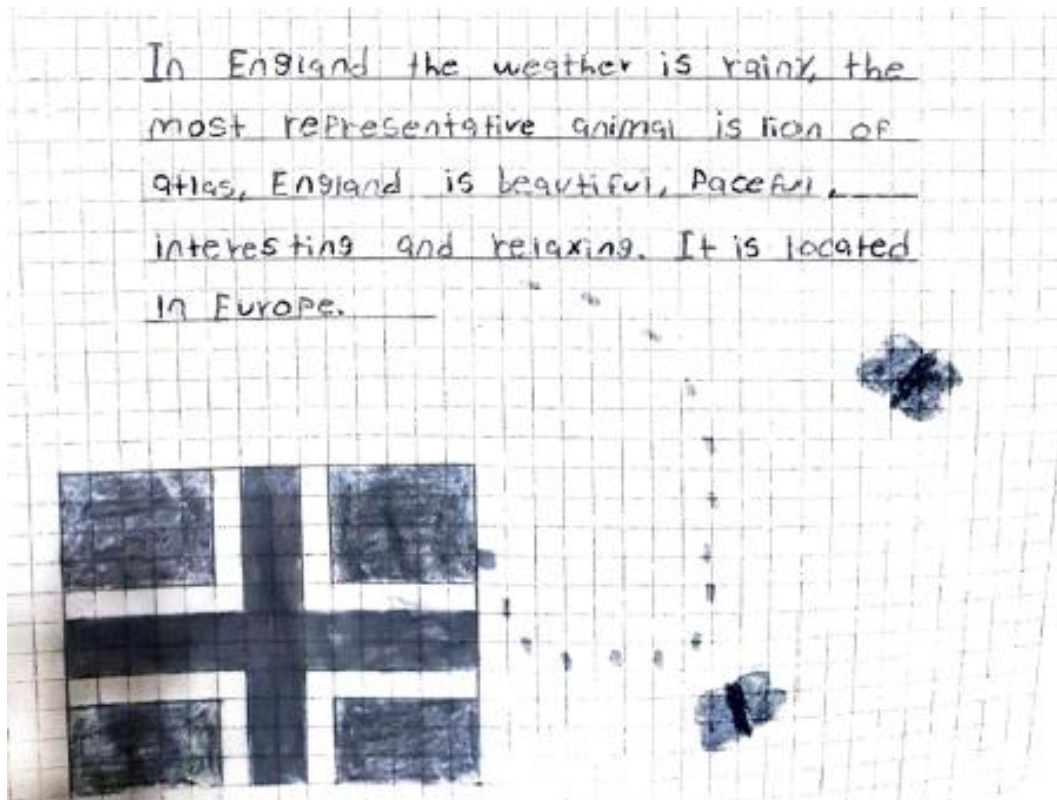
Vocabulary game : weather



5. Sb 137-4 Read about SERRANÍA DE LA MACARENA and complete the chart.

  	<p>Five Colours River</p> <p>Anteater</p> <p>Deer</p>	<p style="text-align: center;">Serranía de la Macarena</p> <p>Serranía de la Macarena is in the department of Meta. There are mountains here and there are lots of different animals: anteaters, deer, monkeys, jaguars and many species of birds and insects.</p> <p>You can explore the famous River of Five Colours, the Caño Cristales River. It's beautiful.</p>
---	---	--

Place:	There are	I can visit	This place is
_____	_____	_____	_____



AUSTRALIA

Australia is a country with sunny weather, there are mountains and large buildings. Australia is located in the continent of Oceania. The animal representative is the Kangaroo and the Koala.

Australia is beautiful, relaxing and is the charge-rous country of world.

Australia: The Land of Kangaroos and Koalas.



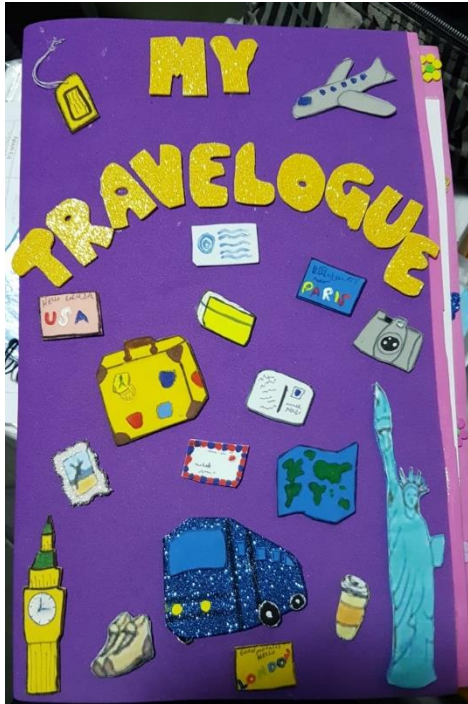
The Kangaroo is a mammal animal, dwelling on the island of Australia, is a marsupial animal.

Australia tourist places




Sydney, capital of New South Wales and one of the largest cities in Australia.

Travelogue covers



Appendix 4 Non participant observation



PRÁCTICA INTEGRAL DOCENTE
 DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN, LICENCIATURA EN LENGUAS EXTRANJERAS
 UNIVERSIDAD DE PAMPLONA
 2019-2

OBSERVACIÓN DE CLASE
 Profesor: Adriana Forero Fecha: 2 September Observadores: Juan Castellanos Hora: 2:10 pm

N (nunca) AV (algunas veces) CS (casi siempre) S (siempre)

profesor...	N	AV	CS	S
1 Sigue el plan de clase				✓
2 Desarrolla actividades de acuerdo con los objetivos del plan de clase				✓
3 Privilegia la interacción de las competencias comunicativas				✓
4 Desarrolla las competencias subyacentes (fonética, sintaxis, etc)				✓
5 Utiliza variedad de material didáctico				✓
6 Empleo material auténtico		✓		
7 Tiene en cuenta los diferentes estilos de aprendizaje				
8 Centra el desarrollo de la clase en sí mismo		✓		
9 Centra el desarrollo de la clase en los estudiantes				✓

Comentarios: Se usa el libro guía.

INTERACCIÓN

profesor...	N	AV	CS	S
1 Facilita la participación de los estudiantes				✓
2 Da instrucciones precisas a los estudiantes				✓
3 Da tiempo suficiente a los estudiantes para que respondan				✓
4 Propone actividades que involucran el trabajo en grupo		✓		
5 Orienta el trabajo de los estudiantes (individual y grupal)				✓
6 Corrige los errores de los estudiantes				✓
7 Refuerza continuamente el aprendizaje de los estudiantes				✓
8 Circula por el aula atendiendo las necesidades de los estudiantes				✓
9 Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes				✓

Comentarios: Algo interesante es que los estudiantes ayudan a corregir a otros proponen diferentes formas para realizar un ejercicio

COMPETENCIAS COMUNICATIVAS

profesor...	N	AV	CS	S
1 Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos)				✓
2 Domina los contenidos trabajados durante la clase				✓
3 Se expresa correctamente en forma oral en la lengua extranjera				✓
4 Se expresa correctamente en forma escrita en la lengua extranjera				✓
5 Se hace entender en la lengua extranjera				✓
6 Alterna el uso de la lengua materna y la extranjera				✓

Comentarios: usa la L1 para clarificar o explicar vocabulario

EL ESTUDIANTE

	N	AV	CS	S
1 Participa individualmente de forma activa durante la clase				✓
2 Participa grupalmente de forma activa durante la clase		✓		
3 Participa activamente en actividades orales			✓	
4 Participa activamente en actividades escritas				✓
5 Sigue las instrucciones del profesor				✓
6 Muestra respeto y disciplina hacia el profesor				✓

Comentarios: los estudiantes participan / hacen oraciones y leen



604

2019
4.70

Saludo en inglés
Se da información importante
Hay mucho de orden en el aula → se hace hacer silencio
Se pone fecha Monday, September 2nd / 2019.

explicación de taller de la prueba institucional.
Se asignan talleres o trabajos de la próxima semana.
Se escoge actividades para el día de hoy

una en inglés → Everybody open your book in the page 39.

Se le da los apellidos de los estudiantes para que participen en el desarrollo de clases.

Se le da a los estudiantes para al tablero a copiar las ejercicios / se corrigien las ejercicios y el docente le pregunta a los estudiantes para que sean ellos los que corrigien los ejercicios

una por el aula y raise diferentes opciones.

Los estudiantes participan en las mismas ejercicios / se felicita a los alumnos.

Se mencionan algunas expresiones de asertiva → La docente corrige la escritura de las palabras en inglés

Un estudiante ya participó se le da la oportunidad a otro. ↳ Diferentes roles todo el tiempo.



Se encuentra dificultad en la lectura oral → Baja pronunciación.

Después de socializar se hacen otras actividades.

Entre los estudiantes trabajan la docente revisa el material o guía

Se hace una corrección del QUB (actividad en clase).

Una por punto se hacen las preguntas y los estudiantes pronuncian las respuestas.

Se hace una autoevaluación del tema propuesto por el libro guía.

Se sugiere un refuerzo en casa

Se recuerda que está bien exponerse.

Se hace un ejercicio donde se deben dividir las profesiones Jobs

Se hacen preguntas talos como: ↳ Where does she work?

Do she work? Does she help people?

Se hacen ejercicios con Presente simple Q - Answers

Al final se preguntan las dudas para resolverlas.

Appendix 5 Journal / Participant observation

REFLECTIVE JOURNAL: ACTIVITY 1 MY PASSPORT

Before starting the development of the project, I realized that it would be difficult to work with sixth graders students because of the lack of knowledge or vocabulary they might have or the quantity of mistakes. Even though, I decided to take this as an advantage to really show at the end of the project the advancement in students' productions. Thus, it was the perfect opportunity to help students improve their skills while learning a foreign language and for some of them the first time in contact with English language. So, the first activity that I decided to carry out had as a main purpose to know about the different ways students write. To motivate them, I created an activity aimed at writing a physical and personal description of the students taking into account a passport model including the different spaces to fill and to write. This task was explained to the students and it contained the steps to follow in order to develop the task. Moreover, the activity included a previous explanation about the physical description.

To accomplish the work, students had 20 minutes approximately to fill the spaces and to look on their dictionaries the different words they needed. While they were doing the exercise, I helped them with some expressions or words they could not find. At that moment, I noticed that some of the students had good vocabulary but sometimes they were not using it correctly such as verbs, words or prepositions. In some others, they did not pay attention to the rules when describing someone, in this case themselves. To do so, it was important to take into account the syntax of the sentence. Also, some of the students were not writing correctly some words in English or they were writing some of them in their mother tongue, Spanish.

PARTICIPANT OBSERVATION : REFLECTIVE JOURNAL 1

Place: Institución Educativa San Francisco de Sales		Group : 604 Activity 1 : My Passport	Date / Time : September 16th 2019
STAGES		OBSERVATIONS	COMMENTS / SUGGESTIONS
R E A D I N G	Pre To begin with, he provided a worksheet including the explanation of description to introduce the topic related with adjectives in which students found the explanation and different examples of the structure of a sentence.	I realized that sometimes students get distracted when teacher is explaining a topic, that is why I decided to include an explanation sheet containing not only the activity but the grammar examples and it helped to better understand the topic. Also, it helped them to review previous topics and to give examples.	A student said “Esto ya lo habíamos visto pero no con la explicación de verbos, así es más fácil” “She has long black hair”
	While The teacher read the information in English and in Spanish. He asked students to circle the unknown vocabulary in order to help them to better understand.	It is important to highlight that there are many students with a lack of vocabulary but there are others who understand a big amount.	The complex words to understand were “pimples, overweight, tanned and mole”
	Post The pre-service teacher asked students to explain the difference between using the verb to be and the verb to have when describing someone. Also, he demanded some students to give examples using or describing a person. It could be themselves or a classmate.	When students were giving examples describing someone they choose the teachers and a classmate. There was a common mistake between students when using the verb to have.	Ex: Arias told as example: “The teacher is tall” Torres said : “The teacher have short hair” in this case there was a grammar mistake so, I had to explain about the third person rule in which we do not use have but has. Then, the correct sentence is “The teacher has short hair”
C U L T U R	Discover In this stage, the teacher decided to introduce 5 nationalities that students were going to find in the homework assignment by	The idea of this part was to identify and to be familiarized with some countries and nationalities.	Images catch the attention of the students because they want to have those in their hands.

E	<p>using some images containing the flag and the nationality:</p> <ul style="list-style-type: none"> • Switzerland - Swiss • Jamaica- Jamaican • Colombia- Colombian • Japan- Japanese • United States- American 		
	<p>Know This stage allowed students to learn about the pronunciation and the nationality of different people.</p>	<p>As students do not have a good pronunciation, it is essential to help them to improve it. That is why when students did not pronounce good, I repeated the word many times.</p>	<p>Repetition is the key aspect when helping kids to pronounce.</p>
	<p>Compare The teacher in charge highlighted that not only Colombia has sport people but also other countries. That is why the student's homework included a short exposition about an international sportspeople.</p>	<p>using comparisons allow students to think outside the box because I could notice that most of the students knew about important sportspeople around the globe and they were discussing about the different nationalities or asking their teacher about it in English. So it is a motivation for them.</p>	<p>This kind of activities motivate students to learn more because they start to ask different questions about the topic for example:</p> <p>How do you say "Británico" in English? They start to look for the vocabulary they do not know.</p>
W R I T I N G	<p>Planning To carry out the first activity of the project that served as an exploratory test to know students writing production, the teacher in charge used a creative passport template in which students were going to fill some gaps by adding their personal information and their personal and physical description.</p>	<p>At the beginning I was worried because of the productions students were going to do but when I tried to explain they got an idea of how to develop the exercise. Students were happy when they saw the real passport and they could have one of those in their hands. Then with the template they could create and fill their own passport.</p> <p>During the writing process it was important to give them ideas so, I helped them to organize their ideas in order to create their paragraphs.</p>	<p>One of the students stated "Yo nunca había visto uno de estos" and when they were given the Passport template they were happy to fill all the gaps even they started to write their information without following the instructions.</p> <p>It is important to give clear instructions or students will not know how to do the assignment.</p>

<p>To do so, the teacher said that it was important to organize their ideas before writing their first draft. So, he tried to give them information they may include but as it was a test he did not help them too much.</p>		<p>Help students and check what they are doing every time.</p>
<p>Drafting</p> <p>As it was the first draft linked to a descriptive paragraph, students tried to write their information.</p> <p>This draft was used to know more about students' difficulties and to choose the sample of the project.</p>	<p>They used a first draft to write the information in this case the passport template or a blank sheet in which they could write all the information required.</p> <p>At the beginning it was confusing for them so, I explained that it was important to have a first draft and then after the checking they could correct the mistakes.</p>	<p>Students asked about “¿Por qué un borrador?”</p> <p>It is essential to explain about the importance of organizing ideas and having a draft before we start writing.</p>
<p>Responding</p> <p>In this stage the teacher checked students' productions in his free time and he suggested some ideas to improve students' work.</p>	<p>It was vital to give good comments and to help students with overcome the difficulties presented when writing such as:</p> <p>Spelling of some words, grammar mistakes with some verbs and the use of some pronouns.</p> <p>In addition, they used words in Spanish in order to communicate the message.</p>	<p>Give good comments instead of using bad ones because in that way students will feel more comfortable when writing.</p> <p>Highlight the most common mistakes in order for them to avoid those in their future.</p> <p>Grammar mistakes are related to verb to be or others verbs used.</p> <p>Misspelling of some words is common in students' productions.</p> <p>Use of other pronouns instead of using the 1st person pronoun.</p>

<p>Revising Students will check their productions and they will take the different comments into account to organize their paragraphs and rewrite their composition.</p>	<p>Here students check their mistakes and think about the difficulties they had when writing.</p>	<p>Check comments and suggestions help students to think about what they have done and what they will change to present their texts.</p>
<p>Editing This phase allows writers to prepare their final draft before the evaluation. That is why it is important to prepare some questions to make students reflect and check general mistakes or suggestions. That is why a self-correction and evaluation sheet will be filled by students taking into account their compositions.</p>	<p>Taking into account those difficulties mentioned, it was essential to ask students to do make students reflect about their work. To do so, I created a self-evaluation sheet in which they have to take into account and check all the mistakes they might committed.</p>	<p>Students take into account the suggestions, in some cases they decided to add more information.</p>
<p>Evaluating In this stage it is important to give a grade to the students' compositions. For that reason, the pre-service teacher will take into account their first draft, organization, grammar, vocabulary, changes and punctuality.</p>	<p>An evaluation sheet was created to grade students' composition taking into account different characteristics and elements.</p>	<p>Evaluation is always part of this project because it is important to grade students work.</p>
<p>Post writing Students will collect their writings and they are going to organize them in their English folder because they will be working on their own travelogue at home.</p>	<p>Students were asked to create their own travelogue in which the first activity includes the new passport.</p>	<p>Concerning the creativity of the students they created many models or they took into account the one I gave them as an option, but also, they could add images or they draw what they thought it was necessary to accomplish the main goal.</p>

REJILLA DE VALIDACIÓN DE INSTRUMENTOS

INFORMACIÓN GENERAL	
Nombre del estudiante:	Jim Jefferson Castellanos Velandia

INFORMACIÓN DEL PROYECTO DE INVESTIGACIÓN	
Título del proyecto de investigación:	The Use of the Travelogue to develop Writing Skills in 6 th Grade Students At San Francisco de Sales High School in Cúcuta.
Tipo de investigación:	Action Research
Objetivo general:	To use the travelogue to develop writing skills in 6 th grade students.
Objetivos específicos:	<ul style="list-style-type: none"> ✓ To plan workshops to implement travelogue strategies and procedures. ✓ To carry out workshops to increase English learning process implementing the writing stages. ✓ To improve 6th grader students' organization of ideas, syntax, spelling, punctuation and construction of paragraphs related to the English content taking into account the book "Way to go" as guideline for student's classes. ✓ To motivate students to work on their written assignments throughout the use of the travelogue as a creative tool. ✓ To develop students' imagination, creativity, and confidence through the use and creation of their travel journal.

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

Entrevista: X

Encuesta: _____

Ficha de Observación: _____
 Ficha de Análisis Documental: _____
 Otros: _____ ¿Cuál? _____

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

Clase de pregunta:	Tipo de pregunta:	Valoración	Objetivo del instrumento:
A: Abierta	1: Dicotómica	E: Excelente	This interview has as main objective to collect students' perceptions regarding the use of the travelogue to develop writing skills in 6 th graders and their progression.
C: Cerrada	2: Selección Múltiple única Respuesta	R: Regular	
	3: Respuesta abierta	M: Malo	
	4: De escala	Otras valoraciones a proponer	
	4.1. Escalas de importancia		
	4.2. Escala de valores		
	4.3: Escala de Likert		
	4.4: Escala numérica y de intervalo		
5: Otras, ¿Cuáles?			

CRITERIOS:

PREGUNTA:	Categoría:	Clase	Tipo	OBSERVACIONES TUTOR:						OBSERVACIONES Y SUGERENCIAS:
				Pertinencia:			Suficiencia:			
				B	R	M	B	R	M	
¿Qué piensa de la utilización del cuaderno viajero « travelogue » en la clase de inglés?	Writing	A	3							

¿Cómo le pareció el trabajo con la lectura y escritura en inglés? ¿Por qué?	Writing	A	3							
¿Qué fue lo más complicado en la realización de estas actividades en la clase? ¿Por qué?	Writing Task fulfilment	A	3							
¿Qué lo motivaba a realizar las actividades del Travelogue?	Writing & creativity	A	3							
¿Cuál es su percepción acerca de su proceso de escritura?	Writing	A	3							
¿Considera que ha mejorado su escritura? ¿sí? ¿no? ¿por qué?	Writing Post-writing	A	3							
¿A través de la escritura de textos, considera que mejoró la gramática? ¿Sí? ¿no? ¿De qué manera? ¿Qué diferencia percibió de la primera producción escrita a la última que le presentó al profesor? ¿Hubo algún cambio?	Writing Grammar and feedback	A	3							
¿Cómo cree que la corrección de los escritos le ayudó en el proceso de aprendizaje?	Writing Feedback	A	3							
¿A través de la escritura de textos, considera que mejoró el vocabulario? ¿Sí? ¿no? ¿De qué manera?	Writing Vocabulary	A	3							
¿Considera usted que conoció aspectos culturales de países donde	Writing Knowledge	A	3							

se habla el inglés a través de la realización de este proyecto?										
¿Cree usted que desarrolló su creatividad a través de la realización del cuaderno viajero travelogue?	Creativity & Imagination	A	3							
¿Si se siguiera trabajando con la lectura, escritura y cuaderno viajero en el aula de clase? ¿Tendría alguna sugerencia? ¿Cuál? ¿Qué le quitaría? ¿Qué le agregaría? ¿Desea agregar algo más?	Suggestions	A	3							

Appendix 7 Data analysis, Matrix example

Análisis de datos, análisis documental (producciones de estudiantes)			
Categoría general	Subcategorías	Descripción teórica	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores.
Writing	Task fulfillment	<p>A1: Can fill in forms with personal details, for example entering my name, nationality and address on a registration form.</p> <p>Theory: Accomplishment of the activity by writing the information required.</p>	<p>Name: Angel Alejandro Pinzón García Gender: Male Age: 11 years old Home country: North of Santander. Cúcuta Signature: Angel Pinzón (W1)</p> <p>Name: Torres Rojas Valerie Andrea Gender: Female Age: 11 years old Home country: Colombia Signature: Valerie Torres (W1)</p> <p>Description: “I am short, medium weight and skinned. My hair is straight and short, and I don’t have any scar.” (Juan David Estupiñan, W1)</p> <p>“In Jardín Plaza you can live an interesting, beautiful and peaceful experience” (Sáchica, W2)</p> <p>“Come to Jardín Plaza is big, pretty and it is amazing” (Dayana Ruiz, W2)</p> <p>In England the weather is rainy, the most representative animal is lion of atlas, England is beautiful, peaceful, interesting and relaxing. It is located in Europe. (Salomé Sáchica, W3)</p> <p>In the United States, the weather is snowy. There are a lot of states and its representative animal is the Eagle and Bison. This state is fair and beautiful and this country is</p>

			located in North America. (Angel Pinzón, W3).
Paragraph organization	<p>A1: Can link words or groups of words with very basic linear connectors like 'and' or 'then'.</p> <p>Theory: Use a first draft to write the information in order to organize ideas before writing and present the information in a chronological and logical way</p>	<p>Description: “I am a girl of short stature with long dark brown hair, small nose, white skin, brown eyes and small ears, thick lips, I am a thin.” (Salomé Sáchica, W1).</p> <p>Description: “I am short, medium weight and skinned. My hair is straight and short, and I don’t have any scar.” (Juan David Estupiñan, W1)</p> <p>Description: “My name is Dayana and I live in Cúcuta and the sport I practice is basketball and I study at San Francisco de sales.” (Dayana Ruiz, W1)</p> <p>“Jardín Plaza is the largest commercial center of Cúcuta or North of Santander with a number of warehouses, has softball and volleyball field” (Johan Puertas, W2)</p> <p>“Visit Jardín Plaza it is beautiful and relaxing, the chairs are comfortable. The tourist like this place” (Juan Estupiñan, W2)</p> <p>Australia is a country with sunny weather, there are mountains and large buildings. Australia is located in the continent of Oceanía. The animal representative is the Kangaroo and the Koala. Australia is beautiful, relaxing and is the dangerous country of world. (Johan Puertas, W3)</p>	
Grammar	<p>A1: Has a very basic range of simple expressions about personal</p>	<p>Description: “My name is Johan Felipe Puertas Nuñez, I am 11 years old. He lived in Cúcuta(…).” (Johan Puertas, W1)</p>	

	<p>details and needs of a concrete type. Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</p> <p>Theory: Check for subject–verb agreement (Singular or plural), pronouns and verbs.</p>	<p>Valerie is medium height, she is thin, her skin color is tan. Has medium length, he has straight hair, he has freckles on his face and has a scar near to the left eye. (Valerie Torres, W1)</p> <p>Visit Jardín Plaza, I like de the restaurant It to eat frappe y and play (Valerie Torres, W2)</p> <p>The chair chairs are comfortable (Juan Estupiñan, W2)</p> <p>Australia is a country with sunny weather, there are mountains and large buildings. Australia is located in the continent of Oceanía. The animal representative is the Kangaroo and the Koala. Australia is beautiful, relaxing and is the dangerous country of world. (Johan Puertas, W3)</p> <p>India, it is located in Asia. It is beautiful, relaxed. Weather are sunny and cloudy (..) (Dayana Ruiz, W3)</p>
<p>Orthography (Spelling)</p>	<p>A1: Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details</p>	<p>“My name is Johan Felipe Puertas Nuñez, I am 11 years old. He lived in Cúcuta, I am tall, thind (Thin) build (...)” (Johan Puertas, W1)</p> <p>“My name is Dayana and I live in Cúcuta and the sport I practice is basquetball (Basketball) and I study at San Francisco de sales.” (Dayana Ruiz, W1)</p> <p>and has a scar neaar (Near) the left eye. (Valerie Torres, W1)</p> <p>“Jardín Plaza is the largest commercial center of Cúcuta or Nourth North of Santander with a number of wareoses warehouses,</p>

		<p>Theory: write correctly each word</p>	<p>has softball and volleyball field. (Johan Puertas, W2)</p> <p>England is beautiful country, it's located in the Atlantic Ocean, there are many people in England. The England's animal is the Lion and the weather isn't so cold or so hot. (Juan Estupiñan, W3)</p> <p>The animal represented is the elephant and the most important place is Taj Mahal. (Dayana Ruiz, W3)</p>
	<p>Vocabulary</p>	<p>A1: Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</p> <p>Theory: Can use and look for the appropriate vocabulary about the topic</p>	<p>Description:</p> <p>"I am tall, thin build, round face, I have short black hair, I have dark brown eyes, small nose, thick lips and my skin color is brown. I am a cheerful, tidy, generous child and I like to play soccer." (Johan Puertas, W1)</p> <p>"In Jardín Plaza you can live an interesting, beautiful and peaceful experience" (Sáchica, W2)</p> <p>"Come to Jardín Plaza is big, pretty and it is amazing" (Dayana Ruiz, W2)</p> <p>In the United States, the weather is snowy. There are a lot of states and its representative animal is the Eagle and Bison. This state is fair and beautiful and this country is located in North America. (Angel Pinzón, W3)</p> <p>The England's animal is the Lion and the weather isn't too cold or too hot. (Juan Estupiñan, W3)</p>
	<p>Post-writing and feedback</p>	<p>Theory: Students prepare their writings based on the peer and teacher feedback</p>	<p>Valerie is medium height, she is thin, her skin color is tan. Has medium length, he has straight hair, he has freckles on his face and has a scar near the left eye.</p>

		<p>to improve their work. Responsibility when delivering the activity. It is important to know the impact on students' productions.</p>	<p>I am of medium height, thin, my skin color is tan. I have a medium length hair. I have straight hair. I have freckles on my face and a scar near to the left eye. (Valerie Torres, W1)</p> <p>I am of medium height, I have brown eyes, my hair is brown, my skin color is white and I am thin. (include more information about you, use more adjectives, add more descriptions).</p> <p>My name is Angel Alejandro Pinzón García, I am of medium height, I have brown eyes, my hair is brown, my skin color is white and I am thin. Also, I am intelligent, extrovert and friendly. I love the animals and I have pets. (Angel Pinzón, W1)</p> <p>Jardín Plaza is the largest commercial center of Cúcuta or North of Santander with a number of warehouses has softball and volleyball field.</p> <p>“Visit Jardín Plaza it is the largest shopping mall of Cúcuta or of North of Santander with a number of warehouses, it has softball and volleyball field.” (Johan Puertas, W2)</p> <p>England is beautiful country, it's located in the Atlantic Ocean, there are many people in England. The England's animal is the Lion and the weather isn't so cold or so hot. (Juan Estupiñan, W3)</p> <p>England is a beautiful country, it's located in the Atlantic Ocean, there are many people in England. The England's animal is the Lion and the weather isn't too cold or too hot. (Juan Estupiñan, W3)</p>
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<p>Creativity</p>	<p>Imagination and creativity</p>	<p>A1: Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Theory: Use of imagination and creativity to present their work (décor, colors, images and draws)</p>	<p>“My name is Salomé SÁCHICA, I am a girl of short stature, with long dark brown hair, small nose, white skin, brown eyes small ears, thick lips, I am a thin person, I am responsible, friendly, sociable and honest.” (Salomé SÁCHICA, W1).</p> <p>“Visit Jardín Plaza it is the largest shopping mall of Cúcuta or of North of Santander with a number of warehouses, it has softball and volleyball field.” (Johan Puertas, W2)</p> <p>England is a beautiful country, it’s located in the Atlantic Ocean, there are many people in England. The England’s animal is the Lion and the weather isn’t too cold or too hot. (Juan Estupiñan, W3)</p>

Appendix 8 Ethical considerations



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San José de Cúcuta, 29 de Octubre del 2019

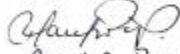
Estimados,

PADRES DE FAMILIA, Sexto grado


Cordial saludo,

Yo, Jim Jefferson Castellanos Velandía, identificado con C.C 1090514027 de Cúcuta, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos sexto y séptimo, acompañado de la supervisión de la docente Adriana Forero. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado The Use of the Travelogue to develop Writing Skills in 6th Grade Students, esta autorización se presenta a usted, ya que para una de las etapas de mi proyecto los estudiantes deberán grabar videos y entrevistas. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.


Angel A. Pinzon Garcia

Cordialmente,




Jef. Castellanos U. c.c. 1090514027
Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona



Formando líderes para la construcción de un
nuevo país en paz



Appendix 9 worksheet 1

	INSTITUCIÓN EDUCATIVA SAN FRANCISCO DE SALES <i>"enseñanza con espíritu"</i>	
Lafier		
CÓD. GA-1009	VERSIÓN: 1.0	FECHA: 17/01/17
PÁG. 1 DE 2		
AREA	INGLES	PERIODO
		4
		GRADO:
NAME:		DATE

PHYSICAL DESCRIPTION

The language for physical descriptions in English is quite specific depending on the physical characteristic you are describing.

When giving physical descriptions, the two most common verbs to use are BE and HAVE, however, they are quite specific.

We use BE for: height, weight, skin colour.

We use HAVE for: hair (length), hair (style), hair (colour) and facial features.

Height: Short - Medium height - Tall

Weight: Skinny - Thin - Slim - Medium weight - chubby - fat - overweight - obese

Skin Colour: Fair-skinned - Tanned - Dark-skinned

Hair (Length): Short - Medium length - Long

Hair (Style): Straight - Wavy - Curly

Facial Features: Beard - Black Eye - Moustache - Pimples

Other Features: Mole - Scar - Wart - Wrinkles

Examples:

- Chris is medium height.
- Tanya has blonde hair.
- Albert is overweight.
- She has curly hair and is tanned.
- He has a long beard and he also has a black eye right now.
- I am tall and I have medium length hair.

If you want to combine hair characteristics together in the same sentence, then the structure is:

Length + Style + Colour + Hair

- Michael has short curly black hair.
- I have long wavy blond hair.

INSTRUCTIONS

- Look and write the unknown words in your notebook.
- Pay attention to the rules.
- Look for the vocabulary to describe yourself.
- Try to organize your ideas.
- Begin with a presentation of yourself and then add your physical description.
- Do a first draft of your physical description before writing on the paper.
- Finish the activity on the passport.



ACTIVITY

Complete the following gaps taking into account the information required.

In the description part, try to do a physical description of yourself. If the space is not enough do it in a different paper.

IMPORTANT: Add a picture or draw in the photograph session!

Appendix 10 Passport template

 INSTITUCIÓN EDUCATIVA SAN FRANCISCO DE SALES "Asamblea de la Comunidad Educativa"				
Taller				
CÓD. GA-R03	VERSIÓN: 1.0	FECHA: 17/01/17	PÁG. 2 DE 2	

PASSPORT

Description

PASSPORT

Photograph picture

Personal Information

Name:

Gender:

Age:

Home country:

Signature:

.....

Elaborado	Revisado	Aprobado
Nombre: Jim Castellano	Nombre: Adriana Pizaro	Nombre: Samar Izquierdo
Cargo: Freecaribe	Cargo: Supervisora y Docente	Cargo: COORDINADORA ACADÉMICA
Fecha: 2019	Fecha: 2019	Fecha: 2019

Appendix 11 Self correction chart

Self-correction evaluation			
Item	Criteria	Points	Your score
Task Fulfillment	I accomplish and write relevant information taking into account the topic and the assignment	5	
Organization	I organize my ideas before writing and present the information in a chronological and logical way	10	
	I use a first draft to write the information	5	
Vocabulary	I look the words on the dictionary before writing	5	
	I use the correct vocabulary about the topic	5	
Grammar	I use the correct pronouns and verbs.	5	
	I check for subject–verb agreement (Singular or plural) and punctuation.	5	
Punctuality	I deliver my task on time taking into account the suggestions and comments	5	
Creativity	I use my imagination to be creative in order to present my work (décor, colors, images and draws)	5	
TOTAL		50 points	

Appendix 12 Evaluation chart

CHART EVALUATION (WRITTEN PRODUCTION)

Task fulfillment Accomplishment of the activity by writing relevant information according to the topic established	1	2	3	4	5
Organization Use a first draft to write the information in order to organize ideas before writing and present the information in a chronological and logical way	2	4	6	8	10
Descriptive or Informative capacity Can describe and make simple sentences about the topic to communicate even if there are some mistakes	1	2	3	4	5
Orthography Use the correct vocabulary about the topic and write correctly each word	2	4	6	8	10
Grammar Check for subject–verb agreement (Singular or plural), pronouns, verbs and punctuation	2	4	6	8	10
Task delivery and changes Deliver the activity on time being responsible and taking into account the suggestions and comments	1	2	3	4	5
Creativity Use of imagination and creativity to present their work (décor, colors, images and draws)	1	2	3	4	5
TOTAL SCORE:					

SEGUNDO TALLER DE REFLEXIÓN:

NOMBRE DEL ESTUDIANTE: Jim Jefferson Castellanos Velandia
INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: Institución Educativa San Francisco de Sales
CIUDAD: Cúcuta
DEPARTAMENTO: Norte de Santander

1. Responda las siguientes preguntas:

PRACTICA PEDAGOGICA EN EL AULA:

1. ¿Cómo se sintió en la primera clase que desarrolló?

La primera clase que di, yo estaba demasiado nervioso a pesar de que estoy acostumbrado a estar frente a un grupo de estudiantes, jamás había estado frente a un grupo tan numeroso. En ese caso eran 40 estudiantes en el aula de clase del grado sexto. La bienvenida a su grupo fue muy calurosa me hicieron varias preguntas y después de presentarme procedimos con la realización de las actividades. Nunca se me va a olvidar esa primera clase ya que era muy exploratoria. Yo no los conocía muy bien y pensaba en no equivocarme lo cual es algo probable debido al hecho de sentirme vigilado, presionado. En los primeros minutos de la clase me sentía tan nervioso que había empezado a sudar y sentía mucho calor, yo lo único en lo que pensaba era en no olvidar algo o que salieran preguntas que no pudiese responder. Pero a medida que avanzaba el tiempo en esa clase me empezaba a sentir mucho mejor y al final ya era yo quien controlaba mis sentimientos y las situaciones que sucedían en el aula.

**2. ¿Cuál cree usted que han sido los obstáculos que han impedido el desarrollo de la práctica pedagógica?
¿Cómo los ha enfrentado?**

Uno de los obstáculos más evidentes fue el tiempo ya que debido a los eventos que se organizaban en la institución se interrumpían las clases y esto afectaba el desarrollo del proyecto. En otros casos, se organizaban otro tipo de actividades, eventos culturales o actividades. Cuando este tipo de cosas incurrian en el desarrollo del proyecto, se planteaban actividades que permitieran no atrasar el trabajo. Se hacían las indicaciones sobre aspectos introductorios al tema y ejemplos ya que al momento de realizar la práctica los alumnos pudieran tener algo de conocimiento previo del vocabulario o de las estructuras que iban a ser enseñadas.

