

Implementing Haiku poems using Task Based Learning to improve 10th grade
student's written production from "Instituto Técnico Maria Inmaculada" High
School in Villa del Rosario

Leidy Andrea Bernal Vergel

University of Pamplona

Bachelor of Education

Foreign languages English-French program

Practicum

Pamplona

2019

Implementing Haiku poems using Task Based Learning to improve 10th grade
student's written production from "Instituto Técnico Maria Inmaculada" High

School in Villa del Rosario 2019

Integral Practice

Leidy Andrea Bernal Vergel

Mentor:

Mayeini Katherine García Parada

University of Pamplona

Bachelor of Education

Foreign languages English-French program

Practicum

Pamplona

2019

Table of Contents

Presentation	7
Introduction.....	8
Justification.....	9
Objectives	10
General objective.....	10
Specific objectives.....	10
Institutional observation	11
Topographical location of the school.	11
Educative authorities.	12
Fundamental aspects of the Proyecto Institucional Educativo Plan (PEI)	13
Institutional Symbols.....	13
<i>Mission</i>	14
Vision.....	15
Institutional Fundamentals.....	15
The institutional organigram.....	21
English teacher schedule	22
Pedagogical Aspects.....	22
Pedagogical Component.....	23
Implementing Haiku poems using Task Based Learning to improve 10 th grade student’s written production from “Instituto Técnico Maria Inmaculada” school in Colombia: Action Research. .	23
Introduction.....	23
Statement of The Problem	25
Research questions	27
General question.....	27
Specific questions.....	27
Justification.....	27
Objectives	29
General objective.....	29
Specific objectives.....	29
Theoretical Framework	30
Literature Review.....	33
Task Based Learning approach.	33
Implementation of Haiku.	34
Research methodology	36
Research design.....	36
Type of research.	37
Participants.....	37
Instruments and techniques to collect data.	37
Non-participant classroom observation.	38
Participant observation.	38
Reflective journal.	38
Semi-structured interview.....	39
Data Analysis.	40
Methodology of the implementation	40
Schedule of instruments implementation	41

Plan of sequences	42
Pre-task.....	42
While-task.....	42
Post-task.....	42
Findings	61
Written production.....	62
Grammar.....	62
Vocabulary.....	64
Self-expression.....	66
Haiku Pattern.....	67
Task based learning.....	69
Meaningful learning.....	69
Avoiding Traditional Methodology.....	70
Motivation.....	72
Conclusions.....	73
Recommendations	74
Chapter II: Research component.....	75
The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.....	75
Introduction.....	75
Statement of the Problem	75
Justification.....	76
Objectives	77
General objectives.....	77
Specific objectives.....	77
Theoretical Framework	78
Teaching profession.....	78
Reflection.....	79
Reflection as a process.....	79
Reflection as a subject.....	80
Reflective practice.....	80
Pedagogical practicum.....	81
Social work practicum:	82
Methodology.....	83
Reflection workshops.....	84
Objectives	84
Data Collection	84
Self-observation card.....	84
Narratives.....	85
Improvement through reflection.....	85
Class records.....	85
Research Component Timeline.....	86
Conclusions.....	86
Practitioner’s role.....	88
Practicum improvement.....	89
Learning process.....	90

Chapter III: Outreach component	91
Macro Project: English Language Sensitization in Primary Schools of Pamplona City	91
Introduction.....	91
Justification.....	92
General Objectives	93
Specific Objectives.....	94
Typology of the Project	94
Sub project: Nursery rhymes as teaching strategy to stimulate English as a foreign language in students from Maria Inmaculada School.....	95
Introduction.....	95
Justification.....	96
Objectives	96
General objective.....	96
Specific objectives.....	96
Methodology.....	96
Plan sequence sample.	97
Participants	100
Execution period	100
Conclusion	101
Chapter IV Administrative Component	103
Justification.....	103
Objectives	103
General Objective.....	103
Specific Objectives.....	103
Methodology.....	103
Conclusion	105
References	106
List of Annexes	111

List of figures

Figure 1Topographical location of the school.....	12
Figure 2Topographical location of the school.....	14
Figure 3Topographical location of the school.....	14
Figure 4Maria Inmaculada institutional organigram	21
Figure 5Ellis (2003).	32
Figure 6 Reflection as a process	79

List of Tables

Table 1 Instruments implementation schedule	41
Table 2 Pedagogical planning nature	43

Table 3 Pedagogical Planning love.....	47
Table 4 Pedagogical planning family.....	52
Table 5 Pedagogical planning free Haiku	57
Table 6 Timetable of pedagogical component.....	61
Table 7 Research component timeline	86
Table 8plan sequence	97
Table 9 Activities chronogram	101
Table 10 Institutional Calendar.....	104

List of Annexes

Annex A Non-participant observation.	111
Annex B Participant observation.	111
Annex C Reflective Journal.....	111
Annex D Semi-structured interview.....	112
Annex E Data Analysis.	113
Annex F Planning sequence.	114
Annex G Planning sequence.....	119
Annex H Planning sequence.....	123
Annex I Planning sequence.	127
Annex J Evaluation format.....	131
Annex K Self-observation check list.....	132
Annex L Narratives.....	133
Annex M Evidences administrative component.	134

Presentation

At the University of Pamplona students who are culminating their career must carry out the practicum stage in order to acquire their bachelor degree. This practicum stage is composed by four chapters taking into account the four components proposed by the University: pedagogical component, research component, outreach to the community component and administrative component.

Firstly, the pedagogical component is the one that tenth semester students will carry out in some of their courses they have in charge in the educational institutions. In this component students implement a pedagogical research taking into account the problematic perceived by the previous observations in the institution. In case of this study those observations were carried out at Instituto Técnico Maria Inmaculada. Thus, the first chapter of this action research is entitled “Implementing Haiku poems using Project Based learning approach to improve written production in 9th grade students from Instituto Técnico Maria Inmaculada School in Colombia: Action Research” after having analyzed students from that institution, it was evidenced that most of learners had difficulties and troubles at the moment of writing. So, one of the main purposes was to help students to overcome any adversity so as to improve their written production.

Secondly, the research component is entitled “The formation of reflective spirit in foreign language program practitioners: a formation tool for qualifying the pedagogical practicum”. This component refers to the reflexive practitioners’ role and can be taken as a Macro project of the program. The idea was to foster a reflective spirit in order to enhance teaching practices.

Thirdly, the outreach to the community component in which pre-service teachers work with primary students. This component aims at addressing primary students’ needs in order to

raise awareness about learning English as a foreign language. In this case, this component is entitled “Nursery Rhymes as Teaching Strategy to Stimulate English as A Foreign Language in Primary Students of Instituto Técnico Maria Inmaculada”.

Finally, the administrative component which corresponds to pre-service teachers’ participation in extracurricular activities proposed by the institution so as to know the pre-service teachers’ duties and responsibilities deeply.

Introduction

Learning a foreign language is one of the most important aspects since it provides opportunities to grow as a person or as a professional. Thanks to English, people are able to know new cultures, technology or get access to knowledge. In this sense, “the English language gives students access to information and research. Since many of the top academic journals are published in English, students and academics need strong English reading and writing skills” as published on (Effort less English, 2017). Thus, the Colombian government has focused on improving Colombian English level by implementing programs that can prepare students to face challenges in a globalized world.

In this sense, the foreign language program at the University of Pamplona has placed at service qualified, ideal and integral pre-service teachers in order to attend primary and high school students with the aim of achieving the government expectations regarding the learning English process.

So, after analyzing the context, the population, and the institutional educative project, the practitioners from the University of Pamplona carried out a project based on four main components: Pedagogical, research, outreach and administrative.

Therefore, some strategies, as in the case of Haiku poems, were implemented by pre-service teachers to overcome students' difficulties when writing in English. Besides, nursery rhymes were used so as to develop English skill by primary students.

Justification

During foreign language learning process, we have experimented that English teachers' methodology is based on grammatical features. They still prepare their classes with the traditional methods where students' motivation tends to decrease when learning English. This fact can be influenced by the teachers' beliefs since "Teachers' beliefs play a pivotal role to establish importance or unimportance of any component of language" (Kalsoom, T., Akhtar, M. p.3, 2013) Thus, this fact impedes students to develop their communications skills and the real purpose about learning English.

During the non-participant observations, it was identified that students did not have a clear idea about why they were learning English at school. In other words, they just perceived English as a requirement to culminate their high school studies. So this situation makes harder to caught students' interests to learn English.

Therefore, this proposal about implementing Haiku poems aims at not only improving the students' writing skills, but also, at motivating students to learn English as a source of opportunities as well as a personal growth. Besides, Haiku poems will encourage learners to communicate or express their feelings in the target language at the same time they learn vocabulary and useful expressions.

On the other hand, this proposal will encourage teachers to not be afraid of using literature inside their classes. "Literature is a new material in teaching and learning

communicative competence of the language. In the literature-based classroom, literature can be the primary material of teaching the target language, providing authentic and real contexts of communicative situations” (Shazu, 2014, p.4).

Objectives

General objective.

- To enhance written production by implementing Haiku poems as a literary device among 9th high school students at “Instituto Técnico Maria Inmaculada”.

Specific objectives.

- To Implement reflection as a transformative tool of the pedagogical processes of integral practice.

- To promote in pre-service teachers the development of a critical spirit that allows them to analyze their pedagogical work.

- To address the training needs in English of the children elementary school in Colombia.

- To Integrate the foreign language students’ training from the Bachelor Program in Foreign Languages English-French to the educational reality of the teaching of English in the elementary school in Colombia.

- To raising students' awareness of the English language by implementing Nursery Rhymes at Maria Inmaculada School.

- To participate in the administrative activities proposed by “Instituto Técnico Maria Inmaculada”.

Institutional observation

Before implementing any pedagogical project, it was relevant to get to know the setting deeply in which the pre-service teacher had to be involved. Thus, the practitioners needed to take advantage of the institutional observation in order to carry out an analysis about the context, population and the possible issues learners could have regarding the foreign language acquisition so as to propose some possible solutions in the pedagogical field.

In this sense, this institutional observation was firstly based on some characteristics or features about the main setting, the topographical location of the school. In addition, it is important to have a clear description of the educative authorities and a brief description of the Institutional Educative Plan (PEI). Likewise, it is relevant to have a broad perspective about the coexistence handbook, the physical plant, the institutional organization with the institutional calendar, the supervisor's schedule and lastly, some pedagogical aspects implemented by the supervisor.

Topographical location of the school.

The “Instituto Técnico Maria Inmaculada” is an official school located in Street 8 No 3-48 *Bella vista* (center of the city), Villa del Rosario. This is a small town located in North Santander, near to the main city, Cúcuta-Colombia.

It is important to mention that this institution offers three headquarters: the main one, “Instituto Técnico Maria Inmaculada”, Cristo Rey and Policarpa Salavarrieta.



Figure 1 Topographical location of the school

Educative authorities.

The “Instituto Técnico Maria Inmaculada” is known as one of the most important educative institutions in Villa del Rosario. This is thanks to the appropriate infrastructure and its team work and authorities. First of all, there is the principal: Nohora Leal Acevedo she is the person in charge of complying with and enforce existing legal, statutory and regulatory standards of the educational institution. Furthermore, there are two coordinators Luis Ernesto Vivas Hernandez and Rafael Villamizar who are responsible of monitoring the correct application of evaluation criteria according to the educational process of the students. Finally, this institution offers 21 qualified teachers (morning) who are responsible of the direct implementation of systematic teaching-learning processes, including the diagnosis, planning, implementation and evaluation of the same processes and their outcomes.

Fundamental aspects of the Proyecto Institucional Educativo Plan (PEI)

Originally, the institution opened its doors to the community of Villa del Rosario as College of the Blessed Rosary, founded by the community of sisters of the Perpetual Rosary, of a private nature. In 1964 and under the direction of the “Reverendas Hermanas Oblatas Al Divino Amor”, it continued with an establishment with exclusivity for young ladies with the name of “COLEGIO MARIA INMACULADA”.

Legalized the operation by Decree 0474 March 30, in 1998 in the levels of Pre School and Basic Primary. It operates on the municipality's own land.

Years later, the resolution 01796 of November 19th in 2001, granted a license to performance or official recognition to grant a Bachelor's Degree in Technical Engineering with a specialty in commerce for the year 2001.

Institutional Symbols.

The motto.

“Formando líderes estudiantiles para un futuro mejor”.

The flag.

Adopted by the Board of Directors, according to the agreement in August 6th in 2004.

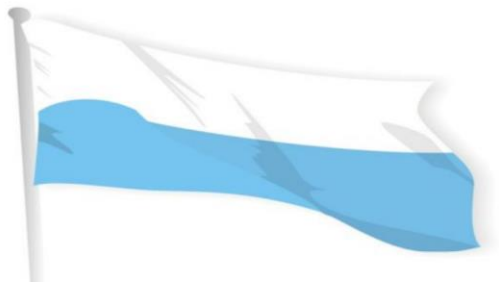


Figure 2 Topographical location of the school

It consists of two equal horizontal stripes: the upper one is white and the lower one is blue. The white represents the sincerity, friendship and peace that should reign among the members of the educational community that conform the institution. The azure blue symbolizes spirituality, the transcendence of essence to the eternal.

Shield.

Adopted by board of directors according to agreement number six in August the 19th in 2004.



Figure 3 Topographical location of the school

Mission.

The María Inmaculada Technical Institute of Villa del Rosario, offers the public education service to respond to the needs of the Community, in coordination with the National Service of Learning SENA, by training students in the modalities of accounting, systems and administrative assistance with an inclusive, personalized, scientific, investigative and ecological focus; with a sense of leadership, responsibility, training in values, stimulating creativity and entrepreneurship; able to perform socially, to improve their quality of life and that of their own.

Vision.

The María Inmaculada Technical Institute of Villa del Rosario towards the year 2020, will be recognized as a quality establishment, where knowledge and actions are generated in favor of an integral formation; of healthy coexistence, humanistic, scientific, technological and sports; Through the process of continuous improvement, open to diversity and vulnerable population, fostering the spirit of research and the creation of a company in the specialty of technology.

Institutional Fundamentals.

Philosophical Basis.

The María Inmaculada Technical Institute bases its philosophy on ethical values that allow students to understand their knowledge of being in the world, from the development of basic and axiological skills to perform in the business world, as a leading agent and self-manager of their own knowledge, open to research and science, from technology.

Pedagogical Foundation.

The pedagogy of the Institution is based on active pedagogies from the dialogical design, where the student is encouraged and motivated to think, participate, be supportive and leader, capable of expressing affection, with an entrepreneurial spirit, researcher, mediator before the different conflicts that arise in their educational work environment, or in community. This pedagogical proposal allows the dialogue among the student, the knowledge and the teacher to build together a new knowledge, a new way of being and being in the world that is reflected on the integral development of oneself, with ethical values from the cognitive, the affective and the praxis.

Axiological Foundation.

The members of the educational community within their identity as human beings are conceived with values that allow them to leave themselves to enter into relationship with the other, through openness, affection, understanding, tolerance, diversity leading to the construction of an atmosphere of peace, harmony and commitment in the performance and pedagogical action.

Epistemological Basis.

The epistemological foundations give an account of the conditions through which the knowledge that is going to be taught has been produced and specify the levels of science. In the Educational Institution, knowledge and the search for truth are based on the research process that leads the teacher and the student to build together the path towards an innovative proposal that allows reconstructing a new social, cultural, economic and political fabric, from the leadership, entrepreneurship, based on new technologies.

Sociological Foundation.

The current society is in permanent change, which demands the human being ability to adapt to the different situations that she demands, in a way that is able to overcome the uncertainty and the unexpected from the self-motivation and self-management to contribute to the society in which she is immersed with a clear objective and a life project realistic towards the well-being of oneself and others.

Psychological Basis.

Cognitive processes are analyzed in a sequence of ordered stages, each of which reflects an important step in the process. That is why the pedagogical model proposes planning,

executing and evaluating timely and appropriate interventions in each of these stages, in order to quantify them and achieve their maximum development.

This intervention will take into account the processes of thought and language, will progressively strengthen them until they achieve the appropriation of knowledge and its correct application in different contexts.

It is fundamental to take into account the cognitive development in which the intelligence is manifested through attitudes, aptitudes, abilities and skills, among other aspects, that developed through a timely pedagogical intervention, generate significant learning, which evidences a process of development of mental structures and therefore the knowledge that is evident in what the student knows how to do, that is, the deployment of competences.

Legal Basis.

The legal framework that guides and regulates education seeks to legalize those innovative practices that manage to transform society, together with other social, economic, political, pedagogical, technological and human conditions.

The current regulations recognize and value the exercise of autonomy that allows responsible decisions, respect the code of educational ethics, participate in the orientation and development of human, social and cultural processes. The spirit of the rules proclaims participatory democracy that seeks peaceful coexistence by retaking the positions of citizens against their needs.

Access and Permanence Policies.

The María Inmaculada Technical Institute is an educational establishment opened to the entire student population, taking into account the guidelines on gender equity, inclusion, vulnerable population, thus contributing to the comprehensive education of children, youth and adolescents so that it develops from its individuality, its needs, its interests and develops adequately in society.

We want the student to feel comfortable in our Institution, providing an environment of attention, listening and taking into account their needs, respecting the differences according to the flexible dialoguing pedagogical model; the accompaniment that is done from school orientation, sports schools (use of free time), audiovisual room, ICT project, elements that guarantee the permanence of the students in the Institution.

In addition, the institution has the “Plan de Alimentación Escolar” (PAE) is a strategy of the Ministry of National Education, ensures the permanence of students in classrooms, for its nutrients learns to have a healthy diet that leads to maintain your body healthy and adequate physical conditions, also favors academic performance, attention capacity, and therefore the learning process of students.

Inclusion Policies.

Resolution 2565 of 2003 establishes that each territorial entity must define an instance that carries out the characterization and determines the disability status of each student, with the purpose of identifying their barriers to learning and guaranteeing participation with a view to proposing the adjustments that the school must do to provide relevant education. Likewise, it

suggests that health and protection services be coordinated in the municipalities: EPS, ICBF, Social Development, taking into account the Framework for Policies

Public and Guidelines for the Planning of the Development of Childhood and Adolescence and the pedagogical orientations for the educational attention of students with special educational needs and with exceptional talents, built by the ICBF, the National Planning Department and the Ministries of Education and Social Protection.

At the time of registration, students enrolled in the aforementioned registration form are taken into account in the registration form, which allows knowing the conditions in advance, in order to guarantee the corresponding supports. For the institution, it is fundamental that the pedagogical strategies are reflected in the subject plans and the evaluation strategies are relevant for the type of disability presented by the enrolled students.

The Institution does not have the specialized human resource, appropriate didactic material, technological and physical infrastructure, to provide a quality service that leads to the welfare of students with special educational needs; requires greater commitment from government entities to meet this pressing situation. The Institution demands the formation of specialized human resource.

First Child Policies.

The María Immaculate Technical Institute is clear that the development of skills in children under 5, is the basis for subsequent learning and for an improvement in their quality of life, therefore are policies of the school constant innovation and updating in all plans and programs of pedagogical support.

The importance of articulating an inter-institutional and intersectoral work for early childhood care with the assistance of the Ministry of National Education and its coordination with the Colombian Family Welfare Institute (ICBF), the Ministry of Education and the Institution is of vital importance for than boys and girls; especially the poorest and most vulnerable, the right to education, continuity and integral attention is guaranteed.

Initial Education Policies.

The Educational Institution opens its doors to children who wish to enter and start their training from Transition and according to our philosophy, in such a way that they continue with their permanent process of interactions, skills, abilities and social relations as a key opportunity for its integral development and as the first link that strengthens the quality to develop competencies for life.

Main Aspects of the Coexistence Handbook.

The coexistence book was created in October 20th in 2016 and signed by the board of directions. Generally speaking, this book shows us students' rights and duties, the prohibitions and causes of bad behavior, the protocols and due process, and some pedagogical strategies to guarantee the dissemination of the coexistence manual.

Physical plant.

The María Inmaculada Technical Institute, has the following physical resources:

- Ten classrooms (high school and basic primary)
- A classroom for laboratory

- An audiovisual classroom (that is often to teach English. Put it into another perspective, English teacher takes this classroom in order to carry out activities such as: song activities, movie time, or some other audiovisual activity involved with English.
- Two computer rooms
- Sports field
- Playground for basic primary
- Internet connection

The institutional organigram

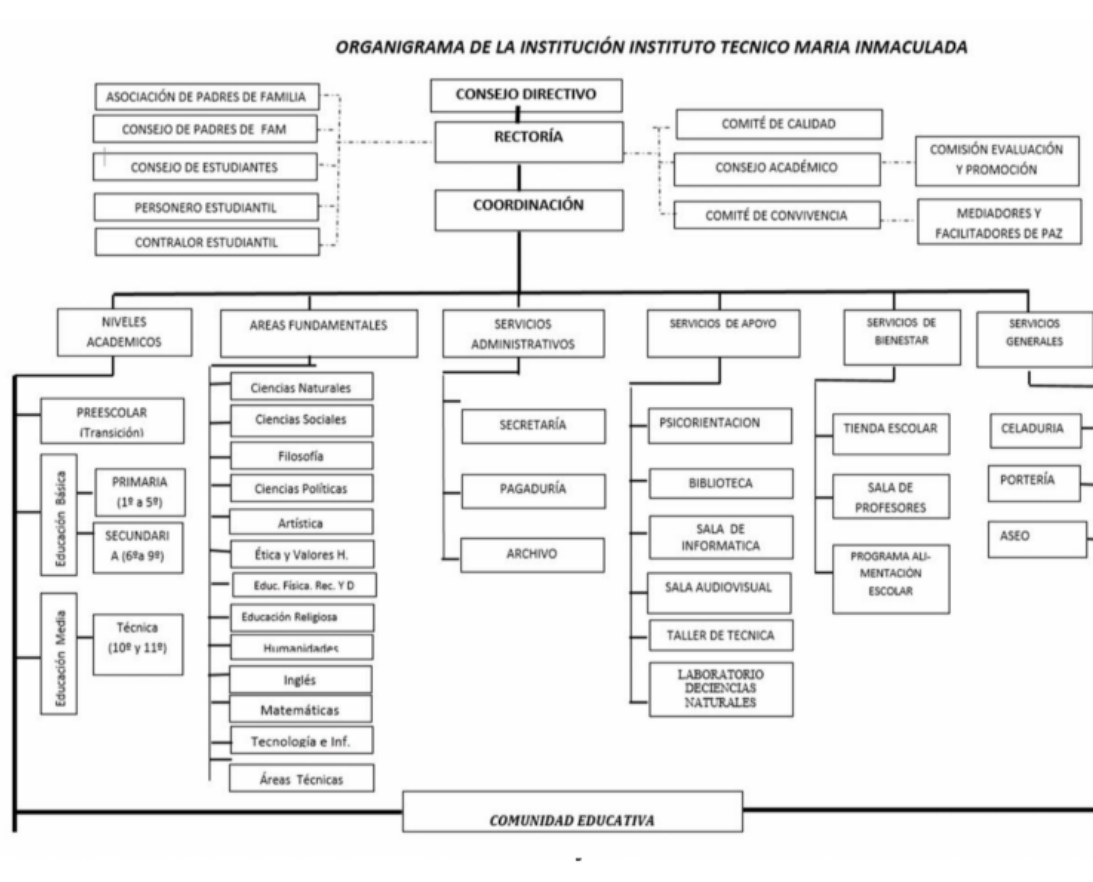


Figure 4 Maria Inmaculada institutional organigram

English teacher schedule

Daylin Moncada who is the teacher in charge of the English course at Maria Inmaculada institution works with 8th, 9th, 10th, and 11th graders. She has a length of two or three institutional hours (50 min) per week with each one of them.

Pedagogical Aspects

During the observation week, it was identified that the teacher did not work on the book given by the government. Instead, she worked with her own material. For instance, some reading books implemented in 8th and 9th grade. Likewise, it was identified that the teacher used a planning format in order to carry out the activities she might implement in her classes. Likewise, the teacher used the “Libro de citación” in order to control or manage the discipline inside the classroom. It was used just as an extremely case.

On the other hand, it was observed that the English teacher spoke most of the time in Spanish. She focused her attention on the grammar features as the main aspect to teach inside the classroom. Moreover, activities such as songs or movies, had no a real purpose since teacher just implemented the activity without following any step about that.

Pedagogical Component

Implementing Haiku poems using Task Based Learning to improve 10th grade student's written production from "Instituto Técnico Maria Inmaculada" school in Colombia: Action Research.

Introduction

Nowadays, the foreign language (FL) learning has become an important aspect for every human being in society. It means, learning a foreign language is not just a privilege, but something necessary in peoples' lives. This is due to people are experimenting a globalized world where knowledge and culture are transmitted mostly in English. So, this fact makes that a person who speaks English has more chances to find better job opportunities than those who do not as published on (Rose of York Language School, 2013) "Many countries around the world speak English. Additionally, it is often the nominated language to use in many industries such as aviation. Therefore, learning English gives you the skills necessary to advance a career in an industry where English is a required language".

Nonetheless, the level of English in Colombia is not that favorable. According to (EF English First, 2018) Colombia is placed in 60th in the global ranking in 2018. Likewise, in Latin America Colombia is placed in 11th being super passed by Argentina which is in first place regionally.

For this reason, The Ministry of National Education (MEN) has developed the program (Colombia very well, 2015-2025) in order to improve the English communication skills in all the educational entities throughout the country. According to the (National Bilingual Program, 2004-2019) it is estimated that 11th grade students have a B1 English level of proficiency. Likewise,

the main purpose of this program is that citizens are able to communicate in English taking into account the comparable international standards of a foreign language.

On the other hand, students from “Instituto Técnico Maria Inmaculada” showed high levels of difficulty in terms of learning English. Firstly, they did not see English as an opportunity to grow as a person or professional, for them, English became useless in their lives. Secondly, they were not able to communicate in English since their English classes were based on grammar features that they did not understand. So, those situations made learners to be demotivated to learn English.

Accordingly, the researcher decided to implement literature by using Haiku poems to enhance learners’ English skills, specifically, their written skill. The researcher was focused on this skill because it is needed for students to have some vocabulary and structures clear before moving to the Speaking skill. So, once they have done that, they will be able to develop their oral production. In addition, this project was used not only to teach or improve linguistic aspects, but make them realize that they can express their ideas, feelings or thoughts using a foreign language, make them think about English as an opportunity rather than just another required subject at school. In this sense, the researcher implemented action research to carry out their activities when using Haiku poems. This action research will be relevant since as pre-service teachers we need to take into account learners’ improvement as well as teachers’ abilities “(...) it can help you use what you currently know more effectively and expand and deepen it in an ongoing and powerful way (...)” (Levin, 2006, p.40).

Statement of The Problem

One of the most common issues about High School teachers is that they focus their attention on just one skill: grammar. This could be caused for two main reasons: the first one is because they must follow the institution rules about working on the book proposed by the Ministry of National Education and the second one is just because the teacher's methodology or believes establishes that as the most important aspect when learning English.

However, it is important to mention that learning an FL involves more than grammar features. It must be considered other skills as: reading, writing, listening and speaking that can be a way to the main purpose of the FL acquisition: the communication skills. This communication is important because English is seemed as a global language, so, more young people learn and develop their foreign language skills. They believe that speaking a foreign language is essential hence, they are able to communicate wherever they are (Valida, 2016).

At Maria Inmaculada school it was perceived that students are not familiarized with English communication. They learn English focusing on grammar features, forgetting the communication purpose. This situation made that high school students lose their motivation to learn English. For them, English was a stressful subject that demanded a lot of rules. Likewise, this phenomenon made that English learners had a basic or minimum skills in the target language as reveal (EF English First, 2018) studies.

In this sense, it was indispensable that High School teachers found a way to have a balance in which new alternatives could be implemented without letting aside the norms and guidelines of the school. For this reason, Haiku poems were proposed as alternative not only to

improve written learners' production but to encompass all other skills as well as learners' motivation.

poetry can be an effective tool for teaching English as a foreign language that breaks with the traditional way of teaching it. It gives students the opportunity to explore the language and to play with it as well. Moreover, poetry allows the teacher to teach writing, reading, speaking and pronunciation simultaneously (Atanasov, 2014, p.10).

Like this, it is estimated that at the end of the research, learners have a better understanding about the main basic rules in the written production. Moreover, the researcher hopes that learners' motivation increases so as to make the learning process easier for both: learner and teacher. Moreover, it is essential that students see English as a way of communication, expressing ideas, thoughts, feelings or point of view. Finally, it is expected that teaching background increases at the end of the project implementation in order to have a reflexive experience.

The beneficiaries of this project were students from 10th grade. They are students who have been demotivated to learn English since throughout their high school education they were just focused on grammar. This situation not only affected learners' motivation but also, learners' English proficiency level. Thus, the first reason why the researcher decided to implement this project with this population was because they were about to accomplish their school grade so they needed to reinforce their skills so as to preset their final exam "Pruebas Saber". This exam shows the level of knowledge in each subject studied at school. In addition, they are about of getting into the superior education and it is relevant that they are motivated to keep studying English as an essential aspect in their professional lives.

Research questions

Some guiding questions emerged so as to guide this project:

General question.

- How can the implementation of Haiku poems improve the written skill in 10th graders?

Specific questions.

- How does the implementation enhance the communicative learners' skills?
- How can Haiku poems contribute to a meaningful FL learning?
- What are students' perception about Haiku poems?

Justification

“Colombia Very Well” is an initiative, encouraged by the Minister of Education Maria Fernanda Campo, that joins to other programs promoted by National Ministry of Education in order to promote the improvement education quality. The main purpose of “Colombia Very Well” is to strengthen the Colombians' communicative skills in English. This program has an estimated term of ten years; it means, from 2015 to 2025. Unfortunately, this program evidences that “60% of students in official schools have results equivalent to someone who has not had any exposure to the language” (Colombia very well, 2015, p.5).

Accordingly, the four non-participant observations at Maria Inmaculada school noticed that students English level was poor taking into account that the estimated English level must be B.1.2 (Ministerio de Educación, 2006). Another common issue in the English course was that students were not interested in learning a foreign language since it was viewed as a mandatory

subject instead of a meaningful knowledge or source of opportunities as future professionals. Likewise, their motivation decreased due to the fact they were focused on grammar skills preventing them to develop their communication skills.

Thus, it can be considered that through Haiku poems learners can develop linguistic skills as well as a significant learning. In addition, the implementation of poems can draw learners interest about learning English. In this sense, this investigation will demonstrate that new methodologies or tools can change student learning process and perceptions regarding its benefits based on the idea that the traditional method is causing a contrary effect on students. So, this project is not only beneficial for learners but for teachers as well, as an enriching feature in terms of teaching methodologies and research one.

On the other hand, it has been viewed that there is a general perception about the complexity of teaching English through literature since this can be detrimental to the process of foreign language learning. Nonetheless, using literature can be a motivating factor when learning a foreign language since:

“Literature is a voyage of discovery since it abounds with a welter of new experiences all of which are applicable and apropos to the real world situations. When something is pertinent to the real life situations, it arouses interest and enthusiasm in the learners” (Khatib, Derakhshan & Rezaei, 2011, p. 215).

In this sense, it can be considered that the implementation of literature inside the classroom can provide a real experience. Additionally, using the target language can increase learners' motivation towards English language. In this way, learners will be exposed to new methodologies and activities that will motivate them to keep studying a foreign language. In

addition, they will reinforce their writing skills considered as “activities the language user as writer produces a written text which is received by a readership of one or more readers”

(Common European Framework, 2001, p.61).

Moreover, developing a good writing competence is relevant for High School students since based on the (Estandares Basicos de Competencia en Lengua Extranjera, 2006), 10th grade students are able to write structured texts taking into account punctuation, syntax, coherence and cohesion. Alike, students are able to express ideas, thoughts and who they are through written text as a means of communication.

Another important aspect of this project is to make High School teachers understand that English is not only about grammar. They need to take into account that one of the main purpose is to communicate and understand English. According to the (Common European Framework, 2001, p.9) “Communicative language competences are those which empower a person to act using specifically linguistic means”.

Objectives

General objective.

- To implement Haiku poems to enhance written skills among 10th grader High School students.

Specific objectives.

- To improve students written production through Haiku poems and task based learning approach.
- To increase learners’ vocabulary in the target language.
- To promote students’ meaningful learning through Haiku poems.

- To draw students' attention through learning English

Theoretical Framework

So as to have a better understanding about this project, it is relevant to clarify certain important concepts such as: written production, reading comprehension, Haiku, Task Based Learning, communicative approach and Action approach.

On the other hand, we have the *written production*. Thus it is seemed as “(...) one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function”, (Sri & Rao, 2018, p.1). Moreover, it is established that “Writing a composition is a complex activity that includes the mechanics of writing, including handwriting (or keyboarding, using an adaptive device, etc.), spelling, and the basics of language knowledge (i.e., word morphology, syntax, and vocabulary)” as published on (Learnnet, 2006).

Likewise, it is important to take into account that there exist some stages when writing. According to the Cappella University, the written process involves some activities such as: pre-writing, drafting, revising and polishing.

Moreover, it is important to take into account that the reading comprehension helps to better develop learners 'written production. According to (Common European Framework, 2006) the reading comprehension involves “activities the user as reader receives and processes as input written texts produced by one or more writers”. So, (Parodi, 2007) corroborated this idea in his research entitled “Reading–writing connections: Discourse-oriented research”.

On the other hand, it is relevant to provide a definition about the basis of this project:

Haiku poems stated that Haiku is an “unrhymed poetic form consisting of 17 syllables arranged in three lines of 5, 7, and 5 syllables respectively” (The Encyclopedia Britannica, 2019). Also, (MerriamWebster, 2019) stated that a Haiku is “an unrhymed verse form of Japanese origin having three lines containing usually five, seven, and five syllables respectively”.

In the same way, there are several disadvantages that must be taken into account when implementing Haiku poems for learning English. Firstly, it is perceived that literature can be seen as something complex to teach itself. So, teaching through it, could get the teaching process harder. Secondly, it is indispensable that teachers have a great creativity to carry out poems keeping in main the main linguistic purposes of their activities. Finally, implementing Haiku poems can be self-defeating since when learners are reading those kind of poems they can be demotivated to keep reading at the moment of finding unknown words (Mohammad, Rezaei & Derakhshan, 2011)

On the other hand, it is defined the pedagogical approach implemented in this project:

Task Based Learning (TBL). First, it is important to have a clear definition about Task. According to Krashen (1985) a task can be defined as a piece of work in which the person or learner must do either for other person or for themselves. Thus, Task Based Learning can be defined as “an approach that requires teachers to plan lessons, not merely class activities, for real communication” (Rodriguez, M., & Rodriguez, J., 2010, p.2). In addition, "engaging learners in task work provides a better context for the activation of learning processes" (Richards and Rodgers, 2004, p. 223). Likewise, there were proposed some stages in order to carry out this approach. For instance, Ellis (2003) presented a model in which the teacher and learner must follow a process:

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

Figure 5 Ellis (2003).

Besides, the communicative approach is seemed as the main approach focused on communication among learners by using the target language.

“the communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language” as published on (British Council, 2019).

Likewise, it was stated that the communicative approach involves a series of principles that must be kept in mind.

“Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (Richards, C. 2006, p.2).

Finally, the action approach that involves a systematic work of an issue in order to assist and solve participants' needs. Thus,

“action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

Selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results and Taking informed action” as published on ASCD web page by (Sagor, 2000).

Literature Review

This literature review was based on some authors background in order to have a better understanding about the implementation of Haiku inside the classroom regarding the teaching process.

Task Based Learning approach.

Throughout the teaching process of English, some authors have identified the advantages and benefits which towards the implementation of Task Based Learning in the improvement of written production. Consequently, the researchers Naudhani & Sehrish (2017) conducted a study with 50 respondents from 5 departments of a public sector University of Pakistan. This study was conducted with the purpose of exploring the effectiveness when implementing task-based learning (TBL) on the teaching of writing skills. The findings evidenced that students felt comfortable with TBL since this approach involved every individual in writing tasks. So, it enhanced self-learning, keeping students interested in writing activities. Likewise, “respondents agreed that task-based learning maintains interest in writing, leads towards accuracy and enhances self-learning” (p. 9).

Moreover, Ruso (2007) implemented an action research entitled “The Influence of Task Based Learning on EFL Classrooms”. This research aimed firstly at evaluating the effectiveness of the implementation of TBL and secondly, at increasing the teacher's professionalism for effective teaching and learning. This approach was implemented among 55 EFL students from two English classrooms in Turkey. The findings of this study showed that learners were satisfied since this approach offered a variety of activities inside the classroom. Those kinds of activities allowed students to learn new vocabulary by using the communicative approach among them. Also, it was helpful in order to increase students’ motivation to learn a FL since the teacher presented various tasks in class making use of practice opportunities for them. This study also revealed that learners did not like those kind of activities which the teacher talked too much, they liked to be involved most of the time. Finally, this project showed that after implementing this approach it could be noticed some changes:

“The barrier between me and my students decreased. Secondly, the class became more learning centered, so the motivation of learners increased. Thirdly, I realized the importance of preparing daily lesson plans in teaching. Finally, as a result of reflection I found the chance to go over the mistakes I made while I was teaching so as not to repeat them” (p.11).

Implementation of Haiku.

With regard to the implementation of Haiku, some authors have established that using literature inside the classroom is a good idea to increase learners’ motivation to learn English. For instance, Iida (2017) implemented Haiku pomes as a way to develop and express voice in the EFL freshman college writing classroom in Japan. The purpose of this study was to discuss how L2 writers can develop their voice and express themselves through poetry writing in the L2. The

findings exposed that even though students had some difficulties at the beginning to understand the Haiku composition, they felt motivated to work on this since it was an opportunity to express their feelings and their thoughts using the target language.

Moreover, the same author carried out a similar research entitled “Writing Haiku in a Second Language: Perceptions, Attitudes, and Emotions of Second Language Learners” (2012). This research was conducted with the purpose of addressing the value of poetry writing through EFL students’ perceptions of haiku writing in an L2. Findings revealed that implementing Haiku poetry had a positive impact since learners could acquire new vocabulary to choose appropriate lexical to express their emotions and feelings. Moreover, this implementation had a positive impact concerning learners’ self-expression. This, since most of the students perceived Haiku writing as a way to express feelings. However, some other students showed levels of difficulties concerning this fact. The author stated that this problem can be addressed to learners’ the lack of experiences while writing English texts.

On the other hand, the researcher Hanauer (2001) conducted a study aimed at evaluating the role of the poetry-reading task for second language learning. This study was carried out with 20 college students from Israel. This study revealed that when implementing poems, it is relevant that students or learner have an advanced English due to the fact that certain poems have some cultural backgrounds and some advanced grammar structures. In addition, it is important that learners have a good reading comprehension since a close reading is needed. So, the author suggested that poetry must be implemented with advanced English learners in order to enhance linguistic and cultural knowledge of the target language.

Research methodology

Research design.

In order to analyze the data collected, this action research has adopted a qualitative design. This design is useful in this study since the researcher is available to observe the phenomenon, make interpretation about the data gathered and propose possible strategies to improve students learning process based on the nature of the action research which is a continuous process of learning and improvement According to Creswell (2014):

“Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation” (p. 32).

The researcher decided to implement this type of research since it allows to describe the phenomenon under study and analyze and reflect their own socio-cultural setting and experiences while the implementation of the project. In addition, the process of analyzing in inductive, it means, based on the researcher’s perception.

Type of research.

The type of research of this Project will be based on Action Research. This research allows to better understand the phenomenon inside the context and identify possible changes or strategies that could improve whether teachers' teaching process or students' learning process. In addition, this type of research helps to answer some questions that guide the project. This, based on the idea that "action research is principally a strategy for the development of teachers as researchers so that they can use their research to improve their teaching and thus their students' learning" (Tripp, 2005, p.2).

Participants.

In this study four participants were selected on a voluntary basis implementing a homogeneous sample method. According to (Hatch, 2002, p.98) "...samples are made up of individuals with similar characteristics or experiences...". Thus, five participants are taking into account for the process of analyzing data. Those participants were 10th grade learners from "Instituto Maria Inmaculada School". Based on the observations, those participants had a A2 English students that can understand sentences and expressions (Common European Framework, 2001). However, it was estimated that students had a B1 English level proficiency according to the "Estandares Basicos de Competencias en Lenguas Extranjeras: Inglés" (2006).

Instruments and techniques to collect data.

Consistent with qualitative research, data were gathered from four main sources: non-participant classroom observation, participant classroom observation, reflective journal and finally semi-structured interviews.

Non-participant classroom observation.

For this study three non-participant observations were implemented. It can be said that in non-participant observation “researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi structured way” (Creswell, 2014). For this instruments there were taken into account some aspects that were relevant at the moment of writing results: written production, task based learning and the reading comprehension. At the end, those three non-participant observations were summarized in just one. (See annex 1).

Participant observation.

Participant observations will be implemented as one of the four instruments since the researcher must take an active role inside the phenomenon under study (see annex 2). Participant observation "combines participation in the lives of the people being studied with maintenance of a professional distance that allows adequate observation and recording of data" (Fetterman, 1998, p. 34-35). This instrument was implemented in order to guide the researcher to answer the questions stated before. In addition, this instrument enriched validity to the project when having a detailed description about all the situations perceived. And finally, participant observation was crucial as the researcher could interpreted their own perceptions. The items that were taken into account were the same as the non-participant observation.

Reflective journal.

“A journal is a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events” (Wiegerová, 2013, p.239) This instrument

was implemented weekly. It means that every week, the researcher recorded all the experiences or events that happened meanwhile the implementation of the research approach. This reflective journal was helpful since the researcher took into account the work in process in order to analyze events, phenomena inside the classroom or the learners' behavior deeply. This instrument is an opportunity to have reflection on the students' learning experience. Thus, the researcher will have the opportunity to have ideas for future analysis, add any change that is convenient and discover essential insights in the teaching process.

During my own teaching experiences, I could say that the reflecting process is relevant to improve our teaching process since sometimes it could happen that we have a good class preparation but at the moment of the ejection, things don't go well. So, this instruments allows us to realize and analyze teaching and learning process deeply. For this research there were implemented eight journals (see annex 3). Each one of them was written per week.

Semi-structured interview.

This instrument was implemented with the purpose of obtaining some specific information about the learners' perception (see annex 4). "Semi-structured interviews are often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions" as publish on (Robert Wood Johnson Foundation, 2006) Thus, one semi-structured interview was applied among the four participants throughout this project with the purpose of knowing learners' opinion about the implementation of Haiku poems. The interview took about 5 minutes per participant. Also, this interview had 14 questions.

Data Analysis.

In order to have an in-depth understanding of data analysis, the researcher followed the interpretive model suggested by Hatch (2002) which “provides a process for constructing meaning from data” (p. 180). Those steps involved identifying typologies to be analyzed, reading the data, look for patterns and relationships, reviewing impressions, writing memos and interpreting memos. Data was analyzed separately from the four participants, then, it was carried out a triangulation analysis keeping in mind the instruments (see annex 5).

Methodology of the implementation

In order to involve students in the process of learning, a series of task were developed conceiving the idea of poetry as a means to engage learners in the foreign language acquisition. Thus, at the end of the cycle task, students can read and write haiku and demonstrate how literature can stimulate emotions through images.

Some other authors were taken into account so as to adapt to this own research. Based on (British Council, 2019) reading comprehension involves a series of activities such as pre-reading, while reading and post-reading. The pre-reading stage can be considered as activities that are implemented so as to raise learners’ knowledge about what they are going read. So, this was useful for them to understand the text. While-reading task are activities that lead the post-reading stage. This, can include activities such as reading and running, cup up texts, etc. Post-reading Task is the final stage that can involve activities such as discussions, summaries, reviewing, etc.

On the other hand, it is important to highlight the steps to carry out written activities. Firstly, we find the pre-writing stage. The purpose of this stage is to prepare the students for a final written activity. For this stage it is important to take into account the audience, the content

and the vocabulary needed. Secondly, it is the while-writing stage. This stage involves activities such as self-editing and revision guided by the teacher. Finally, the post-writing activity in which learners must reflect about their written production based on the feedback given by their teacher.

Published on (Foreign Language Methods).

Schedule of instruments implementation

Table 1 Instruments implementation schedule

WEEK	Institutional Observation		1	2	3	4	5	6	7	8
INSTRUMENTS										
Non-Participant Observation	x									
Participant Observation			x	x	x	x	x	x	x	x
Journals			x	x	x	x	x	x	x	x
Interviews						x				

Plan of sequences

For the implementation of Haiku poems, it was necessary to carry out four plan of sequences (see annex 6,7,8 and 9). The activities were distributed in some stages: pre-task, while-task and post-task. Those stages were distributed in four planning classes. this stages gave me the opportunity to give students feedback every time they needed.

Pre-task.

In the pre-task stage learners developed some activities based on the Haiku topic. These activities involved: brainstorming, games, flashcards. Afterwards, they developed a reading comprehension about the same topic. The reading comprehension was useful for them to acquire vocabulary related to the topic classes. Finally, they carried out a final activity as questionnaires, discussions or a role plays about the text.

While-task.

Regarding the while-task activity, they developed some introduction activities before writing the poem. These activities were related ice-breaking activities including the topic and vocabulary. For instance, word soup, match activity or songs. Later, they started the process of writing taking into account all the vocabulary acquired before.

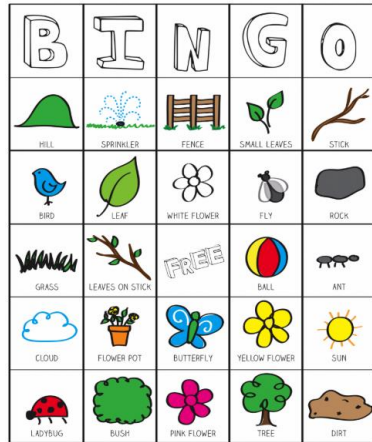
Post-task.

Lastly, in the post-task activity the teacher gave them some feedback about their written productions. This feedback was focused on grammar, capacity to express their feelings, vocabulary, creativity and the 5-7-5 rule. Sometimes the feedback was given by writing and some other orally.

Regarding the writing assessment, the teacher took into account several aspects at the moment of evaluating learners when writing Haiku poems. First of all, grammar, the structure of the poem, the learners lexical and creativity and the capacity to share ideas (see annex 10). Then, I was able to compare the students' outcome in every stage of the process.

Table 2 Pedagogical planning nature

GROUP: 10th	LEVEL: A2	DATE: From June 3rd to June 14th
LINGUISTIC OBJECTIVE To know vocabulary related to nature taking into account basic English grammar rules.	COMMUNICATIVE OBJECTIVE To express feelings and thoughts through the writing process of Haiku poems.	SOCIO-CULTURAL OBJECTIVE To know foreign poems such as Japanese Haiku.
TASK Pre-task While-task Post-task	10 th grader students	TOPIC Nature
STAGES	DESCRIPTION OF THE ACTIVITY	MATERIALS
Pre-task: steps for reading ➤ Pre-reading ➤ While reading	Pre-reading In this stage, the teacher provided a bingo chart (appendix1) with some words related to nature. Before providing this, the teacher shared the meaning of the vocabulary and the right pronunciation of the words. This “bingo” consisted in telling a story in which the teacher used some words of the chart (appendix2). In this sense, the first person that marked the words from the listening comprehension, was the winner. Appendix 1	Metaphorical poems. Vocabulary Dictionaries. Papers.



Appendix 2


Yesterday was an amazing day. I went to the beach with my family and played with a yellow **ball**. The **sun** was shining and the wind shook the **leaves** of the **trees**. I really enjoyed being there, listening to **birds** I felt **free**. However, some hours later we had to go because some **ants** that were in a **rock** stung my foot.

While reading:

In this stage, the teacher handed out a text called “Earthquake”. So, the teacher explained it with the questions in order that learners start with the reading comprehension. At the end of the activity, learners gave it back to the teacher in order to receive Feedback.

Appendix 3

Earthquakes



Earthquakes are natural disasters that humans cannot control. Sometimes earthquakes are very dangerous and people need to know more about where earthquakes come from, so to *prevent* themselves from them and any other natural disasters.

Earthquakes are the shaking, rolling or sudden shock of the earth's surface. They are the Earth's natural means of releasing pressure. More than a million occur in the world each year. Earthquakes can be felt over large areas although they usually last less than a minute. However, earthquakes cannot be predicted although scientists are still working on the problem.

There are about 20 plates along the surface of the earth that move continuously and slowly past each other. When the plates squeeze or stretch, huge rocks form at their edges and the rocks build up great force, causing an earthquake. As the plates *move*, they put forces on themselves and each other. When the force is large enough, the rock is forced to *break*.

Shaking and ground breaking are the main effects created by earthquakes, principle resulting in more or less severe damage to buildings and other structures. The severity of the effect depends on the complex combination of the earthquake magnitude. Ground break is a major risk for large engineering structures such as dams, bridges and nuclear power stations and requires careful mapping of existing faults to identify any likely to break the ground surface within the life of the structure.

- The above reading is mainly about
 - the destruction caused by earthquakes
 - protecting people from earthquakes
 - describing a violent earthquake
 - why and where earthquakes occur
- Earthquakes are considered natural disaster because
 - they are man-made
 - man has no control over them
 - man can control them
 - they are always unexpected

- The word “prevent”, line(2) is a/an
 - adjective
 - verb
 - adverb
 - noun
- What does the shaking of the ground result in?
 - damage to buildings and structures
 - releasing energy into air
 - breaking and shifting of rocks
 - all of the above
- Earthquakes are considered disastrous for people and properties because:
 - earthquakes happen in cities
 - man can control them
 - they are unpredictable
 - they result in little destruction
- According to the text, how long does an earthquake usually last?
 - few minutes
 - less than a minute
 - more than a minute
 - exactly a minute
- The word “occur” line (5) means:
 - happens
 - injure
 - misses
 - inform
- To which paragraph does the following sentence BEST belong?
 “When the break occurs, much energy is released and moves through the earth in the form of waves causing an earthquake.”
 - [1]
 - [2]
 - [3]
 - [4]

<p>During-task Task-performance</p> <p>steps for writing. Pre-writing While-writing Post-writing</p>	<p>Pre-writing: In this stage, the students will carry out a matching activity. This activity consisted of having the Haiku poems separated from their draws. So, learner had to read the haiku in order to associate them with the right picture.</p> <p>Appendix 5</p> <div data-bbox="391 667 821 1320"> <p>The tree shape I blew From a little drop of paint Looks like a dancer -Kim</p> <p>I saw two seagulls And a red bird in a tree Waiting there for spring -Jennifer</p> </div> <div data-bbox="821 667 1243 989"> <p>A Rainbow</p> <p><i>Curving up, then down. Meeting blue sky and green earth Melding sun and rain.</i></p> <p>Donna Brock</p> </div> <p>After that, learners introduced a title for each one of the poems.</p> <p>While writing: In this stage, learners evoked their feelings taking into account the main topic (nature). So, they started writing the poems with the teacher supervision and aid. It is important to take into account that the only rules are grammatical rules and 5-7-5. Also, the capacity of expressing feelings.</p> <p>Post-writing In this stage, learners gave the pomes to the teacher in a piece of sheet without their names. So, the teacher mixed the poems in a bag in order that classmates pick one for reading them aloud. In this sense, when a classmate picked someone's poem, the owner of the poem received the feedback orally. So participants were attentive to</p>	

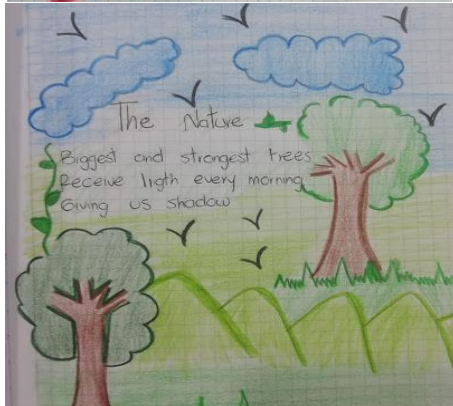
know partners' poems.

Post-task:
Step7:
Review,
correct and
provide
feedback on
the students'
written work.

Feedback:

The feedback was provided orally meanwhile they read their poems. This feedback took into consideration: pronunciation, grammar and meaning.

Evidences



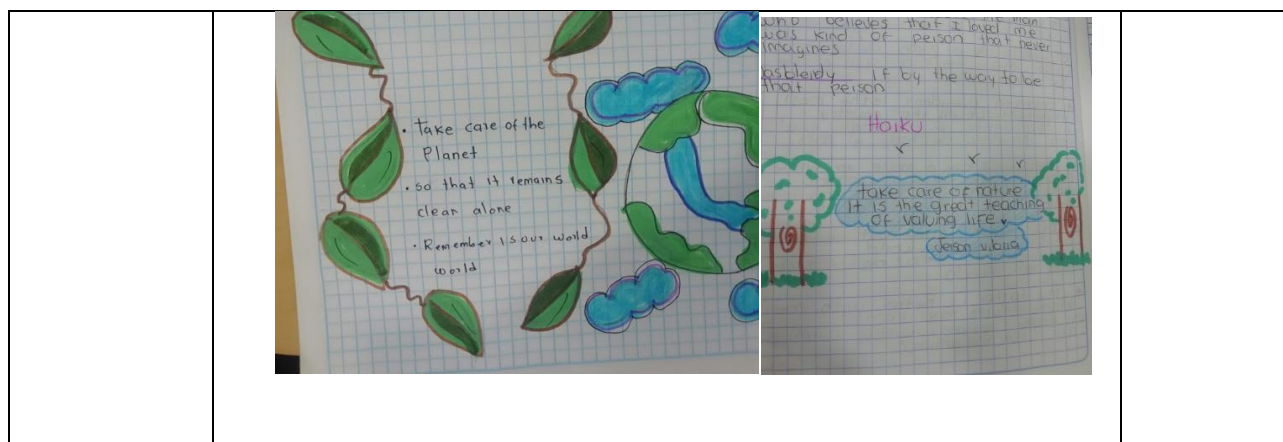


Table 3 Pedagogical Planning love

GROUP: 10th	LEVEL: A2	DATE: From May 20th to May 31st
LINGUISTIC OBJECTIVE To know vocabulary related to love and heartbreak and apply them in Haiku poems taking into account English grammar.	COMMUNICATIVE OBJECTIVE To express feelings and thoughts through the writing process of Haiku poems.	SOCIO-CULTURAL OBJECTIVE To know foreign kinds of poems such as Japanese Haiku.
TASK Pre-task While-task Post-task	-	TOPIC Love
STAGES / DESCRIPTION OF THE ACTIVITY	DESCRIPTION OF THE ACTIVITY	MATERIALS
Pre-task: steps for reading ➤ Pre-reading ➤ While reading ➤ Post-reading	Pre-reading In this stage, the teacher pasted some flashcards on the board related to the main topics of the Haiku poems. Next to those images, the teacher wrote a statement in order that students answer if they are true or false. Statements: ➤ Self-love is important. ➤ Rain is a happy moment. ➤ Sometimes, love is impossible.	Metaphorical poems. Vocabulary Dictionaries. Papers.

APPENDIX 1



While reading:

In this stage, the teacher handed out the Haiku poems randomly. After that, learners will be asked to do a scan reading and then, they will be asked to classify the Haiku in one of the statements.

After that, the teacher gave other poem in order to carry out a reading comprehension, learners answered some questions.

Afterwards, the teacher will provide some relevant characteristics when writing poems. (metaphor, repetition, hyperbole).

APPENDIX 2

*You were my Almost
And it hurts more to know that
I am your Never*

A HAIKU ON SELF-LOVE

You are gold. Do not
set yourself on fire to keep
other people warm.

Refreshing and cool,
love is a sweet summer rain
that washes the world.

Appendix3

Baby, I love you so.

Baby, you are my heart and soul.
I feel I could spread wings and fly
Every time I gaze into your eyes.

Baby, I love you so.
Baby, you are my heart and soul.

I could never ever leave you.
Forever together, our love is true.

Baby, I love you so.
Baby, you are my heart and soul.
Our hearts beat as one
As we gaze in love stronger than the sun.

Baby, I love you so.
Baby, you are my heart and soul.
Our lives have been infinitely entwined.
Our love is truly one of a kind.

Baby, I love you so.
Baby, you are my heart and soul.
Forever together is what we'll be.
Forever together, Baby, just you and me
Source: <https://www.familyfriendpoems.com/poem/i-love-you-so-much-2>

Appendix4


QUESTIONNAIRE

1. What is the main topic of the poem?
2. Is this a heartbreak poem? why?
3. Who do you think the author is?
4. What does the author mean with “Our love is truly one of a kind”?
5. What would it be the title of this poem?
6. Is this an endless love? Write the answer from the poem.

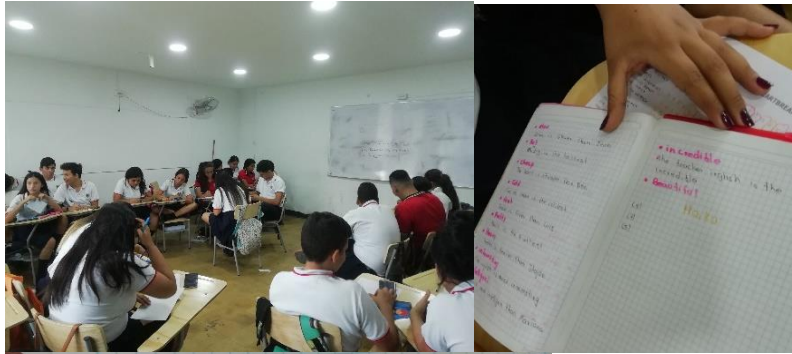
Post-reading

In this final section, students reflected about their own Haiku. It means, every student answered a question depending on their topic. Learners will be asked to answer with more than 3 lines.

1. Do you think Self-love is important? Why?
2. Is it possible to live without love?
3. Is it love a suffering cause?

<p>During-task Task-performance</p> <ul style="list-style-type: none"> ➤ steps for writing . <p>Pre-writing While-writing Post-writing</p>	<p>Pre-writing: In this first stage, the students carried out an alphabet soup. This activity was focused on love and heartbreak vocabulary. Those words were used in the poem in order to express their voice accurately. After that, the teacher socialized the main topic of the class (love and heartbreak) in order to facilitate them the writing process. After that, the teacher asked students to remember an unforgettable moment when they were in love. Then, the teacher started writing their comments and ideas on the board and try to adjust that to 5-7-5 haiku poem pattern. So, they must have an idea how easy writing a poem is.</p> <p>Appendix 5</p> <div style="text-align: center;"> <p>WORD SOUP (LOVE AND HEARTBREAK) </p> <table style="border: none; margin: auto;"> <tr><td>CRY</td><td>B R O K E N H E A R T C H E M</td></tr> <tr><td>HAPPINESS</td><td>S R A E T Q V P M L S U E R A</td></tr> <tr><td>IN-LOVE</td><td>D I H O Y O E H A W D P A U E</td></tr> <tr><td>MOON</td><td>E N T K L Z R O J I H I R S R</td></tr> <tr><td>ROSE</td><td>L L I N H E A R T H N D T A D</td></tr> <tr><td>BROKEN-HEART</td><td>E F I L Y M F O E V O L B E M</td></tr> <tr><td>DREAM</td><td>Y R C B B U R F S V E S R L O</td></tr> <tr><td>HEARTBREAK</td><td>S S E N I P P A H V A U E P O</td></tr> <tr><td>LOVE-OF-MY-LIFE</td><td>G L H R O S E U O D K Y A H N</td></tr> <tr><td>PLEASURE</td><td>I J M O K C W L R B C F K Z Q</td></tr> <tr><td>TEARS</td><td></td></tr> <tr><td>BLIND</td><td></td></tr> <tr><td>CUPID</td><td></td></tr> <tr><td>HEART</td><td></td></tr> <tr><td>LOVE</td><td></td></tr> <tr><td>PAIN</td><td></td></tr> <tr><td>SAD</td><td></td></tr> </table> </div> <p>While writing: In this stage, learners will evoke their feelings taking into account the two main topics. So, they will start writing the poems with the teacher supervision and aid. For this activity they must choose one of the two topics (love/heartbreak). It is important to take into account that the only rules are grammatical rules since the sense is given by the writer and creativity.</p> <p>Post-writing In this final stage, learners will develop a role play illustrating on of the two topics. In this sense, classmates will guess what is the topic about. Teacher will take notes about their pronunciation in order to socialize those mistakes.</p>	CRY	B R O K E N H E A R T C H E M	HAPPINESS	S R A E T Q V P M L S U E R A	IN-LOVE	D I H O Y O E H A W D P A U E	MOON	E N T K L Z R O J I H I R S R	ROSE	L L I N H E A R T H N D T A D	BROKEN-HEART	E F I L Y M F O E V O L B E M	DREAM	Y R C B B U R F S V E S R L O	HEARTBREAK	S S E N I P P A H V A U E P O	LOVE-OF-MY-LIFE	G L H R O S E U O D K Y A H N	PLEASURE	I J M O K C W L R B C F K Z Q	TEARS		BLIND		CUPID		HEART		LOVE		PAIN		SAD		
CRY	B R O K E N H E A R T C H E M																																			
HAPPINESS	S R A E T Q V P M L S U E R A																																			
IN-LOVE	D I H O Y O E H A W D P A U E																																			
MOON	E N T K L Z R O J I H I R S R																																			
ROSE	L L I N H E A R T H N D T A D																																			
BROKEN-HEART	E F I L Y M F O E V O L B E M																																			
DREAM	Y R C B B U R F S V E S R L O																																			
HEARTBREAK	S S E N I P P A H V A U E P O																																			
LOVE-OF-MY-LIFE	G L H R O S E U O D K Y A H N																																			
PLEASURE	I J M O K C W L R B C F K Z Q																																			
TEARS																																				
BLIND																																				
CUPID																																				
HEART																																				
LOVE																																				
PAIN																																				
SAD																																				
<p>Post-task: Step7: Review, correct and provide feedback on the students'</p>	<p>In this stage the teacher will collect the haiku poems and will start reviewing each of them. So, taking into account the amount of students, the feedback will be provided written of each one of their grammar mistakes. After that, students must correct the Haiku and give it back to the teacher.</p> <p>Appendix 6</p>																																			

written work.



Emileth Lucia Quintero Silva

Haiku

I love you

my eyes shine for you ♡

i love you immensely sky ♡

I love you crazy fuck! ♡

Very good
I like
your creativity
+ take care
of the syllables

Juan Dier

Haiku

For walking in love ♡

they caused me pain and sadness ♡

and they broke my heart ♡

Very good Juan, you respected the 5-7-5 rule.

you expressed your feelings early.

you used the appropriate vocabulary.

Grammar rules are right. You kept writing in Past however, I think you wanted to say "falling" in "walking"

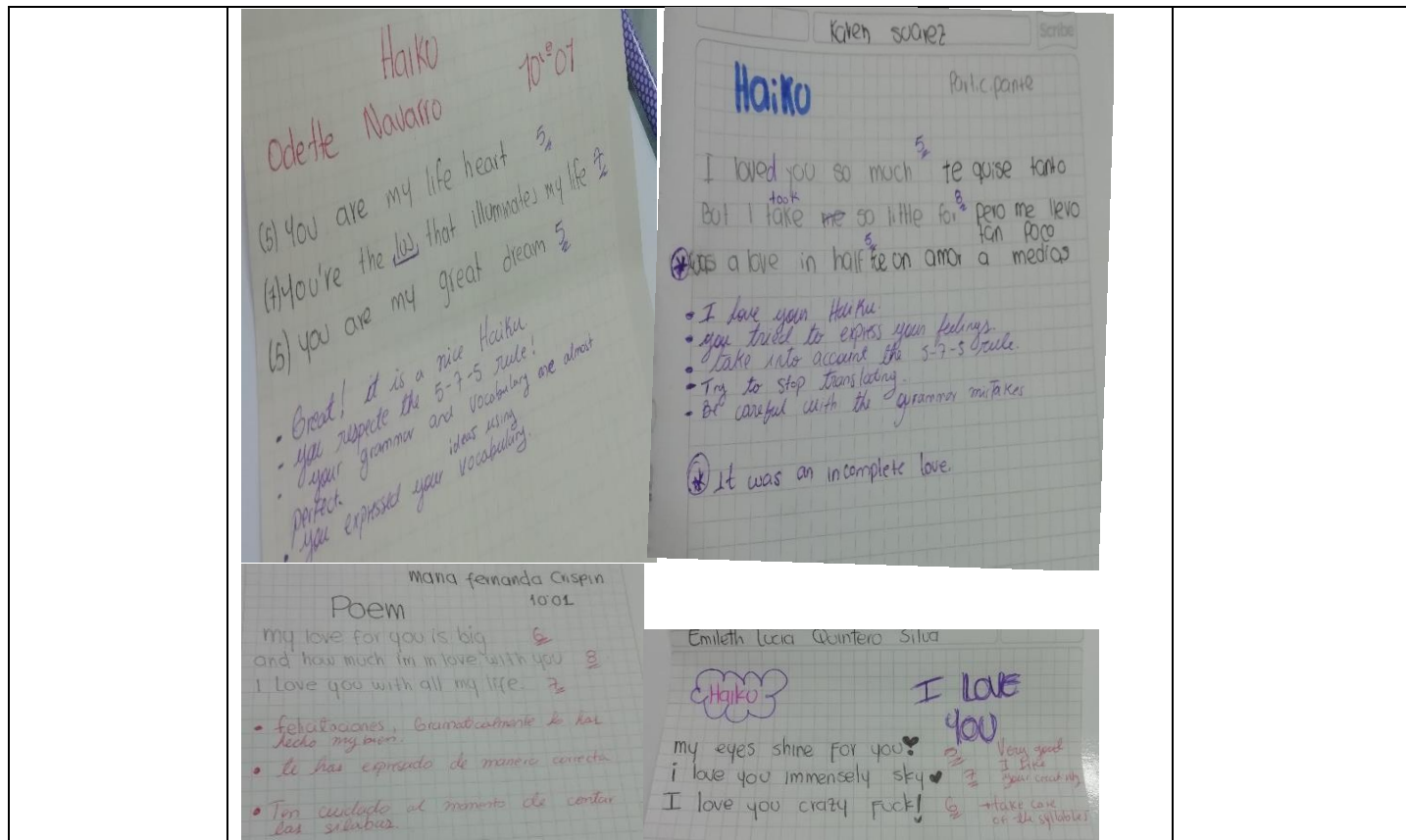


Table 4 Pedagogical planning family

GROUP: 10th	LEVEL: A2	DATE: From June 3rd to June 14th
LINGUISTIC OBJECTIVE To know vocabulary related to family members.	COMMUNICATIVE OBJECTIVE To share feelings and thoughts trough Haiku poems.	SOCIO-CULTURAL OBJECTIVE To know different perspectives about family among classmates.
TASK Pre-task While-task Post-task		TOPIC Family
STAGES /	DESCRIPTION OF THE ACTIVITY	MATERIALS
Pre-task: steps for reading ➤ Pre-	Pre-reading In this stage, the teacher provided a family chart (appendix1) related to the Simpsons Family. In this	Worksheet Vocabulary Dictionaries.

reading

activity, learners socialized in pairs the family members that appeared in the worksheet taking into account that they must describe their relatives based on Lisa. After that, we all shared the members of the family tree by saying the right pronunciation of the words.

Papers.

Appendix 1




- While reading
And post reading

While reading:

In this stage, the teacher handed out a text called “my lovely family” (APPENDIX2). So, the teacher explained it with the questions in order that learners start with the reading comprehension. After the reading process, learners carried out the post reading section by answering some question that were included in the worksheet. Finally, the teacher provided some feedback sharing the right answers with all students.

Appendix 2

My lovely family



Hello! My name is Ana. I am eight years old and I am from the USA. I'm going to introduce you to my lovely family. It is quite big and we are very happy.

My mother's name is Laura and my father's is Peter. My mother has got blond hair and she is very tender. My father is tall and slim and he is a funny person.

My parents have got three children. There's my brother Tim, my baby brother David and me. Tim is a sweet boy who loves playing and being with me all the time. He is only three years old so he attends the kindergarten. My younger brother, David, is a seven-month baby but he is full of personality. He likes being at my father's lap and he never disposes of Eddy, his bunny.

My father has got a sister. Her name is Olivia and she is my aunt. My mother has got two brothers. Their names are Richard and William and they are my uncles.

I have also got my grandparents and my cousins Jacob, Kevin and Chloe.

We have got a pet called Pirate, he is my favourite dog!

I love my family and my pet.

A Answer the following questions about the text.

- How old is Ana?
- Is she British?
- How many brothers has she got?
- What's her mother's name?
- What's her father's name?
- How old is Tim?
- Who is Eddy?
- How many cousins has Ana got?
- What are their names?

B Complete the table with family relationships.

MALE	FEMALE
father	sister
uncle	grandmother
son	cousin

C Match the opposites.

old	•	small
big	•	short
happy	•	serious
tall	•	fat
slim	•	young
funny	•	hate
love	•	unhappy

Post-reading

the post reading activity was exchanging their worksheets with classmates in order to socialize the right answers.

During-task Task- performance

- steps for writing.
- Pre-writing
- While-writing
- Post-writing

Pre-writing:


In this stage, the read a Haiku poem as an example. In this activity they identified how many adjectives there were in the poem. (caring, loving, nice). Appendix3

Appendix 3



Haiku Poem

Caring, Loving, Nice
Family is always there
When you need someone

	<p>While writing: In this stage, learners evoked their feelings taking into account the main topic (family). So, they started writing the poems with the teacher supervision and aid. It is important to take into account that the only rules are grammatical rules and 5-7-5 rule since the sense is given by the writer and creativity.</p> <p>Post-writing (sharing their haiku with the classmates). In this stage, learners read aloud their poems to share with their classmates.</p>	
<p>Post-task: Step7: Review, correct and provide feedback on the students' written work.</p>	<p>Feedback: (post task)</p> <p>Meanwhile the students were reading aloud their poems, the teacher corrected learners' mistakes about grammar and pronunciation. Also, the teacher made sure that they implemented the vocabulary learned inside the classroom.</p> <p>Evidences</p> 	

Value what you have
with love, compassion and
honey
Value for
Life you
the voice of
life

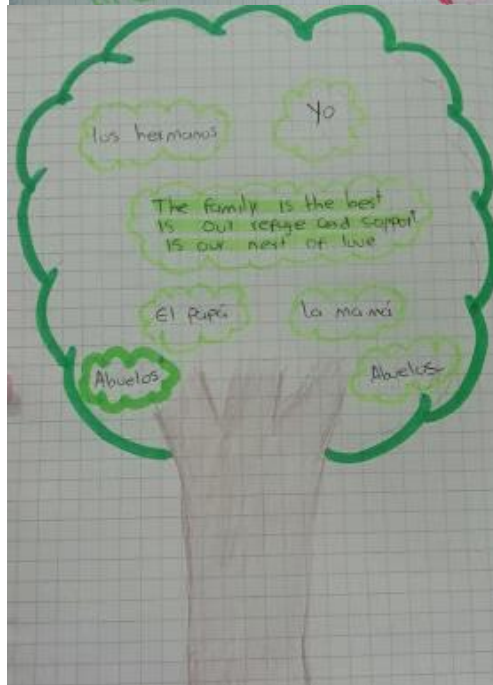



Table 5 Pedagogical planning free Haiku

GROUP: 10th	LEVEL: A2	DATE: From June 3rd to June 14th
LINGUISTIC OBJECTIVE To know simple past rules.	COMMUNICATIVE OBJECTIVE To share feelings and thoughts through Haiku poems.	SOCIO-CULTURAL OBJECTIVE To express different thoughts and ideas from inside the classroom.
TASK Pre-task While-task Post-task		TOPIC Free topic

--	--	--

STAGES / DESCRIPTION OF THE ACTIVITY	DESCRIPTION OF THE ACTIVITY	MATERIALS
---	------------------------------------	------------------

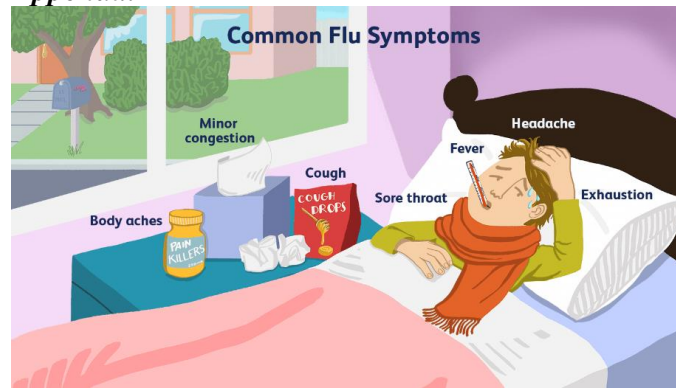
<p>Pre-task: steps for reading</p> <ul style="list-style-type: none"> ➤ Pre-listening 	<p>Pre-listening</p> <p>In this stage the teacher implemented a game called “bingo”. This activity consisted about playing some songs (four) and then, learns must circle or mark the words that they listened in the song. So, the teacher provided them a chart in which they had several words from each song. Just five words were right by song. Appendix 1</p> <p>Appendix 1</p> <div style="text-align: center;"> <p><small>SOMEONE LIKE YOU (ADELE)</small></p>  <table border="1" style="margin: 0 auto;"> <tr><td>GIRL</td><td>SISTER</td><td>FORGET</td></tr> <tr><td>PLAY</td><td>SMART</td><td>SOMETIMES</td></tr> <tr><td>SOMEONE</td><td>MIND</td><td>PHONE</td></tr> </table> <p><small>I'M NOT TOO GOOD AT GOODBYES (SAM SMITH)</small></p> <table border="1" style="margin: 0 auto;"> <tr><td>STUPID</td><td>AFTER</td><td>BIG</td></tr> <tr><td>GOOD</td><td>FATHER</td><td>DOOR</td></tr> <tr><td>TRUE</td><td>GOODBYES</td><td>BEFORE</td></tr> </table> <p><small>THINKING OUT LOUD (ED SHEERAN)</small></p> <table border="1" style="margin: 0 auto;"> <tr><td>MOUTH</td><td>TIME</td><td>TEETH</td></tr> <tr><td>EAT</td><td>LOVE</td><td>HAVE</td></tr> <tr><td>EYES</td><td>HOPE</td><td>PEOPLE</td></tr> </table> <p><small>JUST GIVE ME A REASON (PINK)</small></p> <table border="1" style="margin: 0 auto;"> <tr><td>REASON</td><td>VICTIM</td><td>LEARN</td></tr> <tr><td>HANDSOME</td><td>ANGRY</td><td>SCARE</td></tr> <tr><td>SORRY</td><td>LADY</td><td>NEVER</td></tr> </table> </div>	GIRL	SISTER	FORGET	PLAY	SMART	SOMETIMES	SOMEONE	MIND	PHONE	STUPID	AFTER	BIG	GOOD	FATHER	DOOR	TRUE	GOODBYES	BEFORE	MOUTH	TIME	TEETH	EAT	LOVE	HAVE	EYES	HOPE	PEOPLE	REASON	VICTIM	LEARN	HANDSOME	ANGRY	SCARE	SORRY	LADY	NEVER	<p>Worksheet Vocabulary Dictionaries. Papers.</p>
GIRL	SISTER	FORGET																																				
PLAY	SMART	SOMETIMES																																				
SOMEONE	MIND	PHONE																																				
STUPID	AFTER	BIG																																				
GOOD	FATHER	DOOR																																				
TRUE	GOODBYES	BEFORE																																				
MOUTH	TIME	TEETH																																				
EAT	LOVE	HAVE																																				
EYES	HOPE	PEOPLE																																				
REASON	VICTIM	LEARN																																				
HANDSOME	ANGRY	SCARE																																				
SORRY	LADY	NEVER																																				

- While listening

While listening:

In this stage, the teacher provided some vocabulary related to sickness. So, an image was stacked out on the board in order to share vocabulary related to “flu”. Appendix 2

Appendix 2



Post listening:

In this stage, learners took into account some considerations provided by the teacher.

- Vocabulary related to “flu”
- Verbs in simple past
- Recommendations by the doctor.

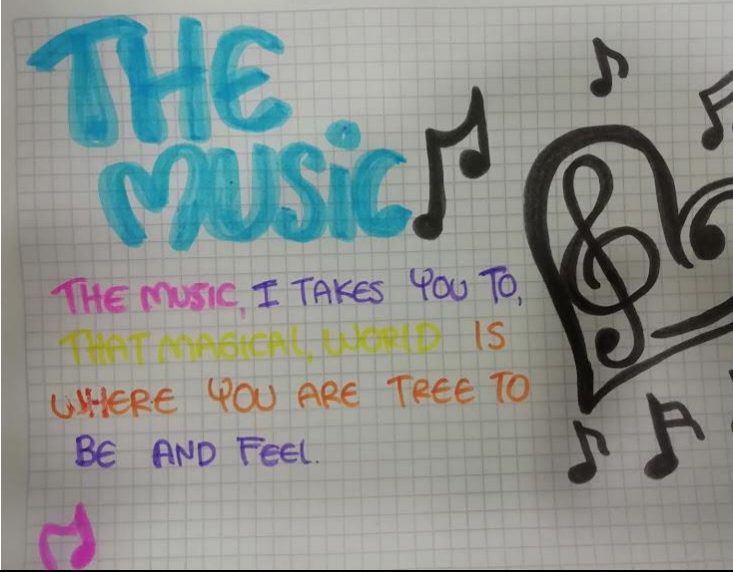
During-task

During task:

In this stage, learners will be free to write the poem they want. So, the teacher allowed them to be creative by using the vocabulary they considered necessary for them. The teacher was helping them about the syllables counting.

Post-writing (sharing their haiku with the classmates).

In this stage, learners read aloud their poems to share with

	their classmates.	
<p>Post-task: Step7: Review, correct and provide feedback on the students' written work.</p>	<p>Feedback: (post task)</p> <p>Meanwhile the students were reading aloud their poems, the teacher corrected learners' mistakes about grammar and pronunciation. Also, the teacher provided some feedback about expressing the right meaning.</p> <p>Evidences:</p>  <p>The image shows a student's handwritten work on graph paper. At the top, the words "THE MUSIC" are written in large, blue, bubbly letters. To the right of the title are several black musical notes and a treble clef. Below the title, a poem is written in different colors: "THE MUSIC, I TAKES YOU TO," in pink and purple; "THAT MAGICAL, WORLD IS" in yellow; "WHERE YOU ARE FREE TO" in orange; and "BE AND FEEL." in blue. There are also some musical notes drawn in pink and black at the bottom left and right of the page.</p>	

haikoi

Toxic as humans
Beautiful as nature
Killed as the planet.



Tóxico como los humanos
hermoso como la naturaleza
muerto como el planeta.

You are different
not for your clothes or money
but for your big heart



Poema

Alcohol is harmful
It makes our health decrease
Life is going to go



No al
consumo
de
alcohol

Table 6 Timetable of pedagogical component

Weeks	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	5	6	7	8
	<p>Presentat ion of project to students. Explanati on of Haiku structure and characteri stics.</p>	<p>Pre-task: Pre-reading and while reading activities of Haiku poems.</p>	<p>While-task Pre-writing activities about vocabular y needed. Post-task feedback to students in order that they correct their production s</p>	<p>Pre-task: Pre-reading and while reading activities of Haiku poems.</p>	<p>While-task Pre-writing activities about vocabular y needed. Post-task feedback to students in order that they correct their production s.</p>	<p>Pre-task While reading activities. Post-reading activities While task While-writing activities: students will write a Haiku using the Vocabulary Post-task feedback to students in order that they correct their productions.</p>	<p>Pre-task While reading activities. Post-reading activities While task While-writing activities: students will write a Haiku using the vocabular y. Post-task feedback to students in order that they correct their production s.</p>	<p>FRE HAIKU</p>

Findings

This sections describes the findings emerged from the pedagogical implementation that aimed at enhancing written skills among 10th grader High School students form Marina Inmaculada Institute. In this sense, after analyzing the data from the four participants separately and doing a comparison and contrast of them, the analysis of the data revealed two main

categories that emerged from the data collection process: written production and task-based learning. These categories mentioned report some subcategories supported by the data collected from the instruments implemented: journals, interviews, participant and non-participant observation and finally the written productions.

Written production.

Based on M. Iqram (2015), The written production process is one of the four skills that “involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way” (p. 24). In addition, the author stated that written production can be useful for providing physical evidence to learners as well as measuring their improvement. Thus, this category is a relevant aspect in this study since it was intended to improve students’ written production through the implementation of Haiku poems. Learners were asked to write four Haiku poems depending on one specific topic. In order that students could develop their written production skill. In this sense, it was necessary to establish four subcategories: grammar, vocabulary, capacity to express feelings and Haiku pattern.

Grammar.

According to the Common European Framework of Reference for Languages (CEFRL) “the grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles” (p.113). In this sense, the grammar aspect was graded taking into account participants English level (A2). (CEFRL) states that students with A2 English level can write simple messages related to matters on areas of immediate need. So, participants were given a topic familiar to their realities in order that they could express their ideas.

At the beginning of the implementation of poems was quite hard for them to put into practice their knowledge they had in English subject. This was due to the fact that it was the first time that participants wrote something by their own ideas. Besides, the grammar skill was very weak by learners. *“I noticed that most of the students had a minimum level in English grammar. They did not know some simple aspects of grammar such as present simple”* Non-participant observation. This situation could be reflected on some first Haiku poems in which learners had some grammar mistakes. One of the main problem regarding to the grammar skill was the over translation. Participants were used to translate everything they study. For this reason, they tried first to write in Spanish and then in English. This technique confused some of the participant as they blended English and Spanish words in their written productions. *“I could notice that the participant wanted to express their feelings in a literal translation from Spanish to English”* first written production participant A. Likewise, this phenomenon was presented in some other participants *“As it can be evidenced the participant continued having some problems when mixing some Spanish words with English. This is a spelling mistake that is persevered all among his written production. However, it is relevant to highlight some aspects such as the right use of the verb to be and the proper verbs implemented.*

Nevertheless, as time went by, participants were improving their grammar skills taking into account the previous activities that there were carried out before the implementation of the Haiku poem. For example, reading comprehension or games before the explanation. This helped to call students attention to be attentive the whole class. In addition, the way we teach grammar is very important, most of the time learners were the main character of the classroom. *“They started to realize that every class was a source of knowledge and that learning was not that difficult as they thought it was”*. For that reason, I tried to implement real examples inside the

class with some authentic material when possible, to make them understand that learning English was easy” (Journal 2).

Moreover, during the Haiku poems it was evidenced that participants implanted the previous grammar in order to achieve their written production *“As it is evidenced in this poem, the learner improved their writing process taking into account that the structured is all good. Participant A follow grammar rules avoiding literal translation. In addition, the participant used superlative adjectives that was one the topics learned inside the classroom”* (Second written production, participant A). Besides, Participants realized that grammar was relevant when learning a foreign language. The raised awareness in taking care of English rules so as to have sense and meaning as stated Participant B *“When writing English, we use grammar rules, but, if I implement words without the right grammatical structures, they are going to be wrong meaningless”* (Interview). Moreover, participant C affirmed that grammar rules are important since without them we cannot write properly and none could understand us. (Interview).

Vocabulary.

For this second subcategory, the CEFRL states that A2 English learners *“has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics”* (p.112). For this reason, the topics that were implemented in the Haiku poems were related to familiar situations that learners could associate easily. This fact made that learners retain the vocabulary learned inside the classroom for implementing in real context. Most of the vocabulary was close to their lives as stated on Journal N°7 *“students strengthened their vocabulary by using it in different aspects of real context”*.

When starting writing poems most of the participants showed difficulties with vocabulary. This was due to the fact that learners were used to translate everything in their English classes. Besides it is important to mention that most of the vocabulary worked on their previous reading comprehensions had techniques words that were not familiar for them even in Spanish. On the other hand, the reading comprehensions that were implemented for achieving Haiku poems helped them to acquire new useful vocabulary to start the writing process. In addition, another activity such as word soups, bingo game or listening practice facilitated them to be immersed into the proper vocabulary related to the poem topic. These kind of activities made the learners to be interested in learning new words and sentences in English. *“From the reading comprehension I realized that they were interested in taking the phrases and words from the poem in order to use them in their real life”* (journal 3).

Even though the vocabulary studied inside the classroom was not enough for writing their poems, they looked for that or asked to their teacher. This was a positive aspect because they were looking for words of their interests, meaning that there was relationship between English and their lives. *“the participant C looked for some extra vocabulary related to the main idea of the poem. This, helped him to better express his feelings or ideas”* written production three, participant C.

Moreover, the Haiku structure contributed to gain vocabulary by learners. According to Iida (2012) a Haiku poem can be considered as “...a three-line Japanese poem with a specific number of syllables in each line”. It means that each one of the lines corresponds to one specific number of syllables. The first line must have five syllables, the second one belongs to seven syllables and finally the third one ends with five syllables again. In this sense, they were sometimes forced to look for synonyms that could fit into the right line with the meaning of the

poem as evidenced in a comment by Participant D “of course, I learned new words that I did not know before then, they are synonymies we learn as well”. Likewise, this syllable pattern avoided that participants implemented translators while writing the poems since when translating from Spanish to English the syllables changed too. So, writing a Haiku poem became something short in terms of lines but substantial in terms of the process as such.

Self-expression.

According to the Webster’s New World College Dictionary (2010) Self-expression can be defined as “expression of one's own personality or emotions”. In this sense, it was intended that Haiku poems could be a means of expressing ideas or feelings by students.

Originally, writing a poem was kind of difficult for them. They manifested that it was the first time they wrote something in English as it was perceived in the Non-participant observation “expressing feelings in English was something that they never had done most of the activities that they did inside the classrooms were limited to translate”. Likewise, Participant B affirmed in the interview that writing poems was something they never have done, there were really beautiful poems without having a high difficulty level allowing the imagination to flow. So, this was never worked among learners. They have never written or express something in a foreign language. However, thanks to the previous activities and the vocabulary acquired, they could feel comfortable when writing. Besides, before implementing the first Haiku poem, it was relevant to construct one of this all together so as to illustrate them how to write a Haiku poem was.

Based on the CEFRL learners from A2 English level “can understand sentences and frequently used expressions related to areas of most immediate relevance” (p.24). In this sense,

most of the Haiku poem were focused on how participants could express their emotions or ideas simply taking into account real contexts of their lives. The main topics for writing a Haiku were: love, nature and family. The last Haiku topic was up to the participants. So, participants expressed their thoughts by implementing these topics. For instance, Participant C written production four: *“You are different, not for your clothes or money, but for your big heart”*. In this poem the participant expressed their feelings and ideas easily. The main idea of this poem was to express that people are more than money, that the real value is what we have in our heart. Likewise, Participant A wrote in his second poem: *“Biggest and strongest tress, receive light every morning, giving us shadow”*. In this case, the participant expressed in this poem how important are tress in our daily life. As it can be showed in the Haiku, the meaning is easy to understand for the reader. It means that the capacity for expressing ideas or feelings is not a problem for this participant.

Finally, expressing feelings through Haiku awarded learners the advantages and benefits to be able to express themselves in a foreign language. As final high school students they realized that English is more than grammar rules but a source of opportunities as stated Participant A *“English is a very important Language since through it we can express feelings, any activity or circumstance we might face in our lives”*.

Haiku Pattern.

Writing a Haiku involves a syllable pattern of five-seven-five syllables in each line. So, this rule must be followed by participants when writing the poem. However, this pattern can be considered as one of the most relevant difficulties in the writing process. This difficulty was presented in almost all the written production among participants. Likewise, this structure about

writing exact syllables between lines, complicated the process of expressing or writing ideas since the words that they wanted to use did not fit into the number of syllables they needed. Then, they should look for the word that better suits their idea or feeling.

Moreover, this rule has sometimes made students feel a bit frustrated and limited when writing. Sometimes they expressed feelings of frustration because of this rule. The following responses reflect the participants' frustrations:

"It was a bit difficult for me to write with the haiku structured. "I already had the idea, but with the structure, we found it a bit difficult because some words had more syllables" (participant A).

"The thing most difficult for me was the words that did not match with the required syllables." (participant B).

"When counting syllables, it was difficult for me" (participant C).

On the other hand, some of their productions were well written. Nevertheless, the pattern rule was persisted in their productions:

"Biggest and strongest tress, receive light every morning, giving us shadow".

Following the 5-7-5 rule was a bit difficult for the participant A, even though he made a great effort. The first line got 6 syllables when it was supposed to have just five. Regarding the second line, the participant got 8 syllables when the rule says that it has just seven, and finally, the third line got 5 syllables having the right number of them.

However, it was necessary to look for an alternative that could solve the problem. I looked for a website (<https://syllablecounter.net/>) that helped them counting the syllables in English of all words. In this way, their writing process was facilitated by having knowledge of how many syllables they needed focusing a bit more on the English rules and expression.

Task based learning

Based on Willis (1996) TBL (Task-based learning), works as an approach in which learning involves meaningful tasks. Also, the main focus of this approach is the authentic usage of language for real communication. Then, this kind of method suggested by TBL represented some advantages for learners when learning a foreign language. This advantages can be divided into two aspects that have emerged when working with this type of approach: Meaningful learning, avoiding traditional methodology and learners' motivation.

Meaningful learning.

When doing the Non-participant observation, it was evidenced that there was not a Meaningful learning inside the classroom. The English class was limited to do exercises and reading copies. So, they sometimes did not notice the real meaning for learning what the studied inside the classroom and how useful it could be. For them, English class was another requirement subject from high school.

On the other hand, Gunstone (2015) stated that meaningful learning “serves as a label for learning seen to be of worth, of real purpose, in a wide variety of contexts” (p.1). Based on this, the pre-task activities were contextualized to real aspects and situations of their lives. For instance, when showing them some Haiku examples, learners were asked about their perceptions, if they were in agreement or not, taking into account their own experiences. In this sense, Haiku poems were implemented as a way of communication and expression of thoughts that were close to learners' real-life situations. The topics of the Haiku poems were well known by participants (love, nature, family and a free topic). So, they had already a background and experience that helped them to associate to learning English. Participant C affirmed “*to be honest, this is helping*

us to be better when writing in English. When we express ourselves it becomes a likely self-learning instead of a homework”.

Thus, it was perceived that meaningful learning increased meanwhile we implemented and developed the Haiku poems. This was evidenced when students implemented previous knowledge such as grammar, vocabulary and their own ideas and experiences to carry out the process of writing. They tried to use as much as they could in their written productions. In addition, these poems were of their own inspiration so they could find a real meaning of learning English as a foreign language *“When writing the first draft of their poems, they manifested that learning a foreign language seemed to be easier when using their own words to share ideas. It means that there is a link between meaningful learning and their perceptions about Haiku. Students received Haiku as a tool for learning English instead of as another school requirement”* (journal 1).

Avoiding Traditional Methodology.

Over time the English Teaching methods has changed so as to facilitate the learning process. The most known traditional methodology is the Grammar-Translation Approach. On the web page Traditional ESL teaching methods was stated that implementing this method involves that:

“...students and teacher use their native language rather than the target language in class. Texts are translated merely as examples of grammatical structure and usage and pronunciation is not emphasized. Some students expect elements of this approach to be offered by the teacher, but used in isolation it will not result in the ability to hold a conversation with a native speaker...”

This kind of methodology was presented all over the classes before the implementation of the Haiku poems. Thus, meanwhile the Non-participant observations it could be noticed that learners were limited to do some basic activities such as translating texts from English to

Spanish. Most of the classes they were given some reading comprehension in order to translate it. Moreover, those texts were not appropriate for their English level since they included a lot of technique vocabulary. Finally, there was not an order or use when implementing the reading comprehension, they just had to translate it.

However, implementing this new method for learning English changed their minds regarding the way people can learn English. It means that participants could realize that learning a foreign language was not just studying grammar rules or translating texts from one language to another. By contrast, there is a lot of activities that can contribute to the achievement of learning a foreign language as it could be the implementation of poems and their linked activities. Thus, Learners have manifested good comments about the new teaching methodology that was implemented. This was also focused on making students the main characters of the classroom. That made them feel comfortable as well as important and intelligent as evidenced Participant A in the interview:

“Since our practitioner Leidy arrived, the classes became very dynamic. The implementation of the poems has been very good. Classes have not been boring and you can learn more. The implementation of the poems helped us to express our thoughts both positive and negative ones and we can also learn English.”

Moreover, Participant D affirmed that the new teaching methodology was liked by students:

“The teacher did the classes dynamics and that made us to be motivated. The methodology has seemed very cool to me because it is usually like “look at this verb and complete sentences” it is typical and it becomes boring. But when you can express yourself and give your point of view, the class tends to be more important.”

Nevertheless, it is relevant to mention one aspect that caught my attention when checking the learners' written production. It was that some of the students translated the Haiku poem next to the original one. This caught my attention because I did not say anything about translating the

poem but I can consider that this phenomenon was caused due to the fact that their English teacher asked them to translate everything they worked on.

Motivation.

Motivation has been generally viewed as energy or drive that moves people to do something by nature (Ryan and Deci, 2000). Thus, one of the basis of this project was to make them to be motivated to study English not for approving the subject but for learning for life.

At the beginning they did not show high levels of motivation. When I first came to the classroom, they thought that it was about another pre-service teacher as boring as the other ones from another subjects. In this way, motivation among students was not high. Most of the time students did the activities just because it was a grade. It could be noticed their faces when working on the same activities that were related to translations.

However, taking into account the implementation of this project, it is important to highlight that when using authentic materials such as images, videos, songs or postal letters, the atmosphere of the class went from being heavy and difficult to an atmosphere of interest and participation. Once this type of material was used, students, even the most undisciplined, were motivated to participate and be an active part of the class.: *“I must confess that from the game until the end of the class, all the students, including the most undisciplined, played but at the same time they were interested, since in many times I saw them taking note of the vocabulary they were learning”* Journal 2.

In this way, motivation among students was increasing as time went by. This situation was because the topics that we studied inside the classroom were familiar topics. Likewise, I tried to compare some situations to their lives. It means that every time I explained something I gave them some examples in real life. This motivated student to keep studying English, to know

sentences or words that they could implement in any other situation not just for academic purposes.

Conclusions

The purpose of this research project was based on improving the students' written skills through Haiku poems and the use of task based learning. The conclusion of close analysis of the data showed that writing haiku in English is a valuable task for L2 learning. Taking into account the Written production category, it can be concluded that participants developed and improved their written production skills when trying to express their feelings. They raised awareness of different aspects that must be taken into account to achieve a proper written production: grammar, vocabulary and self-expression. They understood that grammar was something important when learning a foreign language since without grammar the ideas can be confusing or meaningless. This was something very important since most of the time they learned grammar with isolate examples which make learners forget what they studied. In addition, writing Haiku poems was a means of practicing knowledge the studied inside the classroom, for instance, the vocabulary implemented in previous activities. These two components facilitated learners' self-expression allowing them to see English as a way of communication instead of a requirement of high school. Moreover, their creativity played an important role since this helped students to be inspired to write the Haiku poem. This creativity was related to their personal experiences. This brings us the second category Task-Based learning composed by meaningful learning and a learners' motivation. Thanks to Haiku poems, learners had the opportunity to contextualize linguistic skills with real life situations. So, learners associated those aspects which facilitated not only the written production but other linguistic skills. The students have received the poems in a good way. They have taken it as something different by which they can convey their

thoughts and feelings. In addition, this made me think that this type of activities is a way of avoiding the routine which grammar is the main theme of the classes. Students were very interested when learning English, especially for the topics discussed in class since they were topics that are not isolated to their realities. In this sense, students felt motivated to keep learning English as a foreign language. Likewise, different activities such as games, songs or word soups changed their perception about learning English.

Nonetheless, it is relevant to remark that the process of writing a Haiku can be sometimes frustrating for learners. This is due to the fact that learners showed difficulties when counting syllables in English. This situation, can constrain the writing process. Thus, it is suggested to implement activities or alternatives so as to avoid drawbacks when implementing Haiku poems.

Recommendations

Implementing Haiku poems can be a playful way to teach English. However, it is important to take into consideration two main facts. Firstly, the counting syllables. This is something relevant before implementing these kind of poems. It is necessary that learners know the right pronunciation of words and how to count them. And secondly, the topics to carry out the Haikus. When choosing the topics, it is important to keep in my that the topic must be familiar and comfortable for most of students.

Chapter II: Research component

The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.

Introduction

When analyzing the context of FL programs in high education, the practitioners' pedagogical practicum is outlined as one of the focus of interest, as much as to be recorded, analyzed and updated, in order to enhance the teaching-learning procedures, towards the qualification of education.

Though there is a clear attention in light of the evident necessity to understand and transform the pedagogical practicum. Therefore, it is beneficial that local studies specially focus on the learning problem than in aspects related to teach.

It has been viewed as important to consider a task that sets up a reflexive methodology about the practicum arrange as a method for externalizing information, practices and frames of mind, more than driving the educating work. Just as an activity of disguise, inundation and unsure investigation of the showing subjectivity, through the definition of inquiries and the examination of data went for tackling issues and the self-acknowledgment.

Statement of the Problem

At school some center perspectives about the constitution of the subjects, about institutional life itself are expected without addressing. These angles are seen like stamps and enduring attributes that have an impact in the school character and culture. At the point when

occasions go on with no modification, the instructor risk ending up some portion of a model that does not permit an educational development, just as the redesign of the school culture.

Moreover, a non-intelligent practicum does not permit any up and coming dangerous circumstance; Those sort of issues is disregarded and kept covered up. Along these lines, the academic practicum is accepted from conceptive codes that place instructors in a conventional setting of social generation, turning into a deterrent for the rise of pivotal practicum spaces as far as suspecting and information, something important to manage the cost of social necessities. Given this circumstance, that distinctively influences nearly showing staff, it is fundamental that the showing preparing cultivates their basic and intelligent soul adding to the improvement of their instructive practicum. These contemplations ought to be taken to reach an effect and the change of their own undertaking and future expert execution.

Prior to beginning this investigation, these controlling inquiries were proposed:

How the usage of reflection adds to the change of the educational procedures intrinsic in the improvement of the final practicum stage?

How can it impact the activity of appearance in the advancement of the professionals' basic soul in the examination of their educational undertaking?

Justification

The formulation of this project in the practicum understudies' setting is lined up with the expert origination of the practicum as the lead to improve the educative strategies in the establishments where the instructing practicum is completed. It is viewed as that offering significance to the reflexing job in the encouraging procedure could be the initial step to comprehend the challenges of this calling and oneself behaviors. Likewise, the reflexing job

enables specialists to check out the comprehension of the models and ways to deal with face a hazardous circumstance and set up an explanatory understanding about it.

With regards to Jhon Dewey's announcements in the ground of training, as the progenitor in reflexive reasoning connected to instructing, it is legitimized the need of this undertaking to be done, so as to give understudies devices of examination and self-perception that can enable them to make a refinement between routine activities and intelligent activities. It is viewed as that an intelligent methodology ensures the specialists against the customary setting of inactivity just as captivated foundation experts.

Objectives

General objectives.

- To implement reflection as a transformative tool of the pedagogical inherent processes to the integral practicum.
- To promote the development of critical spirit on practicum students in order to allow the analysis of their pedagogical endeavor.

Specific objectives.

- To strengthen a teaching-practitioners staff with critical spirit that reflect and propose alternatives of solution facing emerging problematic situations in their pedagogical practicum experiences.
- To socialize insights, share ideas and guidelines to assume their pedagogical practicum and to effectively immerse themselves in the institution.
- To identify and analyze the strategies that the student use throughout the pedagogical practicum.

- To implement workshops of reflection and the development of didactic units that would guide the reflection of the practicum students.
- To analyze the own beliefs regarding teachers' work and students.

Theoretical Framework

The theoretical framework of this study contains the following terms: teaching profession, reflection, reflective practice and pedagogical practice. There is an approximation of a definition of the aforementioned terms next in order to give a higher degree of clarity on them.

Teaching profession.

The most fundamental elements in every educational institution is the teacher. Even though his main function is that of sharing knowledge related to a specific science or art, the teacher is also in charge of the comprehensive formation of the students.

Currently, this profession demands a series of competences, such as the conceptualization, as well as a way of operating in the planning and administration of human resources, pointed towards easing an articulation among management, work and education. In this way, every teacher has to achieve with some *competences in the discipline* that will allow him to have a hold of a set of skills and knowledge in the specific area, since the first intellectual requirement in a professional is the level where he puts his activity into operation. In the same way, every teacher is required to possess *competences in the contents organization*. In other words, besides arranging the components to be learned by the students, the pedagogical practicum demands to foresee the conditions for learning, both inside the educational context and outside of it.

Reflection

to talk about reflection implies as well to address the different conceptions on this notion. To go in depth about its definition, two aspects will be taken into account: *reflection as a process*, and *reflection as a subject*.

Reflection as a process.

Reflection is carried out starting from a series of cyclical stages whose result comes out as a process. According to Schön (1983), cited by Correa Molina et al (2010) the reflection based on experience implicates “*un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación*”. The stages of reflection as a process are shown in the following schema.

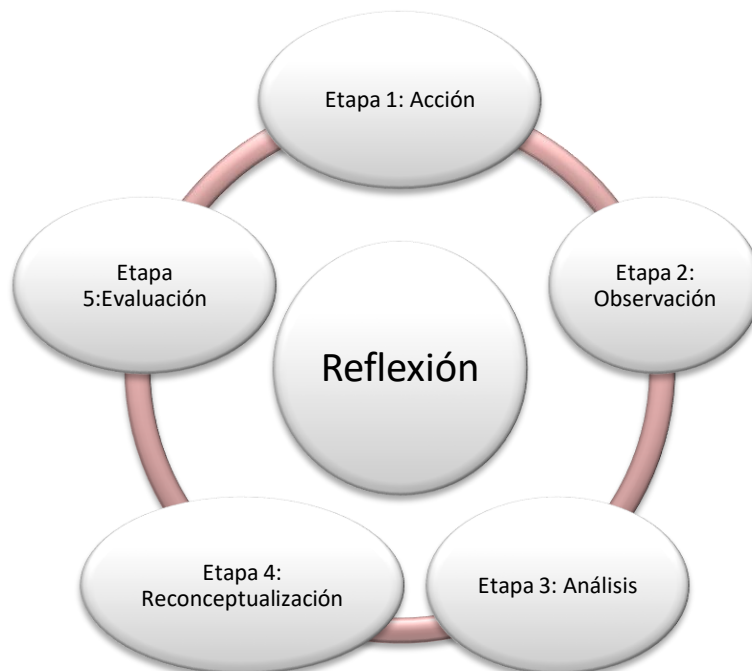


Figure 6 Reflection as a process

Reflection as a subject.

based on Grimmet et al (1999) cited by Correa Molina et al (2010), reflection comprehends three perspectives: *reflection as a tool of mediation, reflection as a deliberation and reflection as reconstruction of experience*. For the two first perspectives, the external aspects are the source of knowledge for reflection; for the third one, the contextual aspects are the means to achieve reflection. In the same way, these perspectives count on intermediaries so the aforesaid process comes to an execution. Some of them are: *action, context, colleagues* and even *the person who reflects*.

Reflective practice.

in order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields.

In this sense, the teacher holds a central role in the current educational world; his action takes place in a complex space under constant changes, determined by the interaction of a variety of factors and conditions. The teacher's profession demands that: "teachers develop their professional knowledge in relation with the changing environment" (Ebutt y EllioT:1986). For this, the practicum problems in class environments demand a particular treatment oriented towards comprehension and social interaction.

The necessity of addressing the changing social reality with one's pedagogical labor is evidenced in the existence of numerous attempts that try to explain school phenomena, as well as

in the search of ways to respond to the already mentioned phenomena, to make school work effective.

This study served as a way for the teachers participating to think about their methodological processes to the light of reflection as the unique rational and ethical way of intervention (Sacristán 1999).

According to Van Manen (1997) there are several levels of flexibility in the classroom. The first one is about having an effective implementation of skills and technical knowledge; reflection, in this level, is applied to the teacher's selection and adequate usage of educational strategies.

In the second level, reflection is based on the implicit outcome of the specific practices of the classroom. For this, the analysis relies upon the consequences of the adopted strategies, curriculum and practices, aiming for the application of educational practice criteria towards teaching, in order to take pedagogical decisions that adapt to the reality of the institution and the context.

For the third one, Van Manen establishes an exercise of critical reflection; for this, there is a formula to present the most elaborated reflection as well as a questionnaire of ethical, moral and normative criteria that are in direct or indirect relation with the classroom.

Pedagogical practicum.

for the analysis and reflection on the practicum, there is a consideration of methodologically recurring to a conceptual operation dedicated to practicum; to do so, Zeichner has established several practicum methods such as:

Academic practicum: it is oriented towards the preparation of teachers capable of reflecting upon the courses they give, in way that they get transformed in understandable structures for students.

Social work practicum:

its main goal is to accomplish an effective way of teaching through the application of educational techniques, deducted from general principles that have been the product of pedagogical research. In this case, reflection is about taking a strategical decision: “to select the most effective one among a spectrum of available techniques”. This is the way how technical rationality works.

Development practicum: teaching is based on students’ interests and development and, at the same time, it considers teacher’s development as a professional and as a person.

Social reconstruction: the object of reflection is the social, economic and political context, in a way that they encourage real democratic relations inside the classroom, which are equal and fair in social matters.

Generic: the different programs make reference to reflection in a general way, without specifying the goals or contents upon which the reflection should be made, nor the strategies to encourage reflective learning.

Reflection triggers: according to Schulman (1987), they are the cognitive foundations of the teacher about classroom’s dynamics; indispensable, since these triggers are the key element on how reflective thought contribute in the process of acquiring the necessary knowledge for a teacher to take decisions in class.

The critical component in reflective thought: this element makes reference to the “moral and ethical aspects of compassion and social justice”, according to what was stated by Sparks-

Langer y Colton (1991:39). Taking this into account, these authors established some classifying categories for knowledge:

1. Knowledge of the content.
2. General pedagogical knowledge.
3. Knowledge about the curriculum (materials, programs, etc)
4. Teacher's knowledge and professional ethics.
5. Knowledge of the students and their features.
6. Knowledge of educational contexts.
7. Knowledge of foundations: philosophical, historical, and axiological.

The narrative element, is another element of reflective thought that is included as an instrument in the present study. This has relation with the teachers' narrations, in order to inspire them to describe their experiences in the classroom, which come up in all sorts of ways and fulfill diverse functions in subjectivity and its constitution. Teachers' journals are included in this component, since they unleash in them the development of a reflective thought about their practicum experiences, either objective, subjective or intersubjective.

Methodology

The proposed methodological strategy has as a central axis the continuous reflection that additionally implies the convening of meetings, in order to strengthen the practicum staff as an initial stage to address the occupational and educative problems. The organizational principles are the autonomy, the planning and the self-observation.

To check the impact of the proposal of reflection about this practicum process some stages of socialization and systematization will be carried out.

This study fits into the qualitative research approach, from the perspective of the reflection as a professional training space that will contribute, in a high way, to the description, identification and analysis of the pedagogical practicum itself.

Reflection workshops

The main purpose of the reflection workshops is to guide the reflection process of the practicum students, but simultaneously to socialize and share labor experiences, in order to enrich their process and insert new tools to allow transforming their pedagogical practicum.

Objectives

- To consolidate a practitioners' staff with critical spirit that reflect and present alternative proposals of solution facing educative issues of their pedagogical practicum.
- To socialize insights, share ideas and guidelines to assume their pedagogical practicum.
- To qualify, facilitate, and to effectively immerse themselves into the assigned institution.

Data Collection

Self-observation card.

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

Narratives.

The exercise of reflection allowed the student to express himself about his labor, starting from the narrative of his experience like a way of giving sense to the teacher's everyday life.

Improvement through reflection.

There are some aspects that can be analyzed through reflection. In this case the narrative reflection allows pre-service teachers to express their ideas, to understand their weaknesses/strengths and to improve their pedagogical experience.

Overall, the improvement can be categorized in some groups. We can talk about positive changes and personal adaptation to the context.

Duality of the instrument.

Narratives are also implemented as journals to be adapted in terms of the Pedagogical Component. These narratives are divided into sections in order to show how students reacted to the interventions made by the practitioner. Also, whenever necessary information about the outreach and administrative components could be added allowing a record of all the activities during each week.

Class records.

To have evidences of the practitioners' performances inside the classroom will allow them to reflect different aspects in terms of the teaching/learning process of foreign languages. These aspects could be taken into account or not by practitioners in their training during their reflection exercise. These records will allow an external and constructive insight about the pedagogical practicum.

Research Component Timeline

Table 7 Research component timeline

DESCRIPTION	DATE	
Classroom observation	29 th April - 3 rd May	
Narratives	13 th -17 th May	10 th -14 th June
	20 th - 24 th May	8 th -12 th July
	27 th - 31 st May	15 th -19 th July
	4 th -7 th June	22 nd -26 th July
Reflective workshops	29 th May	
	19 th June	
	17 th July	
Self-observation card	20 th - 24 th May	
	4 th -7 th June	
	8 th -12 th July	
	22 nd -26 th July	

Conclusions

During the teaching process we face some situation in which we must do our best. These situations generally help us to grow as a professional in the teaching field. However, is not just having experience what makes us improve as teachers. It is important to take into account the reflection process in order to not to lose any important situation experienced inside the classroom.

The self-observation check-list proposed in this project helped me to realize the process of my teaching practicum (see appendix 11). There were some aspects that sometimes we do not take into account at the moment of teaching, but when I carried out the self-reflection, I could have a broad understanding about the aspects that involve being a teacher. In this sense, this instruments allowed me to be assessed by some important items such as: planning, execution and evaluation. Also, this instrument together with reflective workshops made me reflect on how important is to have a well-structured planning lesson.

Moreover, carrying out the narratives I could realize some weaknesses and strengthens. Based on that I could reflect first on how I can improve those strengthens and how I can solve my weaknesses. I also realized through narratives that being a teacher is not just going to the classroom and share some knowledge. It is about being a human that can understand learners to try to be their friends. These narratives have been done and delivered weekly via e-mail as established by the practicum coordinators (Appendix 12).

On the other hand, having recorded the classes allowed the teacher to notice those situations or moments that were not perceived at the time. This instrument was implemented three times all over the practicum stage. Thanks to this instrument, the pre-service teacher could take into account some aspects that were relevant inside the classroom: a) sometimes students talked meanwhile the teachers' explanation b) the overuse of Spanish and c) students' distraction when doing activities.

After implementing a self-evaluation and the reflective workshops I could realize that being a teacher is something that can be a challenging profession. I could understand that it is not only about sharing knowledge but about being a figurative example for students. It means that we are more than teachers, we are learners' support and motivation. In addition, having a self-

observation helped me to have a broad perspective of the practicum stage in order to keep improving my teaching skills. However, those reflections not only allowed me to grow as a teacher but also gave me an idea about how the students' learning process has changed. In this sense, analyzing this practicum stage from a self-perspective, three main categories emerged: practitioner's role, practicum improvement and learning process.

Practitioner's role.

As a teacher, it is important to be careful since whether a teacher can be a significant aspect in students' life or just a bad experience about learning something at school. This situation can be reflected on those students who do not like English just because they had a bad experience or had a difficult learning process caused by the traditional English teacher. Then, thanks to self-evaluation and the reflective workshops I could notice how important is the way we address learners. Besides, I realized that students felt inspired to have a young person as a teacher inside the classroom. I was a kind of motivation for them. So, I tried to be more easy-going with them, to be a friend that they could trust on. In this way, I achieved a good relationship with them. However, meanwhile I wrote the journals I noticed that this kind of "trust" was counterproductive. In other words, some learners were taking advantage of this situation to avoid working inside the classroom or for increasing indiscipline. So, I had to change a little bit my role and find a balance between being a regular English teacher and a significant one. Then, as they noticed my behavior, they changed the way they conducted too. This situation was understandable since we must take into consideration that they are teenagers starting to develop their personality, discovering what they like and what they do not. Thus, after finding the balance in the teacher-learner relationship, it was easier for me to carry out with all the

activities I prepared for them, the ambiance inside the classroom got better as well as their responsibility to accomplish with the tasks.

As a result, I realized that teachers are in a constant learning. It means that even if we are there to share knowledge, we are learning also from students. This is an endless cycle since every single day is different from others what brings new experiences and knowledge. For this reason, it become important having a self-reflection, analyze our process and progress as teachers, focusing on the self-evolution.

Practicum improvement.

Thanks to the self-observation I could notice that there were some aspects of the classes that I could not realize at the moment. This situation was presented due to the fact that there were more than 35 students in the same classroom, so, it was sometimes impossible to be attentive of every single student.

Nonetheless, thanks to the self-observation I could distinguish the students that needed more attention or control. In this way, I could sometimes handle the learners' indiscipline by focusing on those students who needed more attention. Also, as a teacher, I learned some alternatives that involved those students to participate in the activities. Besides, I could notice what activities they liked the most. This was a big help since as a teacher we must look for the best activities to keep learners motivated and focused to learn a foreign language. This can help us in order to avoid being a monotonous teacher that just focuses their attention on the board but to be a dynamic teacher that is always creating new strategies. Sometimes, I was obligated to overuse the board since at the school there were not a lot of tools to carry out the activities I have prepared. Nonetheless, I had to overcome this difficulty by being more interactive with students. I let them to be part of the class, to participate whenever they want as long as they respect the

class. Thus, this reflection made me reinforce the idea that the learner is the main character of the class but specially, of their learning process.

On the other hand, I noticed that it is important to evaluate students in different ways. It means that we must stop overusing written tests and look for several resources to motivate them to keep studying English. When I implemented another way to evaluate them, I could notice that learners' motivation increased to participate. This situation often occurred when having oral productions.

Learning process.

While carrying out the practicum stage I noticed some particular phenomenon. This was that some students worried about the grade; it means that they participated or were engaged in English class because of having a good grade. This is something understandable since it is the way we are used to. However, as a future teacher it would be relevant to change that learners' perception.

The reflecting process made me understand that the evaluation process is more than adding numbers to learners' achievement. I am convinced that the main goal of a teacher is that students get a significant understanding about knowledge. Nonetheless, accomplishing this sometimes gets difficult into account that all teachers must be regulated by the school requirement. Thus, it would be necessary to find a balance in order to change learners' perspective about that grade is the only aspect important inside the classroom.

Chapter III: Outreach component

Macro Project: English Language Sensitization in Primary Schools of Pamplona City

Introduction

Colombian National government promotes the foreign languages learning in several the educational sectors in the country, thus, citizens have the opportunity to gain access to cultural exchanges and having access to more equitable conditions in terms of personal growth and country development.

With the aim of encouraging the English learning in Colombia, the Ministry of National Education introduced in 2004 its bilingual policies whose main objective is *“Having citizens able to communicate themselves in English, with internationally comparable standards, that include the country in the universal communication processes, global economy and cultural openness”*.

Thus, the Ministry has implemented a wide range of strategies in the different educational levels in order to accomplish this goal, a clear example of that is the creation of quality standards of English for the basic and intermediate education, the definition of a strong and coherent assessment system, besides, the description and development of training plans.

This program is being developed countrywide and it has incorporated the work performed by the Secretaries of Education, public and private universities and language centers, nevertheless, the results obtained have not been very promising since many of the educational institutions of the country have not been impacted by the program.

Regarding the elementary school, the National government tends to expand the English teaching to children, since many of the educational establishments occasionally do not have an English teacher who orients teaching-learning processes.

The University of Pamplona (Colombia) in its capacity as a public institution of training trainers and more specifically the bachelor's degree in Foreign Languages English-French, it has approached to the reality that face the primary school of the city of Pamplona in regard to the National Policy of Bilingualism; many of the educational institutions of this city do not have an English teacher to attend the training needs of the primary sector.

In recognition of this reality and the issues it generates, the present proposal of social projection seeks to assist the needs of training in English, of the child population of the primary school in the city of Pamplona and integrate the training in foreign languages of the students of bachelor's degree in Foreign Languages English-French to the educational reality of this sector to try to reduce the gap that is generated between the public school and the private one in the area of foreign language.

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

Justification

The learning and acquisition of a foreign language, allow to be at the forefront of the own needs that nowadays the world demands. That is why this process is necessary to implement and work from the beginning of schooling of children so that at the end of their basic education cycle

they have foundations that allow them to continue learning in secondary education, vocational media and higher education in order to achieve that more people can be trained in this area.

The aim of this project is to raise awareness of the English teaching in primary schools in the city of Pamplona, contributing to the basic training in a foreign language that is necessary and essential at these levels. For this reason, it is carried out as part of the extension component to the community of the integral practice developed by the students of last semester of the bachelor's degree in Foreign Languages English-French of the University of Pamplona, as a way to contribute to the strengthening of English teaching in the primary elementary sector.

The execution of this project highly and mutually favors whether the institutions and the student population of the city of Pamplona, as well as the foreign language program and students who develop their integral practice. This benefit results in the possibility that primary school children have contact with the foreign language and at the same time, to those students who complete their university training process to know the realities and educational needs of the environment and thus they can contribute, intervening in processes that impact on the improvement of those needs.

General Objectives

- Address the training needs in English of the children of primary school in the city of Pamplona.

- Integrate the foreign language training of the students of the Bachelor Program in Foreign Languages English-French to the educational reality of the teaching of English at the primary school of the city of Pamplona.

Specific Objectives

- Familiarize the child of the elementary school of Pamplona with fundamental knowledge of English.
- Involve the students of the Bachelor Program in Foreign Languages English-French in the processes of teaching English at the primary school of the city of Pamplona.
- Articulate the formation of students of the Bachelor Program in Foreign Languages English-French with the programs of social projection offered by the Office of social interaction of the University of Pamplona.

Typology of the Project

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

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

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

Sub project: Nursery rhymes as teaching strategy to stimulate English as a foreign language in students from Maria Inmaculada School

Introduction

Learning English has become one of the most important aspects in every human being. This is because we are living in a globalized world where most of the people use English as a means of communicating, transmitting knowledge, culture, etc.

For this reason, the Ministry of Education has developed several programs in which English is the main character. The purpose of those programs is having a bilingual Colombia where the population can communicate with foreign people without restrictions.

In addition, those programs recover more importance since most of knowledge in books are written in this language. Thus, it could be considered that people who do not speak English are limited to access to new knowledge.

In the foreign learning process, it is important to take into account the motivation factor in order that learners acquire an integral learning. For this reason, implementing playful activities such games or nursery rhymes can play an important role in learners' behavior.

Regarding the definition about Nursery Rhymes it “can be broadly defined as short songs and verses often read or sung to, or by, young children. Generally, these verses are anonymous, although the term *nursery rhyme* has also been applied to works written by known authors” (Galwat, 2013).

Justification

English is an essential aspect in peoples' lives no matter one's professional career, or age. English will always be a requirement for several aspects in life. For this reason, it is relevant to start implementing English beginner students. Moreover, the teaching process must be focused on the immediate needs, so, learners will be more interested in learning a foreign language.

Nevertheless, it is often seen that the primary English teachers for those students are not qualified for teaching this language. So, this situation constrains the learning process, or even worse, they will learn teacher's mistakes. Thus, it is right here that foreign languages students play an important role which will motivate primary learners to keep studying English.

Objectives

General objective.

- To promote the English learning naturally and playfully using nursery rhymes as a teaching strategy to primary students from Maria Inmaculada school.

Specific objectives.

- To familiarize basic primary students to English.
- To enhance their listening comprehension and oral production.
- To motivate students to learn English.

Methodology

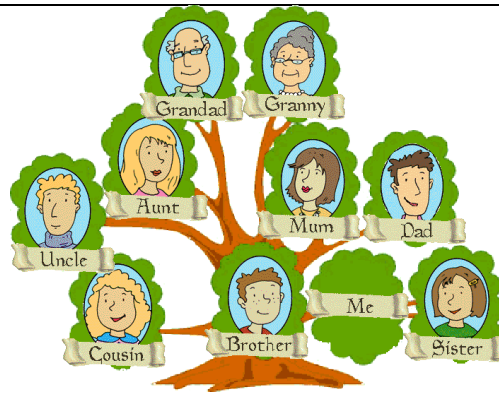
On the other hand, tools should be used to break the traditional and monotonous system when teaching English. Therefore, this project implemented children's rounds to sensitize and motivate students to this learning. These songs are usually simple and repetitive, which

facilitates quick learning by students. Likewise, the way these songs are performed in the classroom is very important.

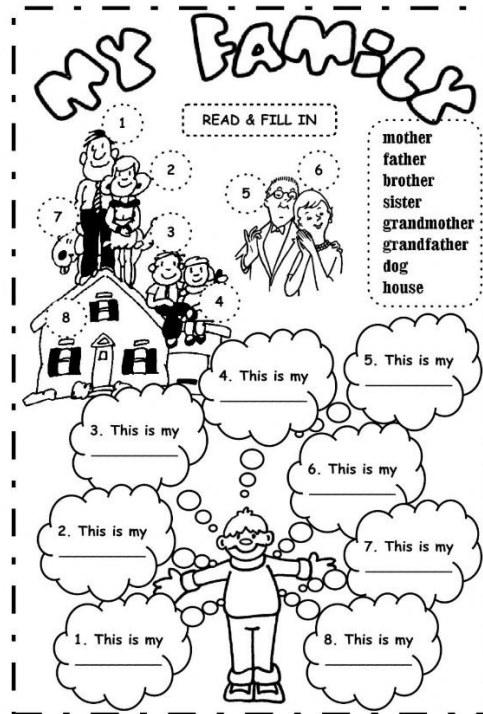
Plan sequence sample.

Table 8plan sequence

GROUP: 5th	LEVEL: A1	DATE:
LINGUISTIC OBJECTIVE To learn the conjugation of the verb “to be”.	COMMUNICATIVE OBJECTIVE To share their family members.	TOPIC Family
STAGES / DESCRIPTION OF THE ACTIVITY	DESCRIPTION OF THE ACTIVITY	MATERIALS
Pre-listening	<p>In this stage students did a brainstorming with some vocabulary related to the family. After that, the teacher socialized with them the right pronunciation in order to better understand when listening the Nursery Rhyme. In order to carry out the brainstorming the teacher asked some questions:</p> <ul style="list-style-type: none"> - Is your family big? - How many sisters/brother do you have? <p>After that, the teacher showed a family tree related to the vocabulary learned and some other words. Appendix1</p>	<p>Board</p> <p>Marks</p> <p>Worksheet</p>



Later on, the teacher implemented a worksheet so as to practice the vocabulary learned. Appendix2



During-listening

For the listening comprehension, the teacher implemented the TPR technique. In this sense, learners listened to some commands such as: stand up, raise your hands, look up, look down, etc.

Afterwards, the teacher played the Nursery Rhyme three times. In the first stage, all students socialized the

vocabulary that they could understand in the Nursery Rhyme. Later on, the teacher motivated learners to repeat meanwhile the Nursery Rhyme played.
Appendix3



Post-listening

In this final stage, learners shared their own family in English using the previous vocabulary.





Participants

This project applies for five primary students (5th grade) from “Instituto Técnico Maria Inmaculada” who exposed high levels of difficulties when learning English as a foreign language. The range of ages varies from five to seven years old.

Execution period

this project begun in May 13th and was finished July 25th. The schedule of this project was selected according the students’ schedule. It means, every Tuesday and Thursday.

Table 9 Activities chronogram

FINGERS FAMILY	OLD MACDONALD	IF YOU ARE HAPPY CLAP YOUR HANDS	FINAL ACTIVITY
First week: vocabulary related to family member.	Third week: vocabulary related to animals.	Fifth week: vocabulary related to body parts.	Seventh week: - Selection of the nursery rhyme. - Exemplification. - Activity parameters' explanation.
Second week: execution of the song.	Fourth week: execution of the song.	Sixth week: execution of the song.	Eighth week: Final activity.

Conclusion

Working with kids was a real challenge because they did not learn by rules or grammatical aspects, they learn by repeating and practicing the language, working with them have been an enriching aspect in my practicum stage. They were very active; they wanted to participate in every activity I implemented. This situation motivated me to keep working with them. In this way, teaching English playfully and naturally was not that difficult. English class became the time to set aside all the stress of being in a classroom receiving big amounts of information. Sometimes, as teachers we forgot that they are just kids, we want them to know as much as possible but it is necessary to keep in mind that it is not how much information they can receive but how much they can assimilate. For this reason, implementing Nursery Rhymes gave the teacher the opportunity to explain English playfully so as to get them focused on the class. Thus, it was too much easier to carry out the class without any kind of problem.

As kids, they have a lot of energy, so, these activities were perfect to have a nice ambiance inside the classroom. Learners accepted this unusual way to learn English. It could be noticed when I came in the classroom and they became happy immediately. I made them to understand that English class was a pleasant moment to get new knowledge. It can be concluded that Nursery rhymes not only motivated them keep learning English but allowed the teacher to draw learners' attention and keep them focused on the moment. Besides, they had the opportunity to use English in a real context. For instance, when describing their family members or sharing their favorite animals. These kind of activities allowed them to communicate in English having with them a significant knowledge.

Also, I noticed that they were intended to repeat the songs developing the oral production. When correcting learners' mistakes I did it softly since I wanted to keep this motivation up. This is very important in the process of learning a foreign language. Sometimes, learners are afraid to participate because of the fear of making mistakes. However, learning is the process of failing and correcting, so, I let them know that making mistakes was something normal.

On the other hand, I got that learners could be familiarized with English. At the beginning, I tried to greet students in English but they did not understand anything about I was saying. Nevertheless, as time went by, I realized that they felt comfortable listening to English, specially, Nursery Rhymes. Also, they achieved to answer some basic questions or executing some commands. Likewise, they liked when I spoke English with them. I tried to explain some topics in English and I noticed that most of the students understood what I was explaining. This situation made me understand that those students are very smart having great English skills willing to learn as much as they can.

Chapter IV Administrative Component

Justification

Being a teacher not just includes the act of transmitting knowledge of a particular subject. Being a real teacher means to be part of extra-classes activities; As a future teacher, we need to integrate our professional and our personal development in just one. Thus, it is relevant that as pre-service teachers we become part of those extra activities carried out in this case in Maria Inmaculda school.

Objectives

General Objective.

- To participate in the administrative activities proposed by Maria Inmaculda High school.

Specific Objectives.

- To collaborate in any kind of activity carried out by Maria Inmaculada high school.
- To attend to different meeting as part of the professional trade.
- To appreciate the importance of every extra events during this school year.

Methodology

The methodology to carry out this component is to participate actively in all the activities proposed by the “Instituto Tecnico Maria Inmaculda”. In order to accomplish this goal, it is relevant that the pre-service teacher have an organized schedule about all the activities planned by this institution. In addition, it is required that the practitioner be an organized person in terms of time management.

Table 10 Institutional Calendar
 Institutional Calendar

ACTIVIY	DATES	TEACHER
Teachers' meeting	May the 22th 2019	Attending
Flag raising	June the First 2019	Attending
Earth day	June 5 th 2019	Explaining the importance of the environment.
parents meeting	June 28 th 2019	In this activity the learners' parents were invited to the school in order to give them their children grades. In this day I was in charge of talking with some parents specially, those parents whose children were not going well at English. So, it was a moment of motivation to change their perspective about English.
Teachers' meeting	July 15 th	Attending
Students practice	July 16 th	The teacher helped students to prepare a dancing presentation in honor to our independence.
Flag raising	July 19	Attending.

Conclusion

During practicum stage I have the opportunity to be involved in certain activities all over the practicum stage (see annex 13). I have been involved in *teachers' meeting* and it has been such an incredible experience. There are some teachers that made me feel if I were a teacher from that school from a long time ago. So, this fact made me feel comfortable when being in the teachers' room.

Another activity was the *Teachers' day*. In this day, there were some activities carried out by the students. So, students were the principal character in this day. Learners shared some comments about their teachers and how grateful they were. So, this was a beautiful reflection about the great meaning that is being a teacher.

Another activity was the *Earth's day*. So students and teachers have the opportunity to reflect about the problems that we have nowadays with pollution. This activity was carried out inside the classrooms with some questions that students answered.

Moreover, being involved with parents was a challenging experience. I think this was a difficult job because I had to handle different situations in which students had a bad academic efficiency. So, it was important to know the proper way to express yourself when addressing to some parents when they came to a *meeting* with the teacher.

Finally, I had the opportunity to work with some students to prepare a dancing presentation about Colombia. This moment was ideal to interact with them and get to know a bit more.

References

- Atanasov, I. (2014). Teaching English Through Poetry. Universitat Jaume
- British Council. Communicative Approach. Retrieved from
<https://www.teachingenglish.org.uk/article/communicative-approach>
- Cassady, L. (2019). Traditional ESL Teaching Methods. Retrieved from
<https://www.theclassroom.com/traditional-esl-teaching-methods-8077585.html>
- Correa Molina, E, et al. Concept de réflexion: un regard critique. in
<http://numerica.uqam.ca/sites/default/files/livres/1002160ar.pdf>
- Cohen D, Crabtree B. "Qualitative Research Guidelines Project." July 2006.
<http://www.qualres.org/HomeObse-3594.html>
- Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge.
- Creswell, J.W. (2014) Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Sage, Los Angeles.
- Ellis, R. (2003). *Task based language learning and teaching*. New York: Oxford University Press.
- Elliot, Jhon. *La investigación-acción en educación*. Ediciones Morata.
- EF Education First. (2016). EF EPI: EF English proficiency index. Retrieved from
<http://www.ef.edu/epi/downloads/>
- Fetterman, DM. (1998). *Ethnography Step by Step* (2nd Edition). Thousand Oaks, CA: Sage Publications.

- Galway, E. (2013). *Nursey Rhymes*. DOI: 10.1093/OBO/9780199791231-0124
- Giovanni, P. (2007). Reading–writing connections: Discourse-oriented research. *Reading and Writing*. 20. 225-250. 10.1007/s11145-006-9029-7.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany: State
- Hanauer, D., (2001). *The Task of Poetry Reading and Second Language Learning*. *Oxford University Press*. DOI: 10.1093/applin/22.3.295 · Source: OAI
- Howarth, P. *Making Reading Communicative*. British Council:
<https://www.teachingenglish.org.uk/article/making-reading-communicative>
- Iida, A. (2017). Expressing Voice in A Foreign Language: Multiwriting Haiku Pedagogy in The Efl Context. *Gunma University4-2 Aramaki-machi, Maebashi, Gunma, 371-8510, Japan*. <http://dx.doi.org/10.15639/teflinjournal.v28i2/260-276>
- Iida, A. (2012). Writing Haiku in a Second Language: Perceptions, Attitudes, and Emotions of Second Language Learners. *Sino-US English Teaching*, ISSN 1539-8072 September 2012, Vol. 9, No. 9, 1472-1485
- Iqram, M. (2015). *Teaching Productive Skills to the Students: A Secondary Level Scenario*. BRAC University, Dhaka, Bangladesh. ENG 698 Master's (MA)
- Importance of English. (2017, March 26). Retrieved from
<https://effortlessenglishclub.com/importance-of-english>
- Kalsoom, T., & Akhtar, M. (2013). *Teaching Grammar: Relationship between Teachers' Beliefs and Practices*. Global Journals Inc. (USA). Volume 13 Issue 12 Version 1.0.
- Khatib, M., Derakhshan, A., & Rezaei, S. (2011). Why & Why Not Literature: A Task-Based Approach to Teaching Literature. *International Journal of English Linguistics*, Vol. 1, No. 1; March 2011.

Levin, D. (2016). Action Research: What Is It? Why Is It Important?

Estándares básicos de competencias en lenguas extranjeras: Inglés. Ministerio de Educación Nacional, 2006. Págs 26-27.

Ministerio de Educación Nacional. Programa Nacional de Bilingüismo 2004-2019 disponible en <http://www.colombiaaprende.edu.co/html/productos/1685/article-175958.html>.

Ministerio de Educación Nacional. Programa Nacional de inglés 2015 – 2025 “Colombia, very well”. Disponible en: http://www.mineducacion.gov.co/1759/articles-343837_Programa_Nacional_Ingles.pdf

Naudhani, M., Naudhani, S., (2017). The Impact of the Task Based Learning on The Teaching of Writing Skills of Efl Learners in Pakistan. *ELK ASIA PACIFIC JOURNAL OF SOCIAL SCIENCE*, Volume 3 Issue 2, DOI: 10.16962/EAPJSS/issn.2394-9392/2015

Nunan, D. (2004). Task-Based Language Teaching. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667336>

Richards, C. (2006). Communicative Language Teaching Today. New York, United States. Cambridge University Press.

R. Gunstone (ed.), Encyclopedia of Science Education, DOI 10.1007/978-94-007-2150-0, # Springer Science+Business Media Dordrecht 2015, Corrected Printing 2016

Richards, J. C., & Rodgers, T. S. (2004). Approaches and methods in language teaching. Cambridge, UK: Cambridge University Press.

Rodríguez-Bonces, M., & Rodríguez-Bonces, J. (2010). Task-Based Language Learning: Old Approach, New Style. A New Lesson to Learn. *Profile: Issues in Teachers' Professional Development*, 12(2), 165-178. Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/17691/36825>

- Rose of York Language School. (2013). Is English important for your career? Retrieved from <http://www.roseofyork.com/is-english-important-for-your-career/>
- Ruso, N. (2007). The Influence of Task Based Learning on EFL Classrooms. *Asian EFL Journal*.
- Ryan, M. Deci, L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions, *Contemporary Educational Psychology* 25, 54–67 (2000).
- Sacristán, Gimeno J. (1998). *El curriculum. Una reflexión sobre la práctica*. Madrid. Editorial Morata.
- The Editors of Encyclopaedia Britannica, (2019). Haiku JAPANESE LITERATURE. Encyclopedia Britannica, <https://www.britannica.com/art/haiku> (URL).
- Sagor, R. (2000). *Guiding School Improvement with Action Research*. United States of America. ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT.
- Shazu, I. (2014). Use of Literature in Language Teaching and Learning: A Critical Assessment. *Research on Humanities and Social Sciences*, Vol.4, No.7, 2014.
- Sri, V., Rao, C. (2018). Developing Students' Writing Skills in English - A Process Approach. *Journal for Research Scholars and Professionals of English Language Teaching*, Issue 6, Vol. 2, 2018
- Tripp, D. (2005). *Action research: a methodological introduction*. Educ. Pesqui. vol.31 no.3 São Paulo Sept./Dec. 2005
- Valida S. Karimova. *The English Language for Global Communication: Perspective of Youth*. Khazar-News \ Khazar-Review, Popular Science, literary-publicist bulk\ monthly publication. No. 348, March 2016, pp. 70\ ISSN 2218-2772, khazar-review.khazar.org
- Van Manen, M. (1977) Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, vol.6, n.3.

Webster's New World College Dictionary, (2010). 4th Edition. Houghton Mifflin Harcourt

Wiegerová, A. (2013). Teacher journal as a research instrument (research—the first year in the life in primary school through the eyes of novice teachers).

Willis, J. (1996). A Framework for Task-Based Learning. Harlow: Longman.

Ylvisaker, K. (2006). Tutorial: Written Composition. Learnnet A Resource for Teachers, Clinicians, Parents, and Students by the Brain Injury Association of New York State. Retrieved from http://www.projectlearnnet.org/tutorials/written_composition.html

Zeichner, M. El maestro como profesional reflexivo. Retrieved from <http://www.practicareflexiva.pro/wp-content/uploads/2012/04/Org-El-maestro-como-profesional-reflexivo-de-Kenneth-M.-Zeichner..pdf>

List of Annexes

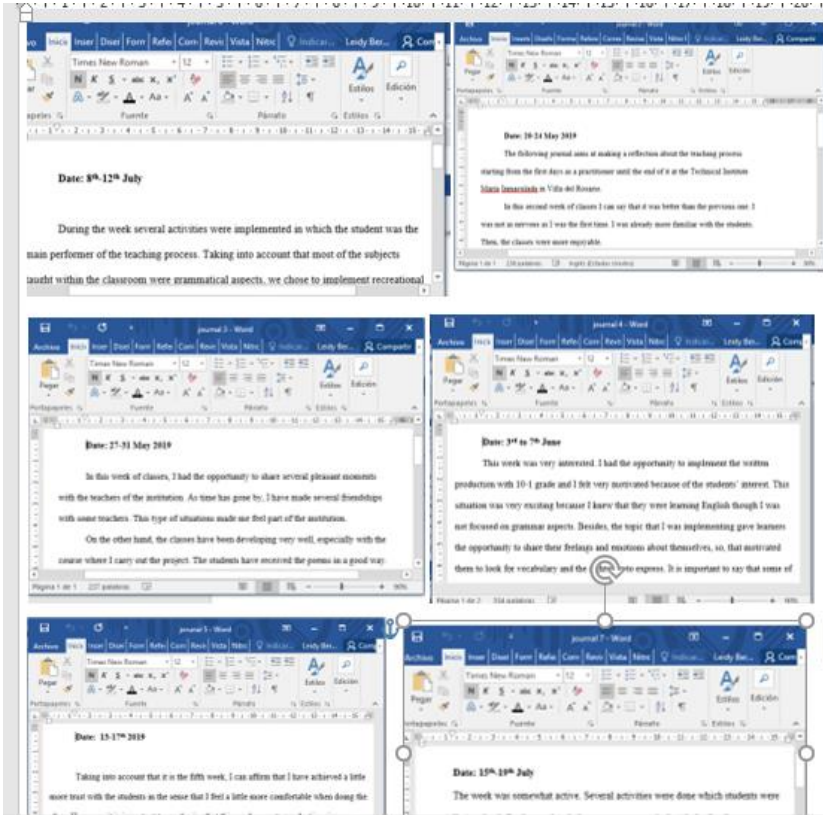
Annex A Non-participant observation.

GENERAL CATEGORY	SUBCATEGORY	OBSERVED
WRITTEN PRODUCTION	GRAMMAR STRUCTURE	Regarding the grammar aspect, I noticed that most of the students had a minimum level in English grammar. They did not know some simple aspects of grammar such as present simple. So, during the non-participant observation it was evident the lack of knowledge that they had about English grammar. However, it does not mean that they are null in this aspect.

Annex B Participant observation.

GENERAL CATEGORY	SUBCATEGORY	OBSERVED
WRITTEN PRODUCTION	GRAMMAR STRUCTURE	Meanwhile I carried out the classes, I noticed that learners had a bit improvement regarding the grammar aspect. When explaining the topic, I tried to call learners attention so they can be quite and learn. Then, when I implemented some exams I could realize that most of the students approved with great grades. This was because I focused on having their attention first and make sure that they all were concentrated in my explanation. This made me reflect on the idea that students are all smart, we just need to call their attention and will.
	VOCABULARY	The vocabulary implemented for carrying out the poems were familiar words that could be associated to real life. This fact made that learners retain the vocabulary learned inside the

Annex C Reflective Journal.






Annex D Semi-structured interview.

INTERVIEW

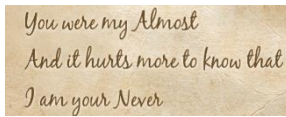
1. ¿Se siente motivado a estudiar inglés en el colegio? ¿Por qué?
2. ¿Qué es lo que más se le dificulta al momento de aprender inglés?
3. ¿Considera la lengua inglesa como un medio de comunicación para expresar sus ideas, pensamientos o sentimientos?
4. ¿Qué es lo que más lo desmotiva al momento de estudiar inglés en el aula de clase?

Annex F Planning sequence.

<p>GROUP: 10th</p>	<p>LEVEL: A2</p>	<p>DATE: From May 20th to May 31st</p>	
<p>LINGUISTIC OBJECTIVE To know vocabulary related to love and heartbreak and apply them in Haiku poems taking into account English grammar.</p>	<p>COMMUNICATIVE OBJECTIVE To express feelings and thoughts through the writing process of Haiku poems.</p>	<p>SOCIO-CULTURAL OBJECTIVE To know foreign kinds of poems such as Japanese Haiku.</p>	
<p>TASK Pre-task While-task Post-task</p>	<p>-</p>	<p>TOPIC Love</p>	
	<p>STAGES / DESCRIPTION OF THE ACTIVITY</p>	<p>DESCRIPTION OF THE ACTIVITY</p>	<p>MATERIALS</p>
<p>Pre-task: steps for reading</p> <ul style="list-style-type: none"> ➤ Pre-reading ➤ While reading ➤ Post-reading 	<p>Pre-reading In this stage, the teacher pasted some flashcards on the board related to the main topics of the Haiku poems. Next to those images, the teacher wrote a statement in order that students answer if they are true or false.</p> <p>Statements:</p> <ul style="list-style-type: none"> ➤ Self-love is important. ➤ Rain is a happy moment. ➤ Sometimes, love is impossible. <p><i>APPENDIX 1</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>While reading: In this stage, the teacher handed out the Haiku poems randomly. After that, learners will be asked to do a scan reading and then, they will be asked to classify the Haiku in one of the statements.</p>	<p>Metaphorical poems. Vocabulary Dictionaries. Papers.</p>	

After that, the teacher gave other poem in order to carry out a reading comprehension, learners answered some questions. Afterwards, the teacher will provide some relevant characteristics when writing poems. (metaphor, repetition, hyperbole).

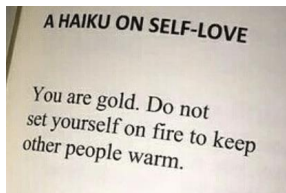
APPENDIX 2



*You were my Almost
And it hurts more to know that
I am your Never*



Refreshing and cool,
love is a sweet summer rain
that washes the world.



A HAIKU ON SELF-LOVE
You are gold. Do not
set yourself on fire to keep
other people warm.

Appendix3

Baby, I love you so.

Baby, you are my heart and soul.
I feel I could spread wings and fly
Every time I gaze into your eyes.


Baby, I love you so.
Baby, you are my heart and soul.
I could never ever leave you.
Forever together, our love is true.

Baby, I love you so.
Baby, you are my heart and soul.
Our hearts beat as one
As we gaze in love stronger than the sun.

Baby, I love you so.
Baby, you are my heart and soul.
Our lives have been infinitely entwined.
Our love is truly one of a kind.

Baby, I love you so.
Baby, you are my heart and soul.

	<p>Forever together is what we'll be. Forever together, Baby, just you and me Source: https://www.familyfriendpoems.com/poem/i-love-you-so-much-2</p> <p>Appendix4</p> <p>QUESTIONNAIRE</p> <ol style="list-style-type: none"> 7. What is the main topic of the poem? 8. Is this a heartbreak poem? why? 9. Who do you think the author is? 10. What does the author mean with “Our love is truly one of a kind”? 11. What would it be the title of this poem? 12. Is this an endless love? Write the answer from the poem. <p>Post-reading In this final section, students reflected about their own Haiku. It means, every student answered a question depending on their topic. Learners will be asked to answer with more than 3 lines.</p> <ol style="list-style-type: none"> 4. Do you think Self-love is important? Why? 5. Is it possible to live without love? 6. Is it love a suffering cause? 	
<p>During-task Task-performance</p> <ul style="list-style-type: none"> ➤ steps for writing . Pre-writing While-writing Post-writing 	<p>Pre-writing: In this first stage, the students carried out an alphabet soup. This activity was focused on love and heartbreak vocabulary. Those words were used in the poem in order to express their voice accurately. After that, the teacher socialized the main topic of the class (love and heartbreak) in order to facilitate them the writing process. After that, the teacher asked students to remember an unforgettable moment when they were in love. Then, the teacher started writing their comments and ideas on the board and try to adjust that to 5-7-5 haiku poem pattern. So, they must have an idea how easy writing a poem is.</p> <p>Appendix 5</p>	

WORD SOUP (LOVE AND HEARTBREAK) 

<p>CRY HAPPINESS IN-LOVE MOON ROSE</p> <p>BROKEN-HEART DREAM HEARTBREAK LOVE-OF-MY-LIFE PLEASURE TEARS</p> <p>BLIND CUPID HEART LOVE PAIN SAD</p>	<p>B R O K E N H E A R T C H E M</p> <p>S R A E T Q V P M L S U E R A</p> <p>D I H O Y O E H A W D P A U E</p> <p>E N T K L Z R O J I H I R S R</p> <p>L L I N H E A R T H N D T A D</p> <p>E F I L Y M F O E V O L B E M</p> <p>Y R C B B U R F S V E S R L O</p> <p>S S E N I P P A H V A U E P O</p> <p>G L H R O S E U O D K Y A H N</p> <p>I J M O K C W L R B C F K Z Q</p>
---	---

While writing:
 In this stage, learners will evoke their feelings taking into account the two main topics. So, they will start writing the poems with the teacher supervision and aid. For this activity they must choose one of the two topics (love/heartbreak). It is important to take into account that the only rules are grammatical rules since the sense is given by the writer and creativity.

Post-writing
 In this final stage, learners will develop a role play illustrating on of the two topics. In this sense, classmates will guess what is the topic about. Teacher will take notes about their pronunciation in order to socialize those mistakes.

Post-task:
 Step7:
 Review, correct and provide feedback on the students' written work.

In this stage the teacher will collect the haiku poems and will start reviewing each of them. So, taking into account the amount of students, the feedback will be provided written of each one of their grammar mistakes. After that, students must correct the Haiku and give it back to the teacher.

Appendix 6



I'm not perfect only I love you like
whenever.....

Emileth Lucia Quintero Silva

Haiko

I love you

my eyes shine for you
i love you immensely sky
I love you crazy fuck!

Very good
I like
your creativity
+take care
of the syllables

Juan Diaz

Haiko

For walking in love
they caused me pain and sadness
and they broke my heart

Very good Juan, you respected the 5-7-5 rule.
you expressed your feelings easily.
you used the appropriate vocabulary.
Grammar rules are right. You kept writing in past however, I think you wanted to say "falling" in "waters".

Odette Navarro

Haiko

10th 07

(5) you are my life heart
(4) you're the low that illuminates my life
(5) you are my great dream

Great! it is a nice Haiku.
- you respect the 5-7-5 rule!
- your grammar and vocabulary are almost perfect.
- you expressed your ideas using vocabulary.

Karen Soarez

Haiko

Participante

I loved you so much
But I take ^{too} me so little for
It's a love in half te on amor a medias

I love you Haiku
you tried to express your feelings.
take into account the 5-7-5 rule.
Try to stop translating.
Be careful with the grammar mistakes.

It was an incomplete love.

Maria fernanda Crispin

Poem

1001

my love for you is big
and how much I'm in love with you
I love you with all my life

• felicitaciones, gramaticalmente lo has hecho muy bien.
• le has expresado de manera correcta.
• Ten cuidado al momento de contar las sílabas.

Emileth Lucia Quintero Silva









































































Haiko

I love you

my eyes shine for you
i love you immensely sky
I love you crazy fuck!

Very good
I like
your creativity
+take care
of the syllables

Annex G Planning sequence.

GROUP: 10th	LEVEL: A2	DATE: From June 3rd to June 14th																																																							
LINGUISTIC OBJECTIVE To know vocabulary related to nature taking into account basic English grammar rules.	COMMUNICATIVE OBJECTIVE To express feelings and thoughts through the writing process of Haiku poems.	SOCIO-CULTURAL OBJECTIVE To know foreign poems such as Japanese Haiku.																																																							
TASK Pre-task While-task Post-task	10 th grader students	TOPIC Nature																																																							
DESCRIPTION OF THE ACTIVITY																																																									
STAGES	DESCRIPTION OF THE ACTIVITY	MATERIALS																																																							
<p>Pre-task: steps for reading</p> <ul style="list-style-type: none"> ➤ Pre-reading ➤ While reading 	<p>Pre-reading In this stage, the teacher provided a bingo chart (appendix1) with some words related to nature. Before providing this, the teacher shared the meaning of the vocabulary and the right pronunciation of the words. This “bingo” consisted in telling a story in which the teacher used some words of the chart (appendix2). In this sense, the first person that marked the words from the listening comprehension, was the winner.</p> <p>Appendix 1</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>B</td><td>I</td><td>N</td><td>G</td><td>O</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>HILL</td><td>SPRINKLER</td><td>FENCE</td><td>SMALL LEAVES</td><td>STICK</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>BIRD</td><td>LEAF</td><td>WHITE FLOWER</td><td>FLY</td><td>ROCK</td> </tr> <tr> <td></td><td></td><td>FREE</td><td></td><td></td> </tr> <tr> <td>GRASS</td><td>LEAVES ON STICK</td><td>FREE</td><td>BALL</td><td>ANT</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CLOUD</td><td>FLOWER POT</td><td>BUTTERFLY</td><td>YELLOW FLOWER</td><td>SUN</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>LADYBUG</td><td>BUSH</td><td>PINK FLOWER</td><td>TREE</td><td>DIRT</td> </tr> </table>	B	I	N	G	O						HILL	SPRINKLER	FENCE	SMALL LEAVES	STICK						BIRD	LEAF	WHITE FLOWER	FLY	ROCK			FREE			GRASS	LEAVES ON STICK	FREE	BALL	ANT						CLOUD	FLOWER POT	BUTTERFLY	YELLOW FLOWER	SUN						LADYBUG	BUSH	PINK FLOWER	TREE	DIRT	<p>Metaphorical poems. Vocabulary Dictionaries. Papers.</p>
B	I	N	G	O																																																					
																																																									
HILL	SPRINKLER	FENCE	SMALL LEAVES	STICK																																																					
																																																									
BIRD	LEAF	WHITE FLOWER	FLY	ROCK																																																					
		FREE																																																							
GRASS	LEAVES ON STICK	FREE	BALL	ANT																																																					
																																																									
CLOUD	FLOWER POT	BUTTERFLY	YELLOW FLOWER	SUN																																																					
																																																									
LADYBUG	BUSH	PINK FLOWER	TREE	DIRT																																																					

Appendix 2

Yesterday was an amazing day. I went to the beach with my family and played with a yellow **ball**. The **sun** was shining and the wind shook the **leaves** of the **trees**. I really enjoyed being there, listening to **birds** I felt **free**. However, some hours later we had to go because some **ants** that were in a **rock** stung my foot.

While reading:

In this stage, the teacher handed out a text called “Earthquake”. So, the teacher explained it with the questions in order that learners start with the reading comprehension.

Appendix 3

Earthquakes

Earthquakes are natural disasters that humans cannot control. Sometimes earthquakes are very dangerous and people need to learn more about where earthquakes come from, so to prevent themselves from them and any other natural disasters.

Earthquakes are the shaking, rolling or sudden shock of the earth's surface. They are the Earth's natural means of releasing pressure. More than a million occur in the world each year. Earthquakes can be felt over large areas although they usually last less than a minute. However, earthquakes cannot be predicted although scientists are still working on the problem.

There are about 20 plates along the surface of the earth that move continuously and slowly past each other. When the plates squeeze or stretch, huge rocks form at their edges and the rocks build up great forces, causing an earthquake. As the plates move, they put forces on themselves and each other. When the force is large enough, the crust is forced to break.

Shaking and ground breaking are the main effects created by earthquakes, bringing resulting in more or less severe damage to buildings and other structures. The severity of the effect depends on the complex combination of the earthquake magnitude. Ground breaks in a major risk for large engineering structures such as dams, bridges and nuclear power stations and requires careful mapping of existing faults to identify any likely to break the ground surface within the life of the structure.

1. The above reading is mainly about

a. the destruction caused by earthquakes b. protecting people from earthquakes
c. describing a violent earthquake d. why and where earthquakes occur

2. Earthquakes are considered natural disaster because

a. they are man-made b. man has no control over them
c. man can control them d. they are always unexpected

3. The word "prevent", line(2) is a/an

a. adjective b. verb
c. adverb d. noun

4. What does the shaking of the ground result in?

a. damage to buildings and structures b. releasing energy into air
c. breaking and shifting of rocks d. all of the above

5. Earthquakes are considered disastrous for people and properties because:

a. earthquakes happen in cities b. man can control them
c. they are unpredictable d. they result in little destruction

6. According to the text, how long does an earthquake usually last?

a. few minutes b. less than a minute
c. more than a minute d. scarcely a minute

7. The word "occur" line (5) means:

a. happens b. injure
c. exists d. inform

8. To which paragraph does the following sentence BEST belong?

"When the break occurs, much energy is released and mass is ejected through the earth in the form of waves causing an earthquake"

a. [1] b. [2]
c. [3] d. [4]

Post Reading: At the end of the activity, learners gave it back to the teacher in order to receive Feedback and socialize.

**During-task
Task-
performanc
e**

steps for
writing.
Pre-writing
While-
writing

Pre-writing:

In this stage, the students will carry out a matching activity. This activity consisted of having the Haiku poems separated from their draws. So, learner had to read the haiku in order to associate them with the right picture.

Appendix 5



After that, learners introduced a title for each one of the poems.

While writing:

In this stage, learners evoked their feelings taking into account the main topic (nature). So, they started writing the poems with the teacher supervision and aid. It is important to take into account that the only rules are grammatical rules and 5-7-5. Also, the capacity of expressing feelings.

Post-writing

In this stage, learners gave the pomes to the teacher in a piece of sheet without their names. So, the teacher mixed the poems in a bag in order that classmates pick one for reading them aloud. In this sense, when a classmate picked someone's poem, the owner of the poem received the feedback orally. So participants were attentive to know partners' poems.

Post-task:
Step7:
Review,
correct and
provide
feedback on
the students'
written work.

Feedback:

The feedback was provided orally meanwhile they read their poems. This feedback took into consideration: pronunciation, grammar and meaning.

Evidences

THE EARTH IS MY HOME
Reduce, Reuse, Recycle
Take care of my house

THE EARTH



Annex H Planning sequence.

GROUP: 10th	LEVEL: A2	DATE: From June 3rd to June 14th
LINGUISTIC OBJECTIVE To know vocabulary related to family members.	COMMUNICATIVE OBJECTIVE To share feelings and thoughts through Haiku poems.	SOCIO-CULTURAL OBJECTIVE To know different perspectives about family among classmates.
TASK Pre-task While-task Post-task		TOPIC Family

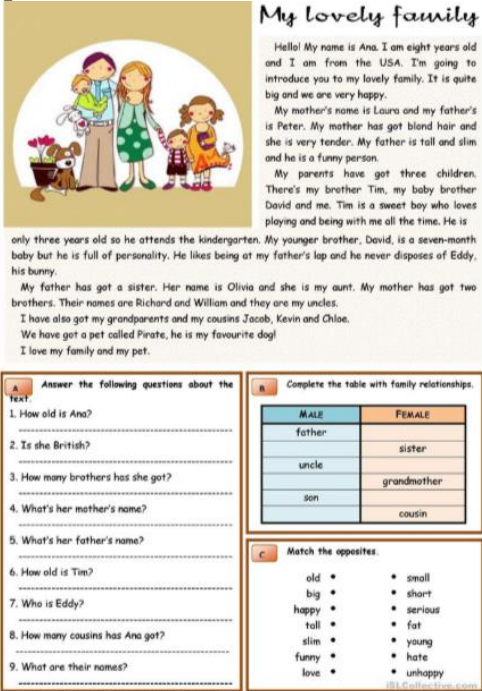
STAGES /	DESCRIPTION OF THE ACTIVITY	MATERIALS
<p>Pre-task: steps for reading</p> <ul style="list-style-type: none"> ➤ Pre-reading 	<p>Pre-reading</p> <p>In this stage, the teacher provided a family chart (appendix 1) related to the Simpsons Family. In this activity, learners socialized in pairs the family members that appeared in the worksheet taking into account that they must describe their relatives based on Lisa. After that, we all shared the members of the family tree by saying the right pronunciation of the words.</p> <p>Appendix 1</p> <p style="text-align: center; font-size: small;">Fill in the boxes to say who these people are for Lisa.</p> <div style="text-align: center;"> </div>	<p>Worksheet Vocabulary Dictionaries. Papers.</p>

- While reading
And post reading

While reading:

In this stage, the teacher handed out a text called “my lovely family” (APPENDIX2). So, the teacher explained it with the questions in order that learners start with the reading comprehension. After the reading process, learners carried out the post reading section by answering some question that were included in the worksheet. Finally, the teacher provided some feedback sharing the right answers with all students.

Appendix 2



My lovely family

Hello! My name is Ana. I am eight years old and I am from the USA. I'm going to introduce you to my lovely family. It is quite big and we are very happy.

My mother's name is Laura and my father's is Peter. My mother has got blond hair and she is very tender. My father is tall and slim and he is a funny person.

My parents have got three children. There's my brother Tim, my baby brother David and me. Tim is a sweet boy who loves playing and being with me all the time. He is only three years old so he attends the kindergarten. My younger brother, David, is a seven-month baby but he is full of personality. He likes being at my father's lap and he never disposes of Eddy, his bunny.

My father has got a sister. Her name is Olivia and she is my aunt. My mother has got two brothers. Their names are Richard and William and they are my uncles.

I have also got my grandparents and my cousins Jacob, Kevin and Chloe.

We have got a pet called Pirate, he is my favourite dog!

I love my family and my pet.

A Answer the following questions about the text.

1. How old is Ana?
.....
2. Is she British?
.....
3. How many brothers has she got?
.....
4. What's her mother's name?
.....
5. What's her father's name?
.....
6. How old is Tim?
.....
7. Who is Eddy?
.....
8. How many cousins has Ana got?
.....
9. What are their names?
.....

B Complete the table with family relationships.

MALE	FEMALE
father	sister
uncle	grandmother
son	cousin

C Match the opposites.

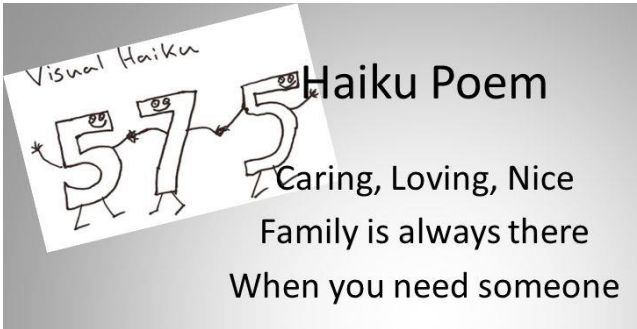
old *	* small
big *	* short
happy *	* serious
tall *	* fat
slim *	* young
funny *	* hate
love *	* unhappy

Post-reading

the post reading activity was exchanging their worksheets with classmates in order to socialize the right answers.

During-task

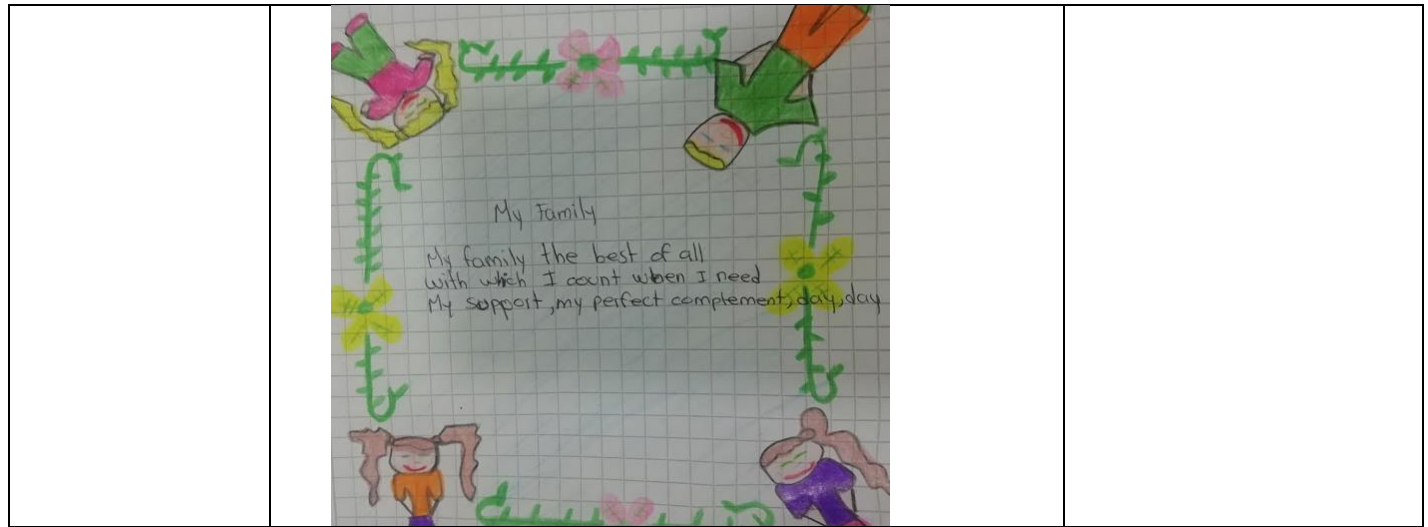
Pre-writing:

<p>Task-performance</p> <ul style="list-style-type: none"> ➤ steps for writing. Pre-writing While-writing Post-writing 	<p>In this stage, the read a Haiku poem as an example. In this activity they identified how many adjectives there were in the poem. (caring, loving, nice). Appendix3</p> <p>Appendix 3</p>  <p>While writing:</p> <p>In this stage, learners evoked their feelings taking into account the main topic (family). So, they started writing the poems with the teacher supervision and aid. It is important to take into account that the only rules are grammatical rules and 5-7-5 rule since the sense is given by the writer and creativity.</p> <p>Post-writing (sharing their haiku with the classmates).</p> <p>In this stage, learners read aloud their poems to share with their classmates.</p>	
<p>Post-task:</p> <p>Step7: Review, correct and provide feedback on the students' written work.</p>	<p>Feedback: (post task)</p> <p>Meanwhile the students were reading aloud their poems, the teacher corrected learners' mistakes about grammar and pronunciation. Also, the teacher made sure that they implemented the vocabulary learned inside the classroom.</p> <p>Evidences</p>	



Value what you have
with love, compassion and
honey
Value for
Life you
the value of
life





Annex I Planning sequence.

GROUP: 10th	LEVEL: A2	DATE: From June 3rd to June 14th
LINGUISTIC OBJECTIVE To know simple past rules.	COMMUNICATIVE OBJECTIVE To share feelings and thoughts through Haiku poems.	SOCIO-CULTURAL OBJECTIVE To express different thoughts and ideas from inside the classroom.
TASK Pre-task While-task Post-task		TOPIC Free topic
STAGES / DESCRIPTION OF THE ACTIVITY	DESCRIPTION OF THE ACTIVITY	MATERIALS
Pre-task: steps for reading ➤ Pre-listening	Pre-listening In this stage the teacher implemented a game called “bingo”. This activity consisted about playing some songs (four) and then, learns must circle or mark the words that they listened in the song. So, the teacher provided them a chart in which they had several words from each song. Just five words were right by song. Appendix 1	Worksheet Vocabulary Dictionaries. Papers.

Appendix 1

SOMEONE LIKE YOU (ADELE)



GIRL	SISTER	FORGET
PLAY	SMART	SOMETIMES
SOMEONE	MIND	PHONE

I'M NOT TOO GOOD AT GOODBYES (SAM SMITH)

STUPID	AFTER	BIG
GOOD	FATHER	DOOR
TRUE	GOODBYES	BEFORE

THINKING OUT LOUD (ED SHEERAN)

MOUTH	TIME	TEETH
EAT	LOVE	HAVE
EYES	HOPE	PEOPLE

JUST GIVE ME A REASON (PINK)

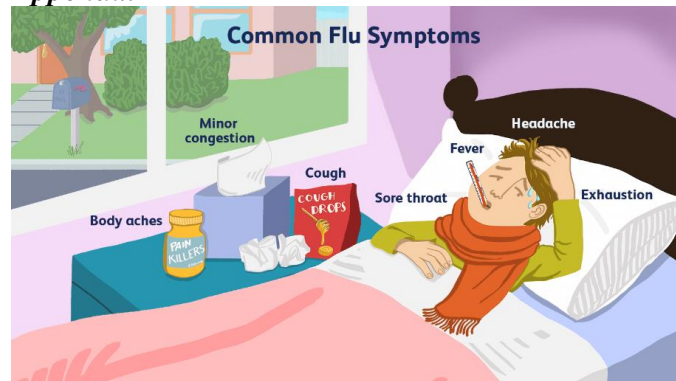
REASON	VICTIM	LEARN
HANDSOME	ANGRY	SCARE
SORRY	LADY	NEVER

- While listening

While listening:

In this stage, the teacher provided some vocabulary related to sickness. So, an image was stacked out on the board in order to share vocabulary related to “flu”. Appendix 2

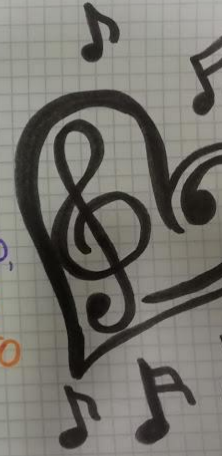
Appendix 2



	<p>Post listening:</p> <p>In this stage, learners took into account some considerations provided by the teacher.</p> <ul style="list-style-type: none"> ➤ Vocabulary related to “flu” ➤ Verbs in simple past ➤ Recommendations by the doctor. 	
<p>During-task</p>	<p>During task:</p> <p>In this stage, learners will be free to write the poem they want. So, the teacher allowed them to be creative by using the vocabulary they considered necessary for them. The teacher was helping them about the syllables counting.</p> <p>Post-writing (sharing their haiku with the classmates).</p> <p>In this stage, learners read aloud their poems to share with their classmates.</p>	
<p>Post-task: Step7: Review, correct and provide feedback on the students' written work.</p>	<p>Feedback: (post task)</p> <p>Meanwhile the students were reading aloud their poems, the teacher corrected learners' mistakes about grammar and pronunciation. Also, the teacher provided some feedback about expressing the right meaning.</p> <p>Evidences:</p>	

THE MUSIC

THE MUSIC, I TAKES YOU TO,
THAT MAGICAL, WORLD IS
WHERE YOU ARE FREE TO
BE AND FEEL.

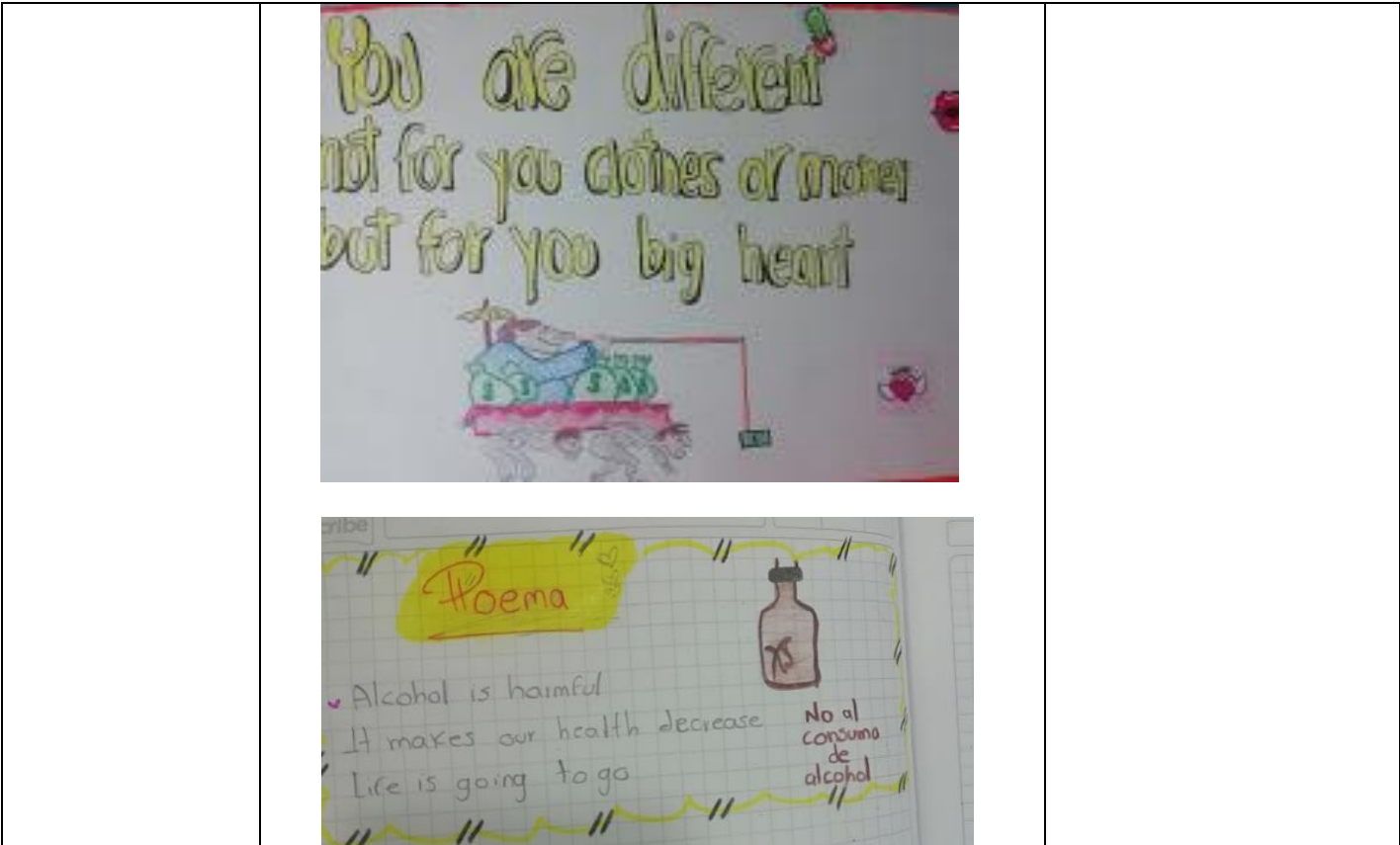


haikoi

Toxic as humans
Beautiful as nature
Killed as the planet.



Tóxico como los humanos
hermoso como la naturaleza
muerto como el planeta.



Annex J Evaluation format.

Rejilla de Evaluación (participante A, producción#1)

Written Rubric	0	0.5	1	1.5	2.0
<p>Grammar structure The haiku poem respects morphological, syntactic and orthographical mistakes based on their English level.</p>					
<p>Instructions The students respect the instruction given by the teacher. The poem follows the 5-7-5 syllable structure.</p>					
<p>Creativity The student proposes creative haiku poems depending on the topic.</p>					
<p>Capacity to express feelings The student express easily their feelings based on the topic proposed by the teacher.</p>					
<p>Vocabulary The student respects the accurate vocabulary or expressions learned in the classroom.</p>					
Total					

Annex K Self-observation check list.

Auto-observación de clase, 2019-1

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

*Obligatorio

Dirección de correo electrónico *

leidybernalv24@gmail.com

Autoevaluación

*
Fecha

21/05/2019

0 punt

Auto-observación de clase, 2019-1

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

*Obligatorio

Dirección de correo electrónico *

leidybernalv24@gmail.com

Autoevaluación

*
Fecha

04/06/2019

0 pt

Autoevaluación *

Fecha

04/06/2019

PLANIFICACIÓN

Auto-observación de clase, 2019-1

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

*Obligatorio

Dirección de correo electrónico *

leidybernalv24@gmail.com

Autoevaluación

*
Fecha

12/07/2019

0 puntos

Auto-observación de clase, 2019-1

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

*Obligatorio

Dirección de correo electrónico *

leidybernalv24@gmail.com

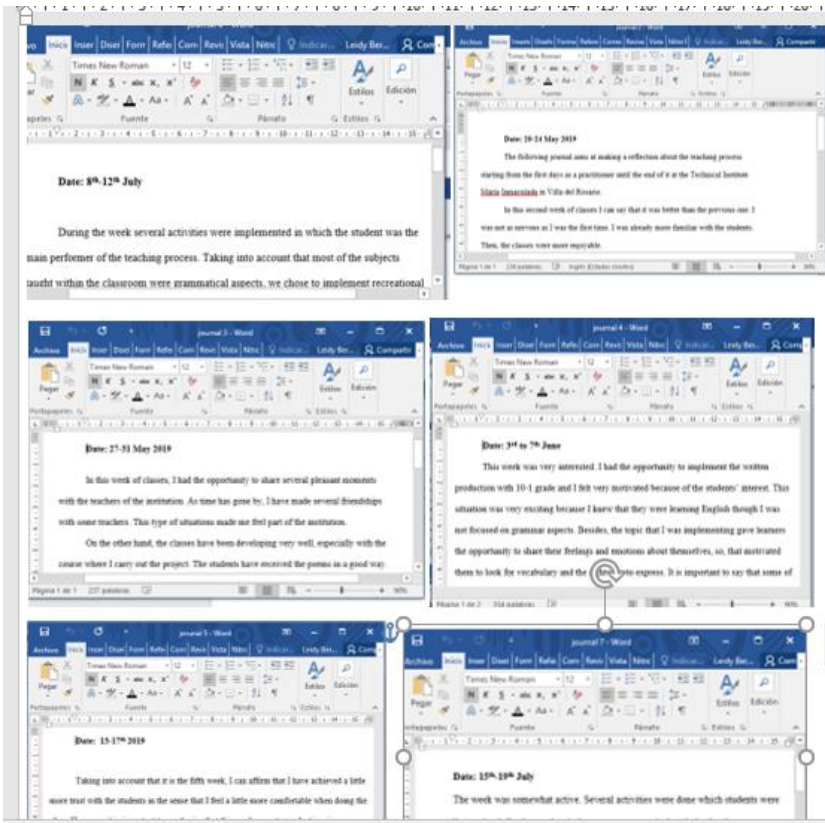
Autoevaluación

*
Fecha

26/07/2019

0 puntos

Annex L Narratives.



Annex M Evidences administrative component.

