

Reading comprehension as a technique to improve the writing skill at eighth grade students from  
a public school: an action research.

Presented by:

Naren Arzuaga Cantor

University of Pamplona

Faculty of Education

Foreign Languages' degree English-French

Integral practice

Pamplona, Colombia

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Presented by:

Naren Arzuaga Cantor

Mentor:

María Fernanda Padilla Stand

University of Pamplona

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**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

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## General presentation of the project

The project entitled “*Reading comprehension as a technique to improve the writing skill in English at eighth grade students from a public school: an action research*” is composed of four main components: the pedagogical component, the investigative component, the community outreach component and the administrative component. Furthermore, other aspects can be found like the introduction, the justification, general objectives, specific objectives and the general observation to better address the content of this proposal.

With regards to the pedagogical component, it has as main point to implement the pedagogical proposal suggested by foreign language students in order to solve an educational need from a grade observed during the first week of their integral practice at the “*Bethlemitas Brighton Institution*” in Pamplona, Colombia.

Therefore, the investigative component aims at presenting the macro-project called: “*The formation of the reflective spirit in the practitioners of PLEX, training tool to qualify the pedagogical practice*” by developing two main objectives: a) to implement the reflection as a transformative tool of the pedagogical processes of the integral practice and b) to promote in the students/practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Moreover, the community outreach component is framed in the macro-project entitled “*Project of English language awareness in primary schools of Colombia*” which allows pre-service students and primary students to have the space to develop the two main objectives: to serve training needs in English of the children population in primary school in Colombia and to

integrate the training in foreign languages students' from the English- French foreign language degree to the educational reality of English teaching in primary schools in Colombia.

Finally, the administrative component responds to the students' participation in extracurricular activities proposed by the institution and in this way, students will know the teacher's role outside the classroom.

## **Introduction**

Education is a continuous process that involves teachers and students in academic and extracurricular activities; however, instilling values is also evidenced during this practice to encourage students to be good citizens.

The University of Pamplona fosters pre-service students to get in touch with public high school institutions with the purpose of training them for their future profession; that is to say to know and to participate in all that concerns a school community. Also, it is a way to know the challenges that lead the teaching profession and how they can overtake them without consequences.

As it was mentioned previously, in the Education field emerge different factors which have to be solved in a good way considering that the school is an agent that serve to the students' integral formation; that is why it is imperative to keep in mind the implementation of different projects or activities to improve the human dimensions and the knowledge of students.

## **Justification**

Teaching a foreign language is a real challenge when there is not an hourly intensity for learning it. In high schools four hours are established per week to teach English to the students;

therefore, teachers must look for strategies which help students to learn and to improve their English level at four language skills (listening, speaking, reading and writing).

The University of Pamplona counts on the Foreign language degree in which students are educated in all the four language skills of English and French but also in Education models as well as teaching and evaluating strategies that can be implemented when teaching a group.

Taking into account the previous situation, this proposal aims at implementing the reading comprehension to improve the writing skills at eighth grade students from a Colombian public high school in Pamplona, north of Santander; considering that at that level students usually learn vocabulary, expressions, basic logical connectors and grammatical structures. At the same time, this project will allow pre-service students to be immerse and to reflect on his/her teaching practice, and to participate in extracurricular activities.

## **Objectives**

### **General objective:**

To describe how reading comprehension helps to improve the writing production of eighth grade students from a public school.

### **Specific objectives:**

- To implement reflection as a transformative tool of the pedagogical processes of integral practice.
- To promote in the pre-service students, the development of a critical spirit that allows them to analyze their pedagogical work.

- To serve the needs of English formation of children in primary schools in Pamplona.
- To integrate the training in foreign languages of the students of the English-French Foreign Languages Degree to the educational reality of teaching English in the primary school of Pamplona.
- To involve Pre-service students into extracurricular activities developed by the institution where they carry out their integral practice.

### **Institutional observation**

The institutional observation allows pre-service students to know how the institution is organized in order to know the values and principles that guide it. In this section, the researcher mentions different aspects related to the institution such as the historical review and location of the community, the institutional authorities, the institutional educational project, and some relevant aspects about the coexistence handbook, the institutional calendar, distribution of the physical plant, the institutional organization chart and the supervisor's time table.

### **Topographical location**

The Bethlemitas Brighton Educational Institution is located in North of Santander, Colombia to the south east of the urban perimeter of Pamplona city, Cra 4 N° 6-84 neighborhood and its main building on the Cra 1 N°4 5-90, Brighton neighborhood.

### **The historical review and location of the community**

A virtuous priest, lover of the poor and especially of the abandoned childhood created in the heart of Christ his desires to do good to humanity and to practice the Evangelical doctrine

"Blessed are the poor of spirit because of them is the Kingdom of Heaven" was The illustrious Canon Episcopal Secretary Dr. Numa Julian Calderon who owes the foundation of the "Holy Family Haven Brighton". The Sacred Heart of Jesus inspired the Doctor Numa the thought of endowing his land with a house of Bethlemitas and took as a starting point to celebrate in those days the priestly Jubilee of the Lord Bishop of Pamplona Doctor Ignacio Antonio Parra and wanted as a gift in his Weddings offer you the foundation of an asylum for poor and abandoned girls led by this community of religious.



On April 13, 1896 arrived in Pamplona the first Bethlemitas and 17 of the same month were installed and took under their care the institution under the name of "ASYLUM OF THE HOLY FAMILY, BRIGHTON."

Father Numa on the initiative of Mother General Ignacia González was constituted father and protector of the Bethlemitas of Pamplona until his death May 1, 1911.

Years later it changed a bit the modality of the work getting the government the Foundation of the Sacred Family School in the same facilities of the home with the primary basic, later it was growing until reaching the secondary basic, like educational center; At the moment we have the approval of the secretariat of Education as "educational institution

Bethlemitas Brighton" with orientation of the SEINE, in the technical average (10th and 11th). It has a number of 1,059 students, from transition to eleventh grade and an excellent staff of teachers.

## **The institutional educational project (P.E.I)**

The challenges of Globalization, including technological, scientific, social, and cultural advances, have led to a rediscovery and appreciation of the Bethlehemite education which are expressed in the following principles:

- The Bethlehemite education has as its main purpose the integral formation of students through a dynamic and coherent process, which develops all the potential at a personal, social and transcendent level and interdependence with the environment.
- The Bethlehemite education is based on the Christian anthropology that conceives the person as "being unique and unrepeatable".
- The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlehemite education invigorates from the curricular development so that students achieve the academic excellence.

### **General Objective**

To establish the route to invigorate the administrative, pedagogical processes of the Quality Management System of integral formation, based on the principles and values of the Gospel, in accordance with the provisions of the MEN, the charisma and the Bethlehemite spirituality and according to the Institutional Horizon to meet and guarantee high levels of educational excellence.

## Specific Objectives

- To strengthen the Pastoral of Human Development from the integrality of the person and achieve a harmonious development of each one of its dimensions (corporal, communicative, sociopolitical, cognitive, aesthetic, affective, spiritual and ethical) to train people committed to their personal development and the renewal and change of society according to the values of the Gospel.
- To strengthen the Quality Management system to guarantee continuous improvement in the educational service, thus fulfilling the expectations of the educational community.
- To invigorate the educational vision of the institution through the pedagogical model which allows students to achieve meaningful learning considering dimensions, processes, performances and competencies.
- To determine the guidelines for making rational use of human, physical and economic for the welfare of the Educational Community.
- To set the criteria for the adoption and implementation of the Holistic Pedagogical Model with the Collaborative, as well as the monitoring and evaluation of the impact of said model.
- To make the Institutional Improvement Plan a tool that allows improving the quality of education according to the educational needs and expectations of the students.
- To strengthen the capacity of the educational institution to advance training processes that promote values and develop individual and group competences to exercise democracy, interact on the basis of respect for their own human rights and



of others, handle conflicts appropriately, and participate in alternatives to solve the problems that affect the environment and the educational community.

- To promote the consolidation of an institutional culture that transforms the relationships between pedagogical aspects, participation in school management and relations with the community, in opportunities to learn to coexist in a constructive and peaceful way.
- To contribute to the construction of an inclusive, equitable, just and peaceful society.
- To form Bachelors Technicians in Informatics, in coordination with the SENA to offer a greater possibility for entry into the world of work.

### **Mission**

We are an Educational Institution that in the light of the Bethlemitas philosophy seeks the participation, update and the service in evangelization. We contribute in integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory and environmental principles. We have the strength of God and the legacy of the Saint Founders, the policies of the state and the commitment of the educative community.

### **Vision**

The Bethlemitas Educational Institution Brighton will be recognized in society as an entity with projection towards the leadership in educational innovation, investigative, pedagogical and technical inclusive nature consolidated in its highly qualified training processes people.

## **The coexistence handbook**

The coexistence handbook is a tool for the institution to determine rules, criteria, principles and procedures to promote, to prevent, to monitor and to evaluate scholars. It guarantees and defends the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

Its principles are:

- Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.
- Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.
- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- Dignity: recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

1. Learn to take care of yourself.
2. Do not attack the other
3. Learn to communicate
4. Learn to interact
5. Learn to work in group
6. Learn to take care of the environment
7. Learn to value social knowledge.

Finally, we can find some aspects related to each chapter:

Chapter I. Generalities, justification, objectives and legal basis

Chapter II. Philosophy and institutional symbols

Chapter III. Obligations, duties and responsibilities of the institution.

Chapter IV. Organizations of participation

Chapter V. Rules of personal hygiene and public health

Chapter VI. Student profile, rights and requirements of the students, stimuli for the students, procedures and protocol

Chapter VII. Prevention, using and trafficking psychoactive substances, teenage pregnancy and environment care.

Chapter VIII. Inclusion process

Chapter IX. Educational community, rights and parents' responsibilities, profile of graduates, rights and requirements of graduates.

Chapter X. Rules for using laboratories, computer rooms, audio-visual, technical, artistic, and games room and chapel.

### **The institutional calendar**

The academic calendar in the educational institution was based on what was proposed by the Education secretary of the department. It, generally, covers 40 teaching weeks, which were divided into four periods, four weeks of institutional development, 12 weeks of holidays for students, and seven weeks of holidays for teachers and directors.

Furthermore, there were several social and cultural activities such as flag-raising ceremonies, graduated students' meetings, parents' council meetings, festivals, diversity days, environmental care days, etc.

*Table 1 The institutional calendar*

<b>First period</b>	From 21 January to 29 <sup>th</sup> -march (10 weeks)
<b>Second period</b>	From 1st -April to 14th June (10 weeks)
<b>Third period</b>	From 8th -July to 13th- September (10 weeks)
<b>Fourth period</b>	From 16th - September to 29th November (10 weeks)

### **Distribution of the physical plant**

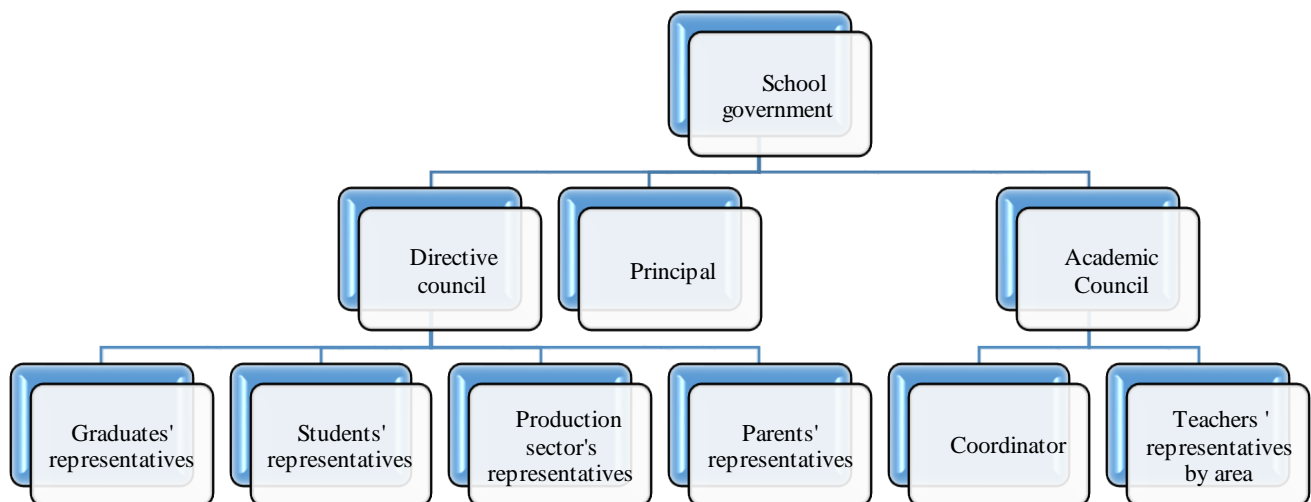
The educational institution “Bethlemitas Brighton” expects to be the center of the community in order to influence the strengthening and construction of human, spiritual, ecological ethical and social values. The institution contributes day by day to the quality education, forming participative, competitive and entrepreneurs’ students with a sense of belonging to the institution and democracy.

The educational institution has the appropriate physical plant to admit children and young people in pre-school, primary basic, secondary basic and technical secondary levels.

Currently, the institution has two main buildings. The first one destined for the development of the basic primary’s classes and the second one destined for the development of the basic secondary and technical secondary. In addition, the institution has chemistry and English laboratories, a library that allows students better practice in that area of learning.

## The institutional organization chart

According to the article 60 of Law 115 of 1994, the educational community consists of persons who have direct responsibilities in the organization, development and evaluation of the institutional educational project that runs in a given establishment or educational institution. All members of the educational community are competent to participate in the management of education institutions and they are organized in the following chart:



*Figure A Institutional authorities and organization.*

### The supervisor's time table.

The Teacher Nydia Teresa Yañez Mogollón is the supervisor who is the English teacher of sixth grade's students, seventh grades' students and eighth grades' students. In the next table is the teacher's time table presented with the eighth grade's English classes and sixth's grade English classes, the main groups that were part of the pre-service's integral practice.

Table 2 Supervisor's timetable

N°	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	7:00 - 7:15	<b>Reflection</b>				
<b>1</b>	7:15 - 8:10					
<b>2</b>	8:10 - 9:05					
<b>3</b>	9:05 - 10:00	Sixth grade 2	Eight grade 1	Eight grade 2	Eight grade 1	Sixth grade 2
	10:00 - 10:30	<b>Break</b>				
<b>4</b>	10:30 - 11:25	Sixth grade 2	Eight grade 1	Eight grade 2	Eight grade 1	Sixth grade 2
<b>5</b>	11:25 - 12:15					Eight grade 2
<b>6</b>	12:15 - 13:00					Eight grade 2

### **Pedagogical aspects observed**

#### ***Planning lesson***

After having carried out the institutional observation, English teachers at Brighton Bethlemitas institution take into account the subjects establish at the suggested curriculum scheme for the sixth and eighth grades and also the English book, that is to say, “*Welcome to outstanding 6*” and “*Outstanding 8*” respectively for that reason, the activities are centered on those books because they contain a variety of grammar, vocabulary, listening and reading comprehension exercises that are distributed in four units with four lesson each one.

#### ***Assistance list***

It is a format that is used by the teacher with the purpose of monitoring the students' assistance. At the same time, there is another kind of list that is divided into six aspects “*Ser*,” “*Saber*,” “*Hacer*,” “*Lectura crítica*,” “*Prueba de Calidad*” and “*Definitiva*”. So, it is used to record the grades in each aspect mentioned before from 1,0 to 5,0. In this way, the first aspect belongs to the behavior and the participation in class, the second one belongs to all the activities

(workshops, homework and quizzes), the third one belongs to the reading comprehension exercises implemented from the English book or from the other source and the two last aspects belong to the English quality test where is evaluated all the subjects learnt by term and the final grade obtained for each academic term.

### ***The academic observer***

It is another pedagogical tool that is used to record the name of the students who do not have a good behavior in class. So, teacher assign a student who was in charge of giving it to the teacher to complete the due process that is to say write the date, the name of the students, the details of his/her behavior and the student's signature.

### ***Web Colegios platform***

It is a pedagogical tool that is used with many purposes. Each teacher has a username and a password, in this way, they have access to the grades assigned, the different lists and also they can publish the grades from each student by taking into account the list's aspects mentioned before.



*Figure B Web Colegios platform.*

### ***Observation rubrics***

In order to analyze the student's role and attitude, teachers' role, the development class, the materials and the use of the English in classes during the institutional observation, two non-participative observations were developed by the pre-service teacher in each grade assigned by the supervisor in order to accomplish the purpose mentioned above. Also, others three grids were conceived with the purpose of identifying and analyzing aspects that that guided the pedagogical project that is about the implementation of reading comprehension to improve the writing skill at eighth grade.



## Chapter I: Pedagogical component

### **Reading comprehension as a technique to improve the writing skill in English at eighth grade students from a public school: an action research.**

#### **Introduction**

When learning English as a foreign language, it is imperative to develop the four skills that is listening, speaking, reading and writing; because all them serve many valuable purposes in language: they give learners scaffolder support, opportunities to create, to use the language in context for exchanges of real information, to prove the ability and confidence (Manaj, 2015). In the case of reading and writing, they share similar aspects such as asking questions and making connections, revising meaning, reflecting, constructing the gist and evaluating.

In the pedagogical context, reading and writing are the tools for achieving an effective written communication in which students are challenged to read and to write texts in order to pick up vocabulary, language structures and to share ideas according to any subject. However, in the Colombian high school setting, most of time those abilities are taught in isolation that is why scholars are not involved completely in them as much as expected, considering that learners *read* instructions, written grammar drills, flashcards, pronunciation practice and *write* sentences, dialogues scripts, fill-in-the-black sheets.

This way, the present project aims at implementing reading comprehension as a technique to improve the writing skill of eighth grade students based on the source text materials in their English class.

## **Statement of the problem**

Although there are many studies that confirm that reading and writing are two skills that allow several positive aspects when they are taught together, sometimes this situation happens totally concurrently in real contexts when teaching a foreign language.

In agreement with two observations conducted in a Colombian public high school with students of eighth grade, the researcher evidenced that reading and writing are used alternately in class to learn about vocabulary, grammar structures and cultural aspects in English. However, students are not used to writing simple paragraphs to express their ideas or perspectives about a specific topic by using logical connectors, punctuation markers or capital letters; that's why the importance of carrying out this proposal which will be addressed under the following research questions:

- How the implementation of reading comprehension helps to improve the writing skill at eighth grade's students from a public school in Colombia?
- How can the writing production be developed in an English eighth grade students?
- What are the most common challenges of implementing reading comprehension to improve the writing skill?

## **Justification**

It is known that *writing* is the result of using symbols to communicate thoughts or ideas in the language system. In the Education field, it is viewed as a process of prewriting, drafting and post writing in which students learn to make a relationship between what they read and what they tend to write (Hadis, Awang, and Manvender, 2015). Nevertheless, Mokhamar (2016) affirms that "writing it is generally believed as the ability to write fluently and expressively a

goal pursued in EFL at a large and for academic achievement; in particular”. However, as an ability it can represent an obstacle in the student’s learning process since it requires the use of formal content, cultural knowledge and it must be presented cohesively and accurately.

Taking into account the previous circumstances, this proposal will adopt the reading-to-write model in which its basic procedure consist of reading first some materials of the target language, then students find out significant points and finally state their opinions in the writing form from one perspective (Zhang and Xi, 2012). To achieve the above, the development of writing tasks is proposed under the action-oriented approach to better guide what they read and what they are going to do; in others words, students will be able to write about different topics based on simple texts related to different subjects by expressing their perspectives by writing.

## **Objectives**

### **General objective:**

To analyze how reading comprehension helps to improve the writing production of eighth grade students from a public school.

### **Specific objectives:**

- To use the reading comprehension proposed on the source text books for eighth grade.
- To implement writing tasks to develop the writing skill.
- To describe the use of English in the writing process.

## **Theoretical framework**

With the purpose of accomplishing the main objective from this proposal which is based on the analysis of reading comprehension as a technique to improve the writing skill of eighth grade students; it is necessary to study some concepts that will be relevant for itself like reading-to-write, writing skill, task based-learning, writing tasks.

### ***Reading-to-write***

Reading-to-write is a useful model in both reading and writing classes considering that: In the process of reading, the students for the first time have an interaction with the writers, and in the process of writing, they come to interact with the readers. With the purpose of expressing their understanding by writing, the reading process must be completed with more care and critical thinking (Zhanfang and Yang, 2014, p.67).

This way, reading-to-write can be applied in classroom teaching and languages learning process by integrating listening, speaking or reading to lead integrative language use. In this direction, scholars work with source texts to integrate reading and writing in class; however, this practice becomes a challenge to all academic literacy activities for L2 writers.

### ***Writing skill***

Writing is one of the four skills (listening, speaking, reading, writing) in language learning which consist of written symbols, representing the sounds, the use of capitalization, word form, spelling and punctuation (Sri, 2018, p. 1). At the same way, this ability has an importance or need for students of a foreign language because:

Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels (Sri, 2018, p.2). Even so, it exists a process to write where *Pre*

*writing* allows to find a topic by considering keys words or sentences and its main purpose for readers. *Drafting* is the compilation of thoughts, *revising* is the refining of the compositions by rereading, drafting and revising on basis if feedback. In the *cleaning up* process is tended to work on punctuation, capitalization, grammar, and paragraphing and finally, *publishing* is the way to have or present the final version of writing (Manaj, 2015, p.31).

### ***Task based learning***

In recent decades, they have emerged different approaches to teach a foreign language by using the skills proposed for itself. One of them is *task based learning* which has become the most recognized and used where scholars learn language by doing tasks. This way, it promotes learning language knowledge and training skills by performing tasks where *teacher* performs the role of instructor to establish study setting and advocates the learning activities while *learners* are the key figures in the learning process (Murat, 2011).

### ***Writing tasks***

Writing tasks encompass a whole range of communicative events that differ with respect to degree of complexity of the communicative aims; that is why these kind of tasks are focused on simple and short writing events (*memos, tweets, e-mails, letters, texts messages*) or complex writing events associated with academic, institutional and professional demands (Byrnes and Manchón, 2014). Likewise, when students practice to write and complete their tasks, they can improve their vocabulary, grammar, spelling, punctuation and expressions but also, they could write for differences audiences and purposes (Panavelil, 2015).

## **Literature review**

This project counts on some research studies which bring to light key aspects that guide the main objective of it. To do it, there were emerged two categories; the first one related to the integration of reading and writing to teach English as a foreign language and the second one with regards of the task-based materials to improve the writing skill in ESL students.

### ***The integration of reading and writing to teach English as a Foreign Language***

In recent years, it has been conceived that reading and writing are two skills which must be taught together considering that they are two of the four abilities to learn a foreign language, hence the importance of their integration because of their improvement.

One hand, Alomrani (2014) confirms that extensive reading in L2 is a significant source for developing L2 writing skills because, students who received regular instruction plus extensive reading wrote significantly better essays than their counterparts who received instruction without extensive reading. In other words, the positive effect was attributed to the chance the learners had to read and work with texts of various structures, word forms, and referential words which allow them for the development of their language proficiency in different areas, their motivation and their habit of reading and writing.

On the other hand, Mokhamar (2016) proclaims that reading and writing is carried out in class by some stages (*pre, while and post*) respectively; for each one of them other kind of activities are suggested (*presenting and reflecting about the tile, doing hypothesis, knowing the vocabulary and to write by expressing ideas, thoughts, etc.*) with the purpose of encouraging students to write in the foreign language. In this direction, the integration of reading and writing allows students to become better readers, writers and thinkers; also it enhances student's

understanding and improves the retention of what they read and to organize the ideas they will write about the topic text.

### ***The task-based materials to improve the writing skill***

Based on Sundari (2017) the development of task-based materials used in writing class, it enhances the students' performance on this ability facilitate them designing format of text, a qualified content, explicit knowledge of grammar rules and organization; in spite of that writing mechanics (punctuation, capitalization and spelling) is the only aspect that does not give significant influence on students writing. In general, giving tasks based on the learners' needs make easier to them the use of the language they know and to improve what they do not know. Moreover, authentic tasks enable the students to perform activities inside and outside the classroom. Therefore, the activity and language outcomes are relevant to the use of language in real world.

At the same sense, Motahareh and Rouholah (2016) validate the positive influence of three textbooks (*connections, Alter ego and The Echo manual*) implemented in three different Iranian students' groups because students were able to improve their written proficiency and get good grades (pass the exam). However, these textbooks have different approaches, that is why the *Alter ego* manual has less effectiveness in teaching writing skill while the *Echo manual* is more effective in this aspect.

Finally, Hadis, Awang, and Manvender (2015) proclaim that students are more encouraged to read and to write when implementing strategies such as giving them their favorite topic to read, selecting interesting reading passages for them to read and asking them to integrate read-to-write with the use of a variety of fun activities such as retelling the story etc.

## **Research methodology**

The current project adopted the bases of a qualitative research that is explained by Mason (2002) the place where:

We can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate (p.11)

In the same way, the qualitative research adopted the action research design which is defined by O'Connor, Greene, and Anderson (2014) as:

One form of meaningful research that can be conducted by teachers with students, colleagues, parents, and/or families in a natural setting of the classroom or school. Action research allows teachers to become the “researcher” and provides opportunities for them to be learners by improving instructional practices and reflecting about pedagogical choices as well (p.2).

### ***Population***

The present project was carried out in a Colombian public high school called “*Bethlemitas Brighton*” that is located in Pamplona, north of Santander and the population was two groups of eight grade from the same institution. The sampling criteria was grounded in the student’s good performance and participation in each group during the three terms English subject. In other words, a total of six students -3 students (two girls and one guy) from one eight grade group and 3 students (two guys and one girl) from the other eight grade group- were



chosen to be part of the proposal whose ages ranged from 12 to 14 years old and who receive four hours of English classes per week.

### ***Data collection instruments***

With regards to the data collection instruments for the project, the researcher has conducted participative observations, questionnaires and research journals or narratives. The administration of them was as follows:

### ***Non Participative observations***

Observing in a setting requires good listening skills, careful attention to visual detail, and management of issues (Creswell, 2002). However, a non-participative observation is a qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants (Williams, 2008). Moreover, during this method, the researcher adopted a non-participant role or an “outsider” who watches and records the phenomenon under study (Creswell, 2002).

For this project, the researcher resorted to three non-participative observations at eight grade in order to identify the phenomenon which will be studied during the development of it so, the information will be collected into two grids which will be designed to identify and analyze aspects related to teacher’s attitude and methodology, interaction between teacher and students, materials used in English class and verbal and non-verbal behavior.

### ***Questionnaires***

Questionnaires are a convenient way of collecting useful and comparable data from a large number of individuals. However, they only produce valid and meaningful results if the

questions are precise and if they are asked consistently across all respondents (Mathers and Hunn, 2009). Besides, it could be structured or unstructured questionnaires; the type of questionnaire selected for the developing of this research was the unstructured one as “it provides both, closed-ended and open-ended questions” (Zohrabi, 2013). In this way, two questionnaires were conducted to the six participants in order to get information about their experiences in writing and their opinions in the writing process that was guided by the pre service teacher in some English classes.

### ***Narrative/ Reflecting writing***

According to the Education Development Unit (2018) reflecting writing is an activity that includes description (what, when, who) and analysis (how, why, what if). In other words, it is more subjective, hypothetical, or critical. Considering the importance of this data collection instrument, the researcher used it as a written record to reflect on her teaching practice and the phenomena under study during the research period. In other words, the pre service teacher wrote nine narratives by describing her pedagogical interventions taking into account the following aspects the methodology, the materials, the sources, the activities, the use of English language and the assessment used for each class; at the same time, she reflected on these items and proposed strategies to solve the difficulties presented in her future English classes.

### ***English test***

The purpose of developing this tool is to measure and to analyze the students’ progress throughout the implementation of the project. In this way, the researcher assessed the participants’ development through the written tasks did during the four academic term, that is to say, she used a grid three times (for each written task) that is divided into three main aspects

content and organization, grammar and orthography and the use of the language with the purpose of grading and in the same time of analyzing the participants writing process by highlighting the positives aspects got during the process and these to improve.

### **Methodology of the Implementation of the Pedagogical Proposal**

For the development of the present project, the researcher followed the model *reading to write* to better guide the procedure that consists of reading a text, understanding the unknown vocabulary and its sense and finally writing about the topic under study. In addition, the researcher suggested written tasks that are “*focused on simple and short writing events (memos, tweets, e-mails, letters, texts messages) or complex writing events associated with academic, institutional and professional demands*” (Byrnes and Manchón, 2014). In other words, she established three written tasks to improve the writing skill in participants that is why they wrote themselves about *Four Colombian touristic attractions, vacations* and a story with *phrasal verbs*. The previous subjects were retrieved from the English book used in the institution “*Outstanding 8*” which is divided in four units with four lessons each one containing a variety of grammar exercises, vocabulary, micro-projects, audios and also reading comprehensions about different topics.

It is important to mention that the whole process took place in some English classes with eighth grade students at Bethlemitas Brighton high school. Then, the pre service teacher followed didactic sequences in which were detailed the stages of class and the development of the written tasks (choosing the topic, drafting, revising and editing) with the topics mentioned. In this way, the pre service teacher used images or comic strips to get a general idea of the text, after students read it, the practitioner asked them for the meaning of unknown words and the main ideas from the text and finally, students wrote short texts with the practitioner’s help or

dictionaries. Also, the written tasks were done in some English classes by the participants and in some cases they had to search for information on internet to accomplish with the objective. However, they also used the elements mentioned before they had in the classroom. During the process it was evident the participants' pace of work that is to say most of them wrote in an autonomous way, they asked just the necessary while others needed the pre service teacher help many times.

As it was mentioned above, three written tasks were done by the six participants in the English classes during the development of the pedagogical proposal. The first one was carried out on September 24 and 25<sup>th</sup> that a class was conceived to talk about vacations and in turn, they read the text "*5 top tourist attractions in Mexico*" which was in the guide text "*outstanding 8*" p. 119. Then, five images were projected to get them familiar with the general meaning of the text, after they underlined the unknown words, they looked for the meaning on their dictionaries and the teacher asked them for saying the main ideas from the text in the class. Taking into account that guide, students wrote ideas about four Colombian touristic attractions like "*San Felipe de Barajas*" Castle, *Caño Cristales river*, *Tayrona Natural park* and "*Nuestra Señora de las Lajas*" church of their history, location and tourism. It is appropriate to mention that all students of eighth grade did this activity thanks to a research they did previously and also thanks to the teacher's guide. Likewise, students wrote and gave their personal touch to the written production in the English class that took place on September 24 and 25<sup>th</sup>. Also, on October 2<sup>nd</sup> the pre service teacher conducted the first questionnaire to the six participants in order to know some specific aspects about the writing style and process they follow when writing texts.

The second written task was conducted on October 3<sup>rd</sup> and 4<sup>th</sup> at the English laboratory. This activity was established with the purpose of writing a story by using phrasal verbs. So, the

teacher followed the sequence (*Appendix 3*) of the class for the reading and writing part and she gave some instructions and suggestions to write the stories which were written individually by taking into account two texts “*my mom didn’t wake me up!*” retrieved from the English book “*Outstanding 8*” p. 127 and “*traveling abroad*” retrieve from the English book “*Outstanding 7*” p. 123 that contained the grammar topic for the class. Relating to the student’s work, it was good in spite of the indiscipline from some students; however, the activity was finished with success.

The final written task was done on October 29<sup>th</sup> and on November 6<sup>th</sup> in each group respectively. For its development, the pre service teacher followed a didactic sequence in which students analyzed and described a situation that happened in a comic strip about vacations taking into account also the text “*My last vacations*” from the English book “*Outstanding 8*” p. 129; after that, she asked some questions and asked students for thinking about their last vacations and all they did at that moment. Finally, students wrote about it with the guidance of the practitioner. At the end of the process, the researcher collected a total of 18 written productions from the six participants to put them in an electronic journal.

### ***Timeline for the implementation of the pedagogical project***

For the development of the items established for the present project, the researcher conceived a timeline in order to better organize and describe the activities that were developed in the research process in her integral practice:

*Table 3 Timeline of the pedagogical project*

<b>DATE</b>	<b>ACTIVITY</b>
From September 2 <sup>nd</sup> to September 6 <sup>th</sup> 2019	Institutional Observation First and second non-participative observation
From September 9 <sup>th</sup> to September 13 <sup>th</sup> 2019	Correction and socialization of the proposal

From September 16 <sup>th</sup> to September 20 <sup>th</sup> 2019	Beginning of integral practice (English classes)
On September 24 <sup>th</sup> and 25 <sup>th</sup> 2019	First written task: 4 Colombian touristic attractions
On October 2 <sup>nd</sup> 2019	Implementation of the first questionnaire
On October 3 <sup>rd</sup> and 4 <sup>th</sup> 2019	Second written task: A story with phrasal verbs
On October 25 <sup>th</sup> 2019	Delivery of the proposal progress
On October 29 <sup>th</sup> 2019	
On November 6 <sup>th</sup> 2019	Third written task: My vacations
On November 14 <sup>th</sup> and 15 <sup>th</sup> 2019	Implementation of the second questionnaire
On November 29 <sup>th</sup> 2019	Delivery of the final report
On December Second and third Week	Final presentation

### **Data analysis**

The data analysis adopted for this qualitative research was the inductive analysis which is understood as the universal model of qualitative analysis that goes from the specific to the general by finding connections among them (Hatch, 2002); in other words, the analysis mentioned above allowed the researcher to use specific information to form a meaningful whole by answering the questions proposed.

In this way, the data process of this study started with two non-participative observations in the both eighth grade groups with the purpose of identifying and analyzing the phenomenon under study by using grids to record the information. In addition, the pre service teacher conducted two questionnaires to the six participants in order to analyze the students' writing process and their perspectives in relation to the previous process. Also, she did three non-participative observations during the development of the written tasks by observing specific aspects and she analyzed the participants' written productions to highlight their development in each one of them. After that, she did the transcription and the representation of graphics of the instruments mentioned before. In the case of the written productions, the researcher created a

grid to assess the process by taking into account the necessary aspects in the written skill. At the same time, the coding process was done with the MAXQDA software in which the information gathered from the data collection instruments was classified into categories that helped her to better understand and to answer the questions that addressed this project.

## **Findings**

During the implementation of the pedagogical proposal some aspects have emerged which contributed to the development of the proposal itself, in the following categories it will be explained the contributions of the reading comprehension and the writing process developed by eighth grade students when writing in the foreign language.

### ***The contributions of reading comprehension to improve the writing skill***

Implementing reading comprehension activities to improve the written skill at eighth grade students is a complex process that must be well oriented to obtain good results. As it was mentioned before, the current project adopted the reading to write model to guide it step by step.

According to the non-participative observations, the process of reading comprehension was conducted to the participants in a simple way to better understand the sense of the texts which were retrieved from the English book “outstanding 8” (*five touristic attractions in Mexico, my mom didn't wake me up, traveling abroad and my last vacations*). Also, during the reading comprehension procedure, students showed a good attitude and interest because they looked for the meaning of the words to understand the whole idea of the texts which was evidenced in the good achievement of the activities proposed for this skill in classes. However, students resorted sometimes to the researcher when they could not find the words in English in their dictionaries.

In addition, and according to the non-participative observations, the implementation of reading comprehension gave lights and a kind of guidance to the participants since the texts allowed students to adopt new vocabulary, to use punctuation marks, capital letters, logical connectors and to follow a specific pattern according to the kind of text to write. Also, they could adapt and write the texts from their own experiences and knowledge, it was the case of four touristic attractions in Colombia, a story with phrasal verbs and my last vacations by following the grammar structures and vocabulary learnt previously in the foreign language in English classes from the texts read. In addition, reading comprehension allowed students to know a little bit about specific topics, the writer opinion and style, the way to write and how to catch the attention of the readers.

### ***The writing process at eighth grade students***

While it is true, the writing process requires some aspects to accomplish the main purpose that is writing in order to communicate ideas or messages. In this case, students developed three written tasks in order to achieve the main purpose that was writing texts in the foreign language which were based on three reading comprehensions retrieved from the English book “*Outstanding 8*” in which they wrote their texts taking into account the topics proposed (4 *touristic attractions in Colombia, story with phrasal verbs and my vacations*). However, most of eighth grade students revealed they write “*sometimes*” texts in the foreign language but other confirmed they write “*almost always*” in the foreign language in class or in their houses. Considering these situation participants took into account some tools/aspects and the genre of the text when writing in the foreign language. One hand, most of the participants stated they used the dictionary and/or the translator to look for the unknown words but other said they just used all learnt in the English classes or all learnt (vocabulary or grammar structures) by using



applications as “Duolingo”. In addition, they take into consideration the topic, the coherence and cohesion, the vocabulary and the word writing when they writing texts in English language. On the other hand, it was evidenced that participants preferred to write monologues and informational texts as well as tales/fables and/or dialogues in the foreign language.

It is important to highlight during the process it was evidenced that participants followed a brief process at the moment of writing in the foreign language. In this way, they choose the topic, the structure of the text and the key words or ideas in the Spanish language that they will include in their texts. Then, they started to look for the words in the English language and after they continued with the process by writing sentences with the ideas and by adding punctuation marks and logical connectors. At the end of the process they re-read their texts and did modifications if it is necessary in terms of word writing or grammar structures. In addition, it was confirmed that participants liked and learnt from the writing process because through it they could “*aprender nuevas palabras del inglés para mejorar mis conocimientos del idioma*” (second questionnaire, fourth participant) and “*la conjugación de verbos, la traducción de frases o párrafos, nuevos verbos que aportan a la escritura de textos, etc.*” (second questionnaire, third participant). Also, each participant showed an important progress which were perceived during the development of each written task and evaluated through a grid individually in terms of content and organization, grammar and orthography and the use of the foreign language; in this way most of them made mistakes in grammar structures (the order in a sentence or the mixture of simple present with simple past or present continuous) but also they just wrote sentences one after the other without including logical connectors or punctuation marks. During the development of the written tasks, participants started to use the comma and the period in their

texts, logical connectors like “*however, but, also, and, finally*” as well as the correct conjugation of verbs and the way to express their ideas clearly.

To sum up the writing process was not easy at the beginning because students were not used to writing texts but they are used to filling the gaps in a sentence, matching phrases or developing any exercise proposed in the English book. So, they wrote a bunch of simple sentences with no sense. However, the implementation and follow-up of reading comprehension and written process steps gave students lights to write in the foreign language little by little; this situation was evidenced in the English classes because participants began to use logical connectors and punctuation marks with the purpose of giving sense to their texts and expressing their ideas clearly.

### **Conclusion**

The idea of improving the writing skill in eighth grade students was a real challenge since as it was mentioned before they are used to writing simple sentences in the foreign language and not to writing texts. However, the fact of having implemented this project allowed in a certain way to help students to understand what they were writing about any topic by following steps. The classes destined to implement the proposal were productive because students did their best writing and expressing their ideas from their knowledges and their experiences by using the English as foreign language. Nevertheless, implementing reading comprehension was a good tool to accomplish the main objective of that project because thanks to it, students could learn new vocabulary, logical connectors, punctuation marks and how to organize a text by expressing their experiences and ideas. So, good results were evidenced during that process because the texts implemented were about different topics adapted to their level and interest. However, the participants had some difficulties during the development of the writing process. As it was

mentioned at the beginning, they are not used to writing texts but simple sentences that is why it was evidenced in the participants' written tasks that the use of logical connectors and punctuation marks is limited, there are some words that were not written correctly and some verbs were not well conjugated. Participants tend to use the same logical connectors and to put sometimes together the sentences without using punctuation marks and also they do not write the words correctly (vocabulary or verbs conjugation).

### **Suggestions**

For future projects, it is suggested to implement other kind of written tasks like letters or emails because these are other kind of activities of their interest and that they can develop easily in English classes. Also, it is important to know how to implement them and how to link the topics to accomplish the main objective that is to allow students to write by themselves.

Also, it would be a good idea to develop speaking skills or listening in this population because students at this level just learn about grammar structures and vocabulary; in this way it would be a good opportunity to encourage students to speak fluently and to understand what other people are talking in the foreign language and at the same time, it would be an occasion to break the paradigm and to demonstrate them that they can also learn and use the foreign language in a dynamic way.

## **Chapter II: Investigative component**

### **The formation of reflective spirit in the pre-service teacher of PLEX, Training tool to qualify the pedagogical practice**

#### **Introduction**

In the context of training in the PLEX, teachers' pedagogical practices in formation are outlined as one of the focus of interest and updating to study and to document for the improvement of the teaching-learning processes, for the qualification of education. While there is a manifest interest in the need to understand and to transform the pedagogical practice, the local studies are focused especially on learning problems rather than on the teaching.

It has been considered pertinent to formulate a project that establishing a reflective approach practice as a way of objective knowledge, behavior and attitudes that guide the teaching work; also as an internalization exercise, of immersion and conscious exploration of the teaching subjectivity through the formulating questions and finding information for troubleshooting and for self-recognition.

#### **Justification**

The formulation of this project in the context of the languages students' Integral Practice, it was inscribed in the professionalizing conception of the practice like spearhead to improve the educational processes in the centers of application where is executed the teaching practice. It is considered that attaching importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the actions themselves and to be interested in the knowledge of the models and approaches to attend a problematic situation and to establish an analytical look at the fact.

In accordance with what was stated by education philosopher John Dewey, a forerunner in the field of reflective thinking applied to teaching, we justify the need for this project to provide students with tools for analysis and self-observation that allow them to distinguish between Routine action and reflexive action. We believe that a reflective approach protects agents from the traditional context of inertia and authority that permeate the school.

### **Statement of the problem**

At school, core aspects of the constitution of subjects are assumed, of institutional life without questioning, they are seen as imprints, stable and unchanging features that are part of the identity and school culture. When the events unfold without major alteration, the teacher runs the risk of settling into a logic of action that does not allow pedagogical evolution and the renewal of school culture. A practice without reflection does not favor the emergence of problematic situations; those realities are ignored and invisible. Seen in this way, the pedagogical practice is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier to the emergence of emerging practices tending to generate transformations of thought and knowledge to meet the social needs.

Under this situation, which affects teachers to a greater or lesser measure, it is required that the teacher training process, fosters in the teacher in training, in the future teacher, a critical and reflective spirit that contributes to the improvement of their practices pedagogical, so that these in turn are essential elements that impact and transform their work and future professional performance.

In the case of Foreign Languages Bachelor of the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their integral practice, self-

evaluate, install a critical and constructive look at their work in the teaching role to start this study, the following guiding questions are asked:

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

*How does the exercise of reflection influence the development of the critical spirit of pre service teachers in the analysis of their pedagogical work?*

## **Objectives**

### **General objectives:**

- To implement reflection as a transformative tool of the pedagogical processes of integral practice.
- To promote in the pre service teachers the development of a critical spirit that allows them to analyze their pedagogical work.

### **Specific objectives:**

- To consolidate a group of pre service teachers with a critical spirit that reflects and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively into the institution.
- To identify and to analyze the strategies that the student uses in his pedagogical practice.

- To implement workshops for reflection and development of teaching units that guide the reflection of Student-Practitioners.
- To analyze their own beliefs about teaching work and about students.

### **Theoretical framework**

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of the present study. To have a greater degree of clarity on the concepts covered, in close relation with this research project, we present an approach to each of them:

#### ***The teaching profession***

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

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

immediate function that teachers must develop is to design or to anticipate the practice of teaching.

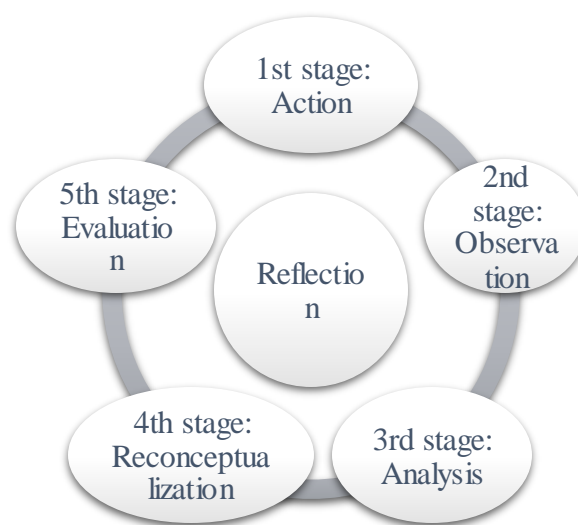
### ***Reflection***

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

### ***Reflection as process***

The reflection is made from a series of stages that cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on the experience implies “a type of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would allow extracting a new structuring of the situation”.

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



*Figure C Reflection as process.*



### ***Reflection as thematic***

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

### ***Reflective practice***

Updating and qualifying academic proposals at the University and orienting students towards new ways of relating to the world, it is necessary for teachers to question their own practice and the impact it has generated; that is able to objectify their behaviors, and to assume the different roles in the pedagogical relationship.

The teacher takes up a central role in the current educational world; It acts in a complex space under constant change determined by the interaction of several factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt and Elliot: 1986). In this context, the problems of practice, of class space require a particular treatment oriented towards social understanding and interaction.

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

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

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

At second level, reflection carries the budgets implicit in the specific classroom practices. The consequences of the adopted strategies, of the curricula, the practices are then analyzed. It is then chosen to apply educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

At third one, Van Manen establishes an exercise of critical reflection; in this level, it formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

### ***Pedagogical practice***

For the analysis and reflection on the practice it is considered to resort methodologically to a conceptual operation of classification of the practice; To this end, it is assumed the proposal of Zeichner who has established several Modalities of practice as follows:

### ***Academic practice***

It is aimed at preparing teachers capable of reflecting on the courses they teach, so that they transform them into understandable structures for students.

- ***Social efficiency practice***

It is about achieving effective teaching through the application of didactic techniques that are deduced from general principles which have reached the pedagogical research. In this case, the reflection consists of a strategic decision: «select from the range of available techniques the one considered most effective». This is the way of proceeding from technical rationality.

### ***For Development***

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

### ***Social Reconstruction***

The object of the reflection is the social, economic and political context, in such a way that the real democratic relations in the classroom are fostered, egalitarian and fair in the social sphere.

### ***Generic***

Programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the content on which the strategies to encourage reflective learning should be reflected.

### ***Activators triggers***

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

### ***Critical Element of Reflective thinking***

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991:39. The interest in relating to social justice and ethics in education. These authors established a classification's categories of knowledge

1. Knowledge of the content
2. General Pedagogical Knowledge
3. Curricular Knowledge (materials, programs, etc.)
4. Teaching Skills and own professional settings
5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of Fundamentals: Philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thinking that is included in the present study as an instrument. It is related to the teacher's narratives, to encourage the stories of their experiences in the classroom they persevere in many ways and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component they are found the educational journals in which the writing

triggers the elaboration of the reflective thinking of the teacher, their experiences of practice: objective and subjective and intersubjective.

## **Methodology**

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the holding of meetings for the strengthening of the practice group as an initial space for addressing the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the proposed reflection on this practice process, a process of socialization and systematization of the same will take place.

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

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

### **Reflection workshops**

The reflection workshops have the fundamental purpose of guiding the reflection process of the student-practitioners, but at the same time of socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.

### ***Objectives***

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problem of their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to assume their pedagogical practice.
- To qualify, to facilitate and to insert effectively the educational center.

### **Self-observation grid**

The goal of self-observation has as its main objective to guide the student-practitioner towards an own look of his practice as a teacher and his role in the classroom and in the environment of the educational community of which he is a part.

### **Narrative**

The reflection exercise will allow the student to express themselves about their work from the narrative of their experience as a way to make sense of the daily life of the teacher's life.

### **Class records**

Having evidence of the actions of the pre service teachers in the classroom will allow us to reflect on different aspects of teaching- learning foreign languages process that may or may not have been taken into account by the teacher in training in their exercise of reflection. These records will allow an external and constructive look at their pedagogical practices.

### **Context**

Pamplona city, founded in 1549, is the oldest city in the department de North of Santander". It is located in the "*Valle del espíritu santo*", in the Colombian Andes. Founder of

cities at the time of the colony, it has been throughout its history center of confluences and religious influences; it welcomed a large number of religious communities, among which we can mention: “*la comunidad de franciscanos*”, *las Hermanas clarisas*”; “*los Hermanos de San Juan de Dios*”, “*la Compañía de Jesús*”, “*la Comunidad la sallista*”, likewise, feminine religious communities: “*Hermanas de la presentación*”, “*Hermanas bethlemitas*”, among others; The presence of these communities in the city brought about the creation of educational institutions with projection of their beliefs and values. It is in this geographical context, this study is located, that the school has as an agency in which the school actors perform: PLEX Pre service teachers.

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

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

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

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

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

### ***Socializing function***

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

### ***Instructional function***

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

### ***Educative function***

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

### **Population**

The total population of the study consists of thirteen tenth-semester students, practitioners of the foreign language program at the University of Pamplona.

#### ***The direct population benefited***

Pre service teachers



Supervisor Professors

Student community of comprehensive practice implementation centers

*The indirect population benefited*

It is composed of the teaching community of the Program and Foreign Languages; the results will feed the vision of the agents of the Program about their Collective Practices of Integral Practice

*Institutional dependencies articulated to the project*

Foreign Language Program

Department of Languages and Communication School of Education.

*External institutions linked to the project*

Bethlemitas Brighton high school

**Data collection timetable**

*Table 4 Research project data collection timetable.*

	AUGUST				SEPTEMBRE				OCTOBER			
STAGES AND ACTIVITIES	1 <sup>ST</sup> MONTH				2 <sup>nd</sup> MONTH				3 <sup>rd</sup> MONTH			
	WEEK				WEEK				WEEK			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Formulation of the project												
Institutional observation												
Socialization of the proposal												

<b>Implementation</b>												
<b>Narrative</b>												
<b>Self-observation</b>												
<b>Video class</b>												
	<b>NOVEMBER</b>				<b>DECEMBER</b>							
<b>ACTIVITY</b>	<b>4<sup>th</sup> MONTH</b>				<b>5<sup>th</sup> MONTH</b>							
	<b>WEEK</b>				<b>WEEK</b>							
	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
<b>Narrative</b>												
<b>Self-observation</b>												
<b>Analysis video class</b>												
<b>Data analysis</b>												
<b>Final presentation</b>												

The above table shows the dates with the activities developed during the period of the integral practice

For the development of this component, the practitioner carried out some research instruments as follows narratives, reflective workshops, self-observations and class recordings during her integral practice. With regards to the first one, the pre service teacher wrote narratives (*appendix 5*) in Spanish each week with the purpose of reflecting about key aspects experienced from her pedagogical practice as follows class management, activities developed in class, students' attitude and the aspects to improve for the next classes. However, the class management was not easy with some groups because of the number of students and the indiscipline. However, during the institutional observation and the development of each class the pre service teacher took into account and has implemented the supervisor's advices and some strategies to improve the management of the grades assigned so, the employment of several

activities, the behavior and participative grades and the individual work in class were implemented in the groups little by little to accomplish that purpose. In this way, the development of word search and incentive grades (behavior, participation and the use of materials for learning English in class) contributed to the student's participation, better class environment, interaction and to put students as the center of the knowledge in the foreign language.

Likewise, two reflective workshops were conducted during this process. One in order to know general elements from each institution where the integral practice was carried out and the other one to think how to face situations that could happen in class when teaching English and also, to socialize some aspects for improving in the final presentation of the project. In addition, the pre service teacher filled out five self-observations rubrics (*Appendix 6*) on line in which she had to grade the development of her pedagogical practice taking into account the planning and development of the class, the methodology used, the activities and the evaluation implemented in the grades assigned. Then, she had to reflect and to propose solutions to improve the aspects where the pre service teacher did not have any success for future classes. Finally, the practitioner recorded a video (*Appendix 7*) with the help of her supervisor with the purpose of showing how to work the class management, the interaction between students and the teacher, the use of the foreign language, the methodology, the resources, the participation, the activities and assessment in an English class during her integral practice.

Finally, the recorded video class was the last activity proposed in order to reflect and to highlight the positive and negative aspects of the practitioner during her pedagogical intervention through a grid that contained the following aspects methodology, interaction, communicative

competences and the students' behavior in class. Then, another practitioner evaluated the pre service teacher performance in the recorded English class with the format mentioned.

*Table 5.*

Analysis grid of the recorded English class.

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

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

**NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Jim Jefferson Castellanos Velandia**

**TIEMPO DE CLASE OBSERVADA: 32 minutos (2 videos)**

<b>CRITERIO A OBSERVAR</b>	<b>COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE</b>	<b>ASPECTOS POSTIVOS</b>	<b>ASPECTOS POR MEJORAR</b>
<b>METODOLOGÍA</b>			
Número de actividades implementadas	Se trabajaron actividades que hacían cambiar la rutina de los estudiantes y que promovían la participación en el aula.	Es súper bueno tener diferentes actividades, en este caso fueron 4 las que se trabajaron donde se incluían lectura, pronunciación y escritura.	
Qué habilidad se trabajó más	Se trabaja mucho la pronunciación y la comprensión de la información.	Muy bien por tratar de hacer énfasis en la pronunciación y alternar los estudiantes.	
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	Sí, se evidencia que se siguió el plan de clase, alternando las actividades y usando el libro guía para su desarrollo.	El libro guía es útil ya que se sigue la programación y el contenido que los estudiantes deben aprender y el docente debe enseñar.	No se evidencia cierre de la clase
La clase evidencia un trabajo de los	Por medio de las actividades se hace uso	Se crean ambiente de trabajo abordando	

objetivos lingüísticos, comunicativos y sociocultural	de la segunda lengua para generar en los estudiantes una mayor participación.	los diferentes aspectos lingüísticos y comunicativos.	
Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos y sociocultural	Se hace recurso de material guía que propicia el seguimiento y cumplimiento de objetivos.	Muy bien por abordar la parte de los objetivos lingüísticos y la comunicación haciendo participación.	Se recomendaría marcar o trabajar un poco más haciendo énfasis en la parte socio-cultural Colombia, países anglófonos o Estados Unidos.
Desarrolla las competencias subyacentes (fonética, sintáxis, etc)	Todo el tiempo se ve a la docente en formación atenta a los errores de los estudiantes creando de una mejor manera un ambiente agradable.	Se corrigen los errores gramaticales de los estudiantes preguntándole a los estudiantes o haciéndolos en el tablero.	
Utiliza variedad de material didáctico	Buen uso de material alternando cada actividad, se ve el seguimiento de la planeación y material.	Uso de palabras en papelitos y libro guía.	
Emplea material auténtico		Se hace uso del libro guía.	
Tiene en cuenta los diferentes estilos de aprendizaje			
Centra el desarrollo de la clase en sí mismo	La docente en formación brinda constantemente espacios donde no solamente es el docente quien juega el rol sino donde son ellos los que participan y se ven interesados en el aprendizaje.	No, los estudiantes toman el rol de participación y el docente de guía.	
Centra el desarrollo de la clase en los estudiantes	La docente crea espacios de participación individual y colectiva.		
Tipos de actividades desarrollas en la clase	La variedad de actividades y la rotación en el aula permite que los estudiantes estén al	Buen manejo de aula.	

	tanto de las actividades en el aula.		
<b>INTERACCIÓN</b>			
Facilita la participación de los estudiantes	Hacer que participen los estudiantes de clase por medio de la asignación de grupos y escoger aleatoriamente algunos para su participación.	La selección aleatoria permite que los estudiantes estén más concentrados y presten más atención.	
Da instrucciones precisas a los estudiantes		Se usan los comandos y se evidencia que los siguen.	
Da tiempo suficiente a los estudiantes para que respondan a las actividades propuestas	Se usan los comandos para iniciar las actividades y terminarlas “start” “time is over”	La docente asigna una actividad de participación. Se tiene en cuenta el tiempo y se marca cuando termina este mismo para continuar con otra actividad o con la socialización.	
Propicia actividades que involucran el trabajo en grupo	Se evidencia que se cambia de puesto a los estudiantes, mesa redonda, filas y grupos de trabajo.	Trabajo en grupo e individual sea para participar en el aula con sus compañeros de grupo o en el tablero.	
Orienta el trabajo de los estudiantes (individual y grupal)	La docente pasa por cada puesto vigilando y resolviendo las dudas así mismo como orienta el trabajo.	Ronda en el aula atendiendo dudas.	
Corrige los errores de los estudiantes	Llevar a cabo el feedback al momento que el estudiante habla.	Se corrige la pronunciación al momento del habla.	
Refuerza continuamente el aprendizaje de los estudiantes			
Circula por el aula atendiendo las necesidades de los estudiantes		Siempre circula en el aula con todos los estudiantes.	

Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes			
<b>COMPETENCIAS COMUNICATIVAS</b>			
Domina los contenidos trabajados durante la clase	Uso del tablero para corregir y explicar.	Las formas gramaticales son explicadas en el tablero para hacer énfasis en la corrección.	
Se expresa correctamente en forma oral o escrita en la lengua extranjera	La docente se expresa de buena forma tanto oral como escrita.	Buena entonación y todo de voz Es bueno remarcar la pronunciación y los errores.	Resaltar los errores y escribirlos en el tablero para que los estudiantes los tengan en cuenta.
Alterna el uso de la lengua materna y la extranjera	Se evidencia que los alumnos entienden los comandos y pueden comprender a su docente.	Se hace la explicación o traducción inmediata cuando es necesario.	
<b>EL ESTUDIANTE</b>			
Participa individual o grupalmente de forma activa durante la clase		Los estudiantes participan cuando se les pide o algunos de ellos participan de manera voluntaria.	
Participa activamente en actividades orales o escritas	Los alumnos prestan atención y siguen las indicaciones de participación.	Los estudiantes se ven interesados en la clase y atienden a los comandos.	.
Sigue las instrucciones del profesor	Se hacen instrucciones claras seguidas de comandos y explicaciones en español.	Uso de comandos en inglés.	
Muestra respeto y disciplina hacia el profesor y sus compañeros		Siempre los estudiantes se ven y se escuchan respetuosos ante docente y estudiante.	
<b>ASPECTOS EMERGENTES</b>			

Aspectos que influyeron en el desarrollo de la clase	Llevar el material a clase y haber desarrollado los ejercicios en casa.	La mayoría de los alumnos llevan material de clase. Se hace una aclaración y se brinda solución a quien no tiene material de trabajo.	
Otros aspectos a mencionar que no están contemplados en la parte superior		Motivar a los estudiantes por medio de puntos. Muy bien por hacer escribir a los estudiantes, tomar notas.	

To sum up, the investigative component is a guide to focus on the aspects that happen in a classroom environment when teaching a foreign language. As it was mentioned before, these items are the teacher's methodology, planning, evaluations, resources, organization of the classroom, interaction, instructions, etc. Likewise, the implementation of these instruments during the teaching interventions was imperative since it was the space where the pre service teacher reflected on the aspects already mentioned and which were part of her integral practice, in this way she could identify her febleness and find strategies to improve the way these items must be developed in her future English classes with all the groups assigned.



### **Chapter III: Outreach component**

#### **Awareness English language project through the use of teaching aids to improve the lexical competence at primary school**

The use of English as foreign language is increasingly part of everyday life because of the globalization. At primary schools two hours are established per week to teach basic level with the purpose of knowing that language, in this way they can continue with this formation in the other education levels in the future. Taking into account the previous situation, the pre service teacher carried out the project “*The use of teaching aids to improve the lexical competence at primary school*” with two groups of second grade students from Bethlemitas Brighton primary school in order to accomplish with the main objective of this project through the guidance of some English classes to both groups twice per week.

#### **Introduction**

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

With a view to promoting English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched in 2004 a bilingual policy whose main objective is “to have citizens capable of communicating in English, with internationally comparable standards, which insert the country in the processes of universal

communication, in the global economy and in cultural openness". This is how this Ministry has been implementing a wide variety of strategies at different levels of education with a view to meeting this goal, a clear example of it is the creation of English quality standards for basic and secondary education, the definition of a solid and coherent evaluation system and the description and development of training plans.

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

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

The University of Pamplona in Colombia, in its capacity as a public training institution for trainers and more specifically in the Foreign Languages' degree English-French has approached the reality faced by the primary school of the city of Pamplona starting from the idea of many of the institutions in that city do not have full-time English teachers mainly in lower grades (pre-school, first and second grade) that is why other teachers have to be in charge of teaching the foreign language without knowing how to teach it to this population.

In recognition of this reality and the problem it generates, this proposal of social projection aims at meeting the needs in English language in children's population in Pamplona city and integrating the training of Foreign Languages' degree English-French students to the

educational reality of this sector for trying to reduce the gap that is generated between public and private schools in the foreign language area.

Government policies identify the problem, however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams and tests from the students are in accordance with the proposals of “Colombia the most educated”.

### **Justification**

The learning and acquisition of a foreign language, allows to be at the cutting- edge of the needs that the world demands today. It is for this reason the process becomes necessary to implement and to work it from the beginnings of children schooling, so that at the end of their basic education cycle they have foundations that allow them to continue learning in high school, vocational and higher education, so that more people are trained in this area.

The purpose of this project is to raise consciousness of the English teaching process in primary schools in Pamplona city through the implementation of teaching aids in order to improve the students' lexical competence of second grade which will contribute to their basic foreign language training that is necessary and essential at that level. For this reason, it is carried out as part of the community extension component of the integral practice developed by the last semester students of Foreign Languages degree of the University of Pamplona, as a way to contribute to the strengthening of teaching of English in the primary basic sector.

The realization of this project contributes in a high degree both the institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility that elementary

school children have contact with the foreign language and in turn to the students who finish their university training process so that they know the educational realities and needs of the environment and in this way they can contribute, intervening in processes that impact on the improvement of these needs.

## **Objectives**

### **General objectives:**

The implementation of this social extension project, by the Foreign Language degree's English-French of the University of Pamplona is guided towards the following purposes:

- To serve the needs of English formation of children in primary school in the city of Pamplona.
- To integrate the training in foreign languages of the Foreign Languages English-French undergraduate students to the educational reality of teaching English in the primary school of the city of Pamplona.

### **Specific objectives:**

With a view to a greater understanding of the outlined aspects previously, this proposal will seek:

- To familiarize the child from primary schools in Pamplona with fundamental knowledge of English.
- To involve students from the Foreign Language degree English-French in the processes of teaching English in the primary school of the city of Pamplona.

- To articulate the training of English-French Foreign Languages students' degree with the social projection programs offered by the Social Interaction office from the University of Pamplona.
- To implement teaching aids as tool to improve the lexical competence of second grade students

### **Benefited population**

The present sub-project was carried out at “Bethlemitas Brighton” primary school with two second grade groups (2-02 and 2-03) which are composed of students with ages from 7 to 9 years old.

### **Methodology**

For this component, the present project was developed with both second grade groups at Bethlemitas Brighton primary school. In this way, the pre-service teacher implemented word cards, scramble words, videos, songs, images, word search and comic strips as teaching aids to improve the lexical competence in these students.

Therefore, the first and second week were destined to practice the song for the “*Talent show*” with a group of 18 students from the three second grade groups. For that, the pre service teacher used a video to teach them the lyrics and the choreography of the song in two English classes.

For the second activity, the pre service teacher used videos, songs and scramble words in order to review vocabulary that was taught the previous terms that is to say, numbers, months and days of the year, members of the family and animals. Then, the English class was conducted in the form of competition by lines and by implementing all the teaching aids mentioned in order

to encourage students to participate and remind the subjects learnt in the written and speaking form.

Concerning the third activity, the practitioner used a word search to teach the adjectives, so students looked for the words in it and they also looked for their meaning in Spanish. At the same time, she used images to guide students writing and pronouncing the adjectives correctly. For the next activity, word cards, images and comic strips were used in order to teach vocabulary related to celebrations (Halloween, Christmas, New year, Holy week and Flower's festival). It is imperative to mention that the pre service teacher did a review of the vocabulary learnt to train students for the English quality test which was designed by her for both second grade groups in order to assess the topics taught during the last term (adjectives and celebrations).

### **Time table outreach component**

*Table 5 Schedule of second grade in primary school.*

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:00 – 7:15</b>	<b>Reflection</b>				
<b>7:15 – 8:10</b>	Second – 02		Second - 03		
<b>8:10 – 9:00</b>	Second – 02		Second - 03		
<b>9:00 – 9:45</b>					
<b>9:45 –10:30</b>	<b>Break</b>				
<b>10:30 – 11:15</b>					
<b>11:15 – 12:00</b>					

*Table 6 Timetable of the outreach component*

Date	Activity
September 16 <sup>th</sup> and 17 <sup>th</sup> 2019	Review: months of the year, numbers, days of the week and members of the family.

September 23 <sup>th</sup> , 25 <sup>th</sup> and 30 <sup>th</sup> 2019	Rehearsal of the performance of the talent show
October 3 <sup>th</sup> , 2019	Talent show
Week from 7 <sup>th</sup> to 11 <sup>th</sup> October 2019	School break
October 14 <sup>th</sup> and 17 <sup>th</sup> October 2019	Adjectives
October 23 <sup>th</sup> and 31 <sup>th</sup> 2019	Celebrations: Halloween and Christmas
November 6 <sup>th</sup> and 7 <sup>th</sup> 2019	Celebrations: Holy week and Flower's festival

### **Conclusion**

While it is true, students at primary school have less contact with the English language in comparison to students in high school and most of the time they are not encouraged to learn it. The project *“Awareness English language project through the use of teaching aids to improve the lexical competence at primary school”* was implemented by the pre service teacher through pedagogical sessions and the use of teaching aids with the purpose of giving a contact with the English language and in turn to led students to understand easier vocabulary, to memorize words, expressions, grammatical structures and pronunciation in the foreign language.

In addition, the contact with this population allowed the practitioner to know the subjects suggested for this level, the pedagogical needs students have and how to supply them in a dynamic way and somehow to motivate them to continue learning the foreign language. In this way, the use of teaching aids (word cards, scramble words, word search, images, videos and comic strips) were used to better guide the teaching process of English in primary school since it is a way to catch the students' attention and interest when learning the subjects suggested in the curriculum for their level.

Also, these tools helped students to memorize, to pronounce the words correctly and even to review the subjects taught in English classes. In other words, the implementation of these tools gave pre service teacher the opportunity to use different and dynamic methods when teaching the foreign language and at the same time it was a kind of training for her professional life to realize what are the appropriate methodology and activities which must be implemented in this population. Also, that space allowed the pre service teacher to look for strategies to manage the group; in other words, the practitioner used competition by lines and behavior and participative grades to control the discipline and participation in English class.



## **Chapter IV: Administrative component**

### **Pre service teacher's participation in extra-curricular activities**

#### **Introduction**

The teacher's role involves not only the planning and explanation of topics to different grades, it also about the immersion and participation in different kind of activities which are proposed and developed in the institution with the school community as a way to demonstrate its nature in terms of values, beliefs, and religiosity framed in celebrations.

Extra- curricular activities are all the events that a specific institution develops besides the normal classes. All these activities could be related to the institutional values and the national values such as daily reflections, pedagogical reflections and religious commemorations.

As Pre-service students, it is necessary to be part of the development of these activities in order to better understand how the educational system works and how important is its role behind the classroom in which is being carried out the integral practice

#### **Objectives:**

##### **General objective:**

To involve Pre-service students into extracurricular activities developed by the institution where they carry out their integral practice.

##### **Specific objectives:**

- To recognize the teacher's role behind the classroom performance
- To determine how an institution develops its extracurricular activities by participating in them.

## Methodology

Through the development of extra-curricular activities, it is demonstrated that the teacher's role is not only about planning and explaining topics inside the classroom; it is also about the inclusion and the participation in institutional activities and events.

Pre-service teacher participated of this project with the purpose of being part of each activity and event from the Bethlemitas Brighton educational institution during the period of their integral practice; it includes daily reflection and daily prayer where teachers shared fifteen minutes to pray, to reflect about life and personal formation or to talk about academic aspects with their students.

Thanks to the institutional observation, the practitioner also became familiar with the physical distribution, the administrative staff of the school, the supervising teacher, the students of the grades assigned and other aspects concerning the school by staying there within the academic schedule (*from 07:00 am to 13:00 pm*), as much as possible in order to complement the information of the items mentioned before during the week established previously.

In addition, during the last academic term, the pre-service student was part of the development of other extra-curricular activities as flag hoists, the "*talent show 2019*", parents meeting, the micro-business marker and the "*novena navideña*".

The first one was conducted on September at the institution from 9:00 a.m. to 10:30 a.m. in order to highlight the importance of love and friendship in the school and society. For that, a sixth grade group was in charge of organizing the main performances for its development so, the best two students from each grade were honored with badges because of their high learning achievement during the third term. Other students sang, danced and performing in plays.

The second one was done on October the 4<sup>th</sup> at the Jauregui theater from 10:30 a.m. to 13:00 p.m., with the purpose of showing the student's artistic skills. For this event both the pre service teachers and the English teachers of the institution had different roles as students' preparation, decoration, organization of a file by including the lyrics and the aspects to be evaluated by the judges, the prizes, diplomas and the event's program which were done little by little each academic week. In my case, I was in charge of doing the diplomas for each participant and of rehearsing some students during the break time to check their pronunciation and performance. It is imperative to mention that the event was conducted in the foreign language by two eleventh grade students and the judges were the rector of the school, a foreign language teacher and a music teacher. All the Scholar community was part of the event and enjoyed it. It is important to highlight that "the talent show" was also conducted at the primary school in October 3<sup>rd</sup>. For its second edition, the pre service teachers and the English teacher were in charge of organizing all the event. In this way, my role during the English event in primary school was focused on the rehearsal of the second grade students for its performance, that is to say to guide them singing and dancing with the song "I'm so happy". Also, I gave ideas to write the program and to correct it as well as organize a file containing all the songs used during the event.

The third one was a parent meeting which was developed on October 21<sup>st</sup>. For it, all the teachers and pre service teacher went to the institution from 2:30 to 5:00 p.m. with the purpose of showing the progress of those students who had wrong grades to their parents and also agreeing with them about the improvement of their academic performance. In this case I was in charge of attending sixth and eighth grade parents to show them the activities developed, the grades taken during the fourth term in English classes and to talk a little about their participation and behavior in class.

The four one was the micro-enterprise exhibition which took place at the institution on October the 25<sup>th</sup> from 8:00 to 12:00p.m. For this event my colleague, my supervisor and I were in charge of decorating the English laboratory. That activity started with an opening with all the school community and later on, students could go to the different stands which were distributed in the institution. For the English stand the pre service teachers were in charge of conducting some activities with students concerning the development of the communicative skills, so, they talked about the use of technology to improve the writing skill and the use of karaoke to develop the four skills of the human being (listening, speaking, writing and reading comprehension). In my case, I was in charge of talking about the origin of the word “karaoke” and the abilities that can be developed through it. Also, I chose one eighth grade student to show a text she wrote in English class as a sample of the project that I’m carrying out with six eighth grade students from the school.

The last one was the “*novena navideña*” that was carried out at the institution during nine days. For this activity, all the grades were in charge of organizing the sequence of the “*novena navideña*” each day. In my case, I helped the teacher with the organization and the essay of it so, the teacher did the distribution of students’ role and I essayed with them the representation of the biblical quotation. In this way, I kept an eye on their performance during the event which was conducted on November 14<sup>th</sup> from 7:15 a.m. to 7:50 a.m. at the institution with the educational community with the purpose of following the catholic tradition and teaching values to the students’ education. Finally, the pre service teacher was in charge of creating a poster for the first day of November that contained a value, a motto and the events which will be developed during that month; also she was in charge of doing the “*estrategias de mejoramiento*” during the two last weeks of the same month to a sixth grade student; in this way, pre service teacher

prepared workshops and used images, short texts, scramble words and word cards to review topics as verb to be, present simple (affirmative, negative and interrogative form), countable and uncountable nouns, can, present continuous (affirmative, negative and interrogative form) and past simple (affirmative, negative and interrogative form); finally pre service teacher applied a test to assess the topics taught.

### **Timetable activities**

The following timetable shows the activities in which the pre service teacher was part at the Bethlemitas Brighton high school.

*Table 7 Administrative component's timetable*

<b>Date</b>	<b>Activity</b>
September 29 <sup>th</sup> , 2019	Flag raising (love and friendship)
October 3 <sup>rd</sup> , 2019	Talent show (primary school)
October 4 <sup>th</sup> , 2019	Talent show (high school)
October 21 <sup>th</sup> , 2019	Parents meeting
October 25 <sup>th</sup> , 2019	Micro business market
November 14 <sup>th</sup> , 2019	Novena Navideña

### **Conclusion**

Nowadays, the teacher's role is not only addressed to teaching the topics established in the curriculum but it is also to be part of extracurricular activities of the institution to promote the integral education in students.

These extracurricular activities allowed the pre service teacher to know different aspects concerning the work at school. On one hand, the teacher's role was not only focused on planning and teaching topics but it was also about the contribution from an integral formation in students;

in other words, the implementation of different activities allowed them to develop their human dimensions since they can participate and show their cognitive, physical or creative skills in the activities or projects proposed. That situation caused that most of students participated in every extracurricular activity and this way to develop their skills by contributing to their integral formation; also these kind of activities allowed the pre service teacher to get some ideas related to the process behind their preparation of them and in this way she knew how to manage these kind of activities in future opportunities.

On the other hand, the development and the success of these kind of activities demonstrated that they were the result of a good planning and organization by the school community. In other words, it is imperative to plan and well organize these activities to get success in the accomplishment of the objectives which are linked to the integral formation, academic recognition and coexistence between students because if activities accomplish with its purpose students will be more interested in participating in them and in being better than their classmates in the activities proposed (sport, academic level, artistic, etc).

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## Annexes

### *Appendix 1 Pedagogical project's timetable*

<b>Date</b>	<b>Activity</b>
<b>From September 2<sup>nd</sup> to September 6<sup>th</sup>, 2019</b>	<b>Institutional observation and elaboration of the proposal</b>
<b>September 13<sup>th</sup>, 2019</b>	<b>Socialization of the proposal</b>
<b>September 25<sup>th</sup>, 2019</b>	<b>Implementation of the proposal (First written task)</b>
<b>October 1<sup>st</sup>, 2019</b>	<b>Implementation of the proposal (first questionnaire)</b>
<b>October 3<sup>rd</sup>, 2019</b>	<b>Implementation of the proposal (second task)</b>
<b>October 25<sup>th</sup>, 2019</b>	<b>Delivery of the advance report</b>
<b>October 29<sup>th</sup>, 2019</b>	<b>Implementation of the proposal (third written task)</b>
<b>November 8<sup>th</sup>, 2019</b>	<b>Implementation of the final questionnaire</b>
<b>On November 2019</b>	<b>Data analysis and correction of the proposal</b>
<b>Third week of December 2019</b>	<b>Final presentation</b>

*Pre service teacher's schedule*

<b>N°</b>	<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
	<b>7:00 – 7:15</b>	<b>Reflection</b>				
<b>1</b>	<b>7:15 – 8:10</b>					
<b>2</b>	<b>8:10 – 9:05</b>					
<b>3</b>	<b>9:05 – 10:00</b>		<b>8-01</b>	<b>8-02</b>	<b>8-01</b>	
	<b>10:00 – 10:30</b>	<b>Break time</b>				
<b>4</b>	<b>10:30 – 11:25</b>		<b>8-01</b>	<b>8-02</b>	<b>8-01</b>	
<b>5</b>	<b>11:25 – 12:15</b>					<b>8-02</b>
<b>6</b>	<b>12:15 – 13:00</b>					<b>8-02</b>

*Appendix 2 First observation at eight grade*

**Observer:** Naren Arzuaga Cantor

**Student's grade:** Eighth 02

**Date:** September the 3<sup>rd</sup>, 2019

**Time:** From 9:05 to 10:30 and from 10:30 to 11:25

**Objective:** To identify some aspects in the eighth grade classroom.

<b>Item</b>	<b>Description</b>	<b>Comments</b>
<p><b>Teacher and student's attitude and role</b></p>	<p>During the class development, the teacher has a positive, responsible and motivating attitude. The teacher has the tendency of questioning students to continue with the explanation of the topic for the class (clothes vocabulary and a review of possessive adjectives and present perfect) by using flashcards to introduce the first subject mentioned and this way, to ask for developing the exercises of the source text book related to the first lesson of the fourth unit (page. 112).</p> <p>In a general way, the teacher is a guide during the development of the class. She explains the main topic and solve the student's doubts. However, the students' attitude changes during the class, that is to say sometimes they pay attention to the teacher's explanation and they do what is asked for the teacher in class but other ones they are speaking among them or doing others kind of activities.</p>	<p>Teacher uses visual materials to introduce, explain and review the topics and also, she uses the reduction of the behavioral grade to control the students' discipline at the classroom.</p>

	Teacher use strategies in order to control the students' discipline and to motivate them to speak in English during the class.	
<b>Interaction among teachers and students</b>	The interaction among teacher and students is positive because she asks students for aspects or the subjects which were studied the previous class and the last one answer the teacher's questions.	Teacher answers to the full group in order to get their participation
<b>The communication and use of English during the class</b>	The use of English is used in an 60% of time in the class where teacher gives the instructions, explanation and commands in that language and the students uses it in an 30% of time when they pronounce, read, write or answer the teacher's questions.	The use of English is limited from the part of the students, the teacher used it the most of the time giving students enough input however, students answer the teacher's questions in Spanish and when they answer in English they just use key words.
<b>Type of activities developed and materials by the teacher in class</b>	<p>The activities developed by the teacher are centered on the English book, it includes grammar activities, vocabulary activities and reading activities.</p> <p><i>Grammar activities:</i> students have to develop some practicing exercises related to clothes vocabulary and possessive adjectives.</p> <p><i>Vocabulary activities:</i> students have to related images with the word in English, in this part teacher allows student to use the dictionary and she pronounces the words with the objective of students pronouncing them in English.</p> <p><i>Listening activities:</i> Teacher uses the audios according to the topics class from the English book, for that, she plays them and students repeat what has been saying.</p>	Teacher uses activities from the English book but also, she uses complementary activities and information about the topic class.

*Appendix 3 Second observation at eight grade*

**Observer:** Naren Arzuaga Cantor

**Student's grade:** Eighth 01

**Date:** September the 5<sup>th</sup>, 2019

**Time:** From 9:05 to 10:30 and from 10:30 to 11:25

**Objective:** To identify some aspects in the eighth grade classroom

<b>STYLE OF THE TEACHER</b>	
<b>Implication</b>	
<ul style="list-style-type: none"> <li>✓ Teacher demonstrates a good attitude</li> <li>✓ Teacher is interested in teaching and resolving the doubts of the students in the classroom.</li> <li>✓ Teacher allows the student's participation in class in a collective and personal way and she tries to listen to each student</li> </ul>	
<b>Organization and Methodology</b>	
<ul style="list-style-type: none"> <li>✓ Preparation and punctuality at starting the class</li> <li>✓ Presentation of the topic to the class</li> <li>✓ Accuracy</li> <li>✓ Management of the time</li> </ul>	
<b>Teaching strategies</b>	
<ul style="list-style-type: none"> <li>✓ Use of different resources for teaching (<i>videos, films, grammar exercises, flashcards</i>)</li> <li>✓ Dynamism</li> <li>✓ Use of a behavioral grade to keep the discipline in class</li> <li>✓ Use of the attendance to promote participation in class</li> <li>✓ Ask for writing sentences in English according to the topic class</li> <li>✓ Use of the board</li> </ul>	
<b>Materials</b>	
<ul style="list-style-type: none"> <li>✓ Board</li> <li>✓ Images (flashcards)</li> <li>✓ Markers</li> <li>✓ English book</li> <li>✓ Computer</li> <li>✓ TV</li> </ul>	<p>Teacher tends to use those materials in class for teaching the foreign language by favoring the grammar exercises proposed in the lessons.</p> <p>At the same time, she uses the vocabulary, the audios, the oral activities, projects and reading comprehension in here.</p>
<b>Verbal and no-verbal behavior</b>	
<i>Vocabulary</i>	Teacher uses appropriate vocabulary to address to her students in English and Spanish in a respectable way and also, she tells them key words and sentences in English to train scholars with the foreign language and this way to foster them speaking English.
<i>Regard</i>	Teacher used to do visual contact with her students to make sure the students' work in class and to improve their behavior.

<i>Gesture</i>	She uses sometimes some gestures to better illustrate the meaning of a word that is being taught in class to her students
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Appendix 4 Second planning of the pedagogical project activity.

<b>Grade: 8</b>	<b>Level: B1</b>		<b>Goals:</b>
<b>Pre-service teacher:</b> Naren Arzuaga Cantor	<b>Supervisor:</b> Nydia Teresa Yáñez Mogollón	<b>Date:</b> October 3 <sup>rd</sup> , 2019	<b>At the end of the class:</b> <ul style="list-style-type: none"> <li>- Students will identify the phrasal verbs in a text</li> <li>- Students will know the meaning of some phrasal verbs</li> <li>- Students will be able to write a story by using some phrasal verbs</li> </ul>

<b>STAGES</b>	<b>DESCRIPTION OF THE ACTIVITY</b>	<b>TIME</b>	<b>MATERIALS</b>
<b>OPENING</b>	The teacher is going to start the class greeting students at the English laboratory and to guide the prayer in English.	4 minutes	
<b>READING COMPREHENSION ACTIVITY</b>	<p><i>Pre-reading:</i> Teacher is going to project an image on the TV. So, students will say to the teacher key words in English that involve it. After, students will read the text and they will underline and look for the meaning of the unknown words on their notebooks.</p> <p><i>While reading:</i> While students are looking for the meaning of the words, teacher is going to write these words on the board. Then, teacher will give some minutes to the students and after, she will ask them the kind of text read and what happened in the story.</p> <p><i>Post-reading:</i> After listening students, teacher will give some minutes to the students in which they will write on their notebooks four simple sentences in which they will summarize what happened in the story. Finally, she will ask them in a general way the sequence they used and, she will write</p>	<p>4 minutes</p> <p>11 minutes</p> <p>9 minutes</p>	<p>Appendix 1: Image</p> <p>Text: Traveling abroad</p> <p>Dictionary</p> <p>TV</p> <p>Computer</p>

	them on the board; this way, they will check the correct writing of the sentences.		
<b>RELATIONSHIP BETWEEN THE TEXTS</b>	Teacher is going to ask students for the text “ <i>my mom didn’t wake me up</i> ” which was worked on the previous class. The idea is to do a general review of the main facts from the text. After that, teacher is going to ask students for the similarities and the elements from each text (the kind of the texts, the verbs used, the style).	6 minutes	Appendix 2: Texts: <i>My mom didn’t wake me up!</i> <i>Traveling abroad</i>
<b>WRITING THE TEXT</b>			
<b>CHOOSING THE TOPIC</b>	Teacher will ask students to write their own story. For that, she will ask them for thinking the main idea of their story and how they want to write it. Meanwhile, teacher is going to ask students about how they write a story in Spanish with the purpose of giving ideas of how to write a text. Also, she will project some logical connectors with their meaning in Spanish to give sense what students will be writing. For that, students will use phrasal verbs in their story; so, teacher will ask them for choosing minimum 6 phrasal verbs that were learnt the previous class and whose will be used in the story.	10 minutes	Appendix 3: logical connectors
<b>DRAFTING</b>	Teacher will say them that they can write their story using the tense they want to (simple, past, future or present perfect) but also they can include characters or write something personal. At this time, students will start organizing and writing their ideas in paragraphs on their notebooks. Meanwhile, teacher will answer the student’s doubts and revising the students’ written productions.	20 minutes	Dictionary
<b>REVISING</b>	At this stage, teacher will announce students to reread their written productions in order to see their ideas are completed or not. If most of people have not finished their productions, teacher will give some minutes to finish and also, during this time she will revise again the student’s work.	10 minutes	



<b>EDITING</b>	Students will write in a sheet of paper their stories. The stories will have a title and a dessin which will reflect what they wrote. At the end of the class, teacher will hand over their written productions to the teacher.	10 minutes	
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### **Annexes**

*Appendix 1: Image used during pre-reading stage.*



Appendix 2: Texts: “Traveling abroad” and “My mom didn’t wake me up!”

Read and listen to the story. Pay attention to the words in red. **39**

## Traveling abroad

I am Gustavo de la Fuente, I’m the CEO of an advertising agency. I usually travel abroad when my company has to bring out a new product. I get in touch with our customers, listen to their ideas and propose a campaign to reach new markets. My job is fascinating but stressful; I have to deal with suppliers, freelance designers, look after the product concept, and go over slogans and dialogues in case we record a radio or TV commercial. I have never called off any meeting or recording session because I know how important it is to meet our costumers’ expextations!

Retrieved from: English book: Outstanding 7 p. 123

Read and listen to the following story. **40**

### My mom didn’t wake me up!

Let me tell you what happened to me last Saturday. My school principal asked us to **fill** a report **out** for the annual picnic but I **threw** it **away** by mistake. I couldn’t **take** it **back**! I was looking for a solution when I decided to **cut** my anxiety **out**. I made up a good excuse and I got the permission to go; everything was perfect, except for one detail: my mom didn’t **wake me up**! I overslept, I didn’t get up on time to go to the picnic. I was so sad and I didn’t want to do anything, but my mom told me to **clean** my bedroom **up**, **pay** her money **back**, and **work** my problem **out**. She said that for me to **cheer** myself **up**, I could **take** the garbage **out** or else I would **let** her **down**!

Retrieved from: English book: Outstanding 8 p.127

Appendix 3: Logical connectors

**ADDITION**

<b>y</b>	<i>and</i>
<b>Además</b>	<i>also, moreover; furthermore, in addition</i>
<b>También</b>	<i>addition</i>
<b>Además de</b>	<i>too, as well</i>
<b>Incluso</b>	<i>as well as even</i>

**OPPOSITION**

<b>Pero</b>	<i>but</i>
<b>Sin embargo</b>	<i>however</i>
<b>Aunque</b>	<i>although</i>
<b>No obstante</b>	<i>nevertheless</i>
<b>A pesar de (que)</b>	<i>despite/in spite of</i>

**CAUSE**

<b>Porque</b>	<i>because</i>
<b>Como</b>	<i>as</i>
<b>A causa de (que)</b>	<i>because of</i>
<b>Debido a (que)</b>	<i>due to, because of</i>
<b>Dado que</b>	<i>since, given that</i>
<b>Ya que</b>	<i>since, because</i>
<b>Puesto que</b>	<i>since, as</i>
<b>Gracias a (que)</b>	<i>thanks to</i>
<b>Por culpa (de)</b>	<i>because of</i>

**CONSEQUENCE**

<b>Entonces</b>	<i>then</i>
<b>Así que</b>	<i>so</i>
<b>Por lo tanto/por eso</b>	<i>therefore</i>
<b>En consecuencia</b>	<i>in consequence</i>

Appendix 4: Investigative component's timetable

	AUGUST				SEPTEMBRE				OCTOBER			
STAGES AND ACTIVITIES	1 <sup>ST</sup> MONTH WEEK				2 <sup>nd</sup> MONTH WEEK				3 <sup>rd</sup> MONTH WEEK			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Formulation of the project												
Institutional observation												
Socialization of the proposal												
Implementation												
Narrative												
Self-observation												
Video class												
	NOVEMBER				DECEMBRE							
ACTIVITY	4 <sup>th</sup> MONTH WEEK				5 <sup>th</sup> MONTH WEEK				6 <sup>th</sup> MONTH WEEK			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Narrative												
Self-observation												
Video class												
Data analysis												
Presentation of the results												

## NARRATIVA SEMANA DEL 16 AL 20 DE SEPTIEMBRE DEL 2019

La primera semana de práctica integral tuvo lugar del 16 al 20 de septiembre del presente año. El día lunes, tuve mi primer encuentro con el grado segundo-02 y el grado 6-02; con los cuales hice un juego de repaso sobre los meses y días del año; revisión de una tarea y trabajo de una comprensión de lectura (la independencia) en cada grado respectivamente. Los días martes, miércoles y jueves dirigí clase en los grados octavos y en segundo-03; cuyos temas enseñados fueron los números, días de la semana, miembros de la familia, “*adverbial clauses*”, y una comprensión de lectura sobre las atracciones turísticas en México. Finalmente, el día viernes no se realizó ninguna actividad académica debido a un evento preparado por la institución; sin embargo, dicho día lo empleé para hacer el planeador semanal para enviárselo a la supervisora y adelantar algunas cosas de un evento de inglés que tendrá lugar la primera semana del mes de octubre.

Durante el desarrollo de las clases en bachillerato, siempre tuve a la mano los libros de inglés que siguen en la institución “*welcome to outstanding 6*” y “*outstanding 8*” así como también el uso de material tecnológico para complementar dichos temas (presentaciones de power point con imágenes y videos). De la misma manera, en la primera clase de cada curso, me presenté nuevamente y establecí reglas para la misma; como no los conocía a todos, utilicé todo el tiempo la lista para calificar diccionario, dar puntos por participación y/o preguntar por respuestas de ejercicios hechos en clase.

No obstante, durante los primeros días estuve bastante nerviosa porque a pesar de que ya había tenido contacto con mis estudiantes, sentía que no me mirarían del todo como su profesora de inglés y que quizás en algún momento iba a perder el dominio del grupo por el hecho de no saberme sus nombres o que las clases se tornarían aburridas. Sin embargo, mi supervisora durante los días de observación me dio detalles de cada grupo y tips para tener en cuenta durante el desarrollo de toda mi práctica integral.

De manera general y a modo de reflexión, puedo decir que esta primera semana me permitió aprender muchas cosas en lo que respecta al quehacer docente. En primer lugar, el hecho de planear, es decir, saber cuáles son los temas que se deben enseñar y la manera en la cual se pueden organizar para establecer las actividades en las clases de manera amena. En segundo lugar, el cómo captar la atención de los estudiantes, promover la participación y al mismo tiempo la disciplina en el aula de clases.

En tercer lugar, la participación y el compromiso que se debe tener en las actividades extracurriculares que la institución propone y todo lo que estas requieren; en este caso, la institución tiene previsto llevar a cabo el “*Talent show*” los días 3 y 4 de octubre en primaria y bachillerato respectivamente. En este evento, los estudiantes demuestran sus habilidades artísticas

en el inglés como lengua extranjera de manera individual o grupal por grados tanto en primaria como en bachillerato. Finalmente, gracias al desarrollo de cada clase de esta semana he podido conocer un poco más los grupos y sus ritmos de trabajo, así como también el tipo de estrategia que podría utilizar para lograr minimizar la indisciplina en los grados 2° y 6° principalmente; ya que en los grados octavos hay un ritmo de trabajo más rápido y hay más disciplina en comparación con los mencionados anteriormente.

## **NARRATIVA**

### **SEMANA 23-27 DE SEPTIEMBRE DEL 2019**

La segunda semana de la práctica integral tuvo lugar del día lunes 23 de septiembre hasta el día viernes 27 de septiembre del año en curso. A grandes rasgos puedo decir que se hicieron diferentes actividades en los grados que tengo a cargo, así como también se crearon espacios para el ensayo del “*Talent Show*” de los estudiantes de bachillerato y primaria. Centrándonos en las clases de inglés, con el grupo de sexto grado se trabajó una comprensión de lectura la cuál era la biografía de Steve Jobs, esto sirvió para dar lugar a la explicación del tema simple past. Así mismo, se hicieron ejercicios de gramática y un quiz donde los estudiantes debían organizar las frases y conjugar el verbo “to be” en pasado en la forma afirmativa y negativa pero también el conocimiento de algunos verbos regulares con su respectiva pronunciación. En lo que concierne a los grados octavos, se enseñaron los “*phrasal verbs*” a través de una lectura, ejercicios de gramática, relación de imágenes con su significado en español y pronunciación.

No obstante, durante esta semana también estuve pendiente del ensayo de algunos estudiantes de bachillerato para el Talent show, razón por la cual dediqué los descansos para tal fin. En estos espacios también conté con la ayuda de mi supervisora. Pero también estuve unas horas ensayando con los estudiantes de segundo para el mismo evento. Estos momentos eran y siguen siendo para ultimar detalles en cuanto a la pronunciación de la letra de la canción, manejo del escenario y el vestuario a utilizar los días de la presentación que tendrá lugar el 3 y 4 de octubre en primaria y bachillerato respectivamente. Cabe resaltar que todas las practicantes que estamos en la institución hemos estado desempeñando labores fuera de los horarios de clase para este suceso como, por ejemplo, diseñar el guion, los diplomas, las cartas y carpetas para los jurados, las pistas de cada estudiante, etc.

A manera de reflexión, puedo decir que esta segunda semana de práctica fue un poco más llevadera, ya que gracias a las actividades que he implementado en cada grado he podido aprenderme de a poco los nombres de mis estudiantes, su desempeño en clase, sus ritmos de trabajo y a su vez esto me ha ayudado a controlar su disciplina cada vez más. Igualmente, que debo tener plan B o C, por si el A no llega a funcionar, cosa que me ha sucedido en varias ocasiones, sin embargo, he podido solucionarlas satisfactoriamente. Finalmente, debo tener presente establecer

actividades puntuales y sencillas a los chicos de 6 grado para que logren comprender las cosas más fácilmente.

## **NARRATIVA**

### **SEMANA DEL 30 SEPTIEMBRE AL 4 OCTUBRE DEL 2019**

Esta semana de práctica integral comprendió los días del 30 de septiembre hasta el 4 de octubre del año en curso, en la cual como en las semanas previas se hicieron actividades en pro de los temas a enseñar en los diferentes grados a cargo. Por un lado y en lo que concierne el grado sexto, se continuó trabajando con el pasado simple para lo cual se desarrollaron algunos ejercicios de gramática, comprensión de lectura y pronunciación. Por otro lado, para los grados octavos se terminó de trabajar con los “*phrasal verbs*” con actividades del libro “*outstanding 8*” y una actividad de producción escrita la cual consistió en crear una historia utilizando los “*phrasal verbs*” que se les asignó. Esta actividad se les asignó ya que los estudiantes tuvieron contacto previamente con dos historias con dicha temática y para la cual podían utilizar su diccionario y preguntarle a la docente en formación.

Igualmente, durante esta semana conté con la presencia de mi tutora quién fue a observar una clase donde implementé mi propuesta pedagógica con un grupo de 8°; la cual tuvo lugar en el laboratorio de inglés de la institución dentro del horario de clases establecido. Al final de la sesión, los estudiantes entregaron sus creaciones escritas utilizando los elementos previamente mencionados. Finalmente, el día viernes 4 de octubre se llevó a cabo el “*Talent show*” en el teatro Jáuregui de 10 a 1p.m.; este día se contó con la presencia de todos los estudiantes y la colaboración de las profesoras de inglés principalmente. Horas previas al evento ayudé con la decoración del lugar y a que todo estuviese en orden. Afortunadamente, todo salió bien sin ningún inconveniente disfrutando del talento y del orden establecido en el guion del evento el cuál fue diseñado por las docentes en formación y presentado por dos estudiantes de 11 grado.

A manera de reflexión, reitero que el quehacer docente no es solo el hecho de enseñar y evaluar; sino estar del todo inmerso en el ámbito educativo, servir y hacer actividades diversas con la comunidad escolar. En mi caso, eso lo pude evidenciar con el “*Talent show*” de la institución, la cual me permitió darme cuenta que este tipo de eventos demandan tiempo y permiso, entonces se hace necesario asignar roles para lograr tal fin. Así mismo, creo que es necesario realizar diferentes eventos que involucren a los estudiantes porque de esta manera se logra formar a los estudiantes de manera integral, así como también identificar y entrenar los talentos artísticos de ellos.

## NARRATIVA

### SEMANA 15 AL 18 DE OCTUBRE DEL 2019

La cuarta semana de práctica integral comprendió la semana del 15 al 18 de octubre del año en curso, en la cual como en veces anteriores se hicieron actividades con los temas asignados para los grados a cargo. Por consiguiente, en el grado 6-02 se continuó trabajando con el pasado simple y en los octavos con “*phrasal verbs*” y “*would like*”. Con el primer grupo mencionado, se hizo una actividad grupal de repaso con un texto pequeño para repasar el pasado de algunos verbos regulares e irregulares para luego, realizar una competencia escrita por filas la cual se tomó como quiz de la temática teniendo en cuenta que el tema se empezó a ver la semana previa a la de receso. Así mismo, se hizo la introducción de un texto corto sobre la vida de Frida Kahlo y se les entregó una ficha con dos grandes actividades para desarrollar y calificar. Con los grupos de 8 grado se les hizo un repaso general sobre los temas vistos en clase, es decir, posesivos, cláusulas adverbiales y verbos compuestos para luego ellos presentaran un quiz con los mismos; así mismo, se trabajó con una comprensión lectora llamada “*My last holidays*”, para esto, se les preguntó que habían hecho ellas en sus últimas vacaciones y se les mostró unas imágenes del vocabulario para centrarlos más en el contenido del texto; también desarrollaron 3 grandes ejercicios de manera escrita; y, finalmente, se les dio a conocer el vocabulario propuesto en la lección para hablar acerca de la preferencia, razón por la cual también se hizo un pequeño ejercicio oral en parejas donde uno le preguntaba al otro si le gustaba algo (uso del *would like to*) para obtener una respuesta.

De manera general, me atrevo a decir que las clases ejecutadas durante esta semana fueron bastante provechosas ya que se implementaron diferentes actividades en las cuales los estudiantes demostraron sus habilidades en comprensión de textos, escritas, orales y del saber en los temas enseñados. Todos los grupos mostraron buena participación y trabajo en el desarrollo de cada actividad propuesta. Así mismo, se evidenció su compromiso y dedicación. Sin embargo, debo seguir estando más al pendiente de aquellos estudiantes que no trabajan y son indisciplinados en clase por cada grupo para de esta manera obtener resultados más satisfactorios en la totalidad de los grupos. Finalmente añado que por estas últimas semanas debo implementar actividades más puntuales ya que he estado perdiendo algunas clases con algunos grupos debido a algunas actividades extracurriculares que se han venido desarrollando en la institución o por días feriados.

## NARRATIVA

### SEMANA 21 AL 25 DE OCTUBRE DEL 2019

La quinta semana de práctica integral se desarrolló en la semana del 21 al 25 de octubre del presente año, dentro de la cual se llevaron a cabo actividades con los temas asignados para los grados a cargo y algunas actividades extracurriculares. De este modo, en el grado 6-02 se enseñó vocabulario sobre algunos inventos y desastres naturales mientras que con los grados octavos “*would rather*” and “*would prefer*”. Con el primer grupo, se jugó al “ahorcado” para resaltar los nombres de los inventos que iban a trabajar en la comprensión de lectura “*popcorn*” y



“microwave”. Después del desarrollo de dicha actividad, se procedió a entregar a cada estudiante una “word card” que contenía los nombres de fenómenos naturales, palabras descriptivas y consecuencias de las mismas; la idea era que ellos buscaran el significado de las palabras que tenía y luego en el tablero se hizo la respectiva clasificación en las categorías ya mencionadas. Con los grupos de 8º, se recordó un poco el uso de “would like” para seguir con “would rather” and “would prefer”. Para ello, se resolvieron los ejercicios de gramática propuestos en el libro “outstanding 8” pero también se les pidió dar ejemplos de forma oral utilizando el vocabulario que se había aprendido la clase pasada preguntándole a otro compañero y hablando acerca de su estructura, traducción al español. Al final de la clase se les evaluó el tema de forma escrita por filas dándoseles elementos para formar oraciones afirmativas, negativas o interrogativas con las tres expresiones para manifestar preferencias. El viernes 25 del mes y año en curso no hubo jornada académica porque se estipuló para el desarrollo de la octava feria micro empresarial en la institución, en la cual profesores, practicantes, estudiantes y padres de familia fueron partícipes de tal evento de principio a fin; así mismo, los estudiantes debían visitar cada stand y calificarlo. En el stand de inglés se privilegiaron las habilidades comunicativas, para ello se les habló del uso de la tecnología y de temas de la vida cotidiana como herramienta para mejorar la producción escrita en el idioma extranjero, así como también el origen y beneficios del karaoke para el mismo fin.

De manera general, el desarrollo de las clases fue bueno, así como en la mayoría de las semanas de práctica que se han transcurrido ya que se les hicieron actividades a todos los grupos asignados para continuar entrenándolos para las pruebas de calidad y se les continuó exigiendo en el comportamiento, participación, respeto de la palabra hacia los compañeros y uso del diccionario. Algunas evaluaciones las he hecho por filas con el fin de fomentar principalmente el orden y el silencio cuando se hagan actividades de este tipo y de manera grupal; las cuales hasta el momento han arrojado buenos resultados. Sin embargo, debo seguir trabajando o buscando estrategias para seguir resolviendo el tema de la indisciplina ya que hay ciertos estudiantes que se comportan inadecuadamente en clase.

Finalmente añado que con el grupo de 6 grado he perdido algunas horas de clase debido a días festivos o actividades extracurriculares en la institución; sin embargo, he procurado de hacer bastante énfasis en el tema principal para la prueba de calidad que es el pasado simple y el análisis y desarrollo de comprensiones de lectura.

## **NARRATIVA**

### **SEMANA 28 DE OCTUBRE AL 1 DE NOVIEMBRE DEL 2019**

La sexta semana de práctica integral se dio en el transcurso de los días del 29 de octubre al primero de noviembre del presente año con el desarrollo de los últimos temas del área de inglés en los grados asignados, así como también la ejecución de algunas actividades extracurriculares dentro de la institución.

El pasado lunes 28 de octubre, no se realizaron actividades académicas en el establecimiento ya que ese día se designó para hacer otro tipo de actividad con la coordinadora y los profesores. En los días posteriores, se llevaron a cabalidad las jornadas académicas junto con algunas extracurriculares. El día martes, realicé la última clase del proyecto pedagógico que estoy ejecutando la cual fue observada por mi tutora. El día miércoles tuve un encuentro con un grupo de segundo para enseñar vocabulario acerca de celebraciones (Halloween y Christmas) a través de word cards y la creación de historietas por parte los estudiantes para mostrar lo que ellos suelen hacer en estas festividades. Finalmente, en la sede de secundaria no pude encontrarme con 8-02 ya que ese día la hora de salida fue a las 10 de la mañana teniendo en cuenta que de 7 hasta dicha hora los estudiantes fueron partícipes de una eucaristía y una izada de bandera. El día jueves me encontré de igual manera con el otro grupo de segundo de primaria para realizar la misma actividad que hice con el otro grupo. Sin embargo, no la pude terminar ya que ese día a las 8:00 a.m. los pasaron a hacer formación para rezar el rosario. Así mismo, con el grupo de 8-01 apliqué un quiz individual con el último tema trabajado en clase de manera individual pero también hice dos actividades con la última comprensión de lectura propuesta en el libro de inglés llamada “*the unnamed*”. Finalmente, el día viernes no se llevó a cabo ningún tipo de actividad académica ya que este fue estipulado para celebrar el día del estudiante, para esto, los estudiantes fueron citados de 8 a 11 a.m. para realizar torneos de fútbol, bailoterapia y hacer un compartir con sus grupos.

De manera general y a modo de reflexión, reitero nuevamente la importancia de la implementación de actividades extracurriculares dentro del proceso de formación de los estudiantes. En este caso, la institución dedicó algunos días para festejar algunas fechas especiales para la comunidad escolar; por un lado, la izada de bandera y el santo rosario fueron celebradas para hacer homenaje a uno de los patronos de la institución y, por otro lado, se dedicó una jornada para homenajear a los estudiantes los cuales participaron y disfrutaron de actividades diferentes a las que usualmente hacen en el plantel. En este sentido, mi papel durante la semana anterior fue guiar el proceso aprendizaje de la lengua extranjera con los grados asignados y ayudar con el orden y la disciplina de los alumnos encada eventualidad. Así mismo, asigné un taller de repaso con el tema que se ha estado trabajando en clase para el grado 6-02 teniendo en cuenta que durante la semana no pude encontrarme con ellos.

Finalmente, añado que estoy en total acuerdo con el desarrollo de este tipo de actividades puesto que es una manera de centrar y hacer partícipes a los estudiantes en dinámicas que les permite desarrollar sus dimensiones humanas y a su vez compartir con sus compañeros, docentes, directivos y padres de familia en contextos diferentes.

## NARRATIVA

### SEMANA 5 AL 8 DE NOVIEMBRE DEL 2019

La séptima semana de práctica integral tuvo lugar en los días de noviembre mencionados previamente con el desarrollo de los últimos temas del área de inglés en los grados asignados, así como también la ejecución de algunas actividades extracurriculares dentro de la institución tanto en primaria como en bachillerato.

Teniendo en cuenta que el día 4 de noviembre fue festivo, el día martes 5 de noviembre se llevó a cabo la jornada académica con normalidad; razón por la cual propuse una tercera actividad y corrección de la misma a partir de la lectura “*the unnamed*” con el grupo 8-01. Los dos siguientes días fueron destinados para terminar temáticas de cuarto período y proponer actividades de repaso de los temas estudiados y cuyos saldrían en la prueba de calidad en cada grupo asignado. Con los grupos de primaria se utilizaron imágenes, “word cards”, historietas, y palabras revueltas para enseñar vocabulario de festividades (Holy week and Flowers festival) y a su vez para repasarlos. Así mismo con los grados octavos se hizo la corrección de manera individual y grupal del quiz sobre preferencias y se propusieron actividades de completar espacios y resolver un crucigrama para repasar los posesivos, las clausulas adverbiales y los verbos compuestos (phrasal verbs). Finalmente, en el grupo de sexto grado se desarrolló solo la actividad del crucigrama para repasar el pasado de algunos verbos ya que ese día debían presentar la prueba de calidad de Sociales dentro en la cual tuve que hacer acompañamiento.

A modo de reflexión, la semana que transcurrió la destiné para culminar con los temas propuestos para el último periodo y también para hacer un repaso y para entrenar de cierto modo a mis estudiantes para las pruebas de calidad del área de inglés. Gracias a esto pude identificar las fortalezas y las falencias que ellos tenían para así trabajar en ellas y conseguir que ellos dominaran por completo las temáticas estudiadas. De manera general, he estado implementando diferentes estrategias para minimizar un poco la indisciplina en los grupos que han resultado bastante bien como por ejemplo el trabajar por filas, dar puntos positivos o negativos, bajar en nota de comportamiento o simplemente implementar actividades en las cuales los estudiantes se animen a pensar, memorizar, y participar en clase en el idioma extranjero. Finalmente añadiré que en esta misma semana se dio inicio a las novenas navideñas en ambas sedes y las pruebas de calidad las cuales se están llevando a cabo en las primeras horas de la jornada académica y; de las cuales he estado siendo partícipe, en otras palabras estoy ayudando en ensayos en un grupo de octavo para la presentación del día quinto de la novena que fue asignado a dicho grupo y también en la preparación de la prueba de calidad de inglés para los grupos asignados y acompañamiento de las mismas cuando sea requerido.

## NARRATIVA SEMANA DEL 18 AL 22 DE NOVIEMBRE DEL 2019

La novena semana de práctica integral se desarrolló en la semana del 18 al 22 de noviembre del año en curso dentro de la cual se desarrollaron encuentros para hacer nivelaciones en las diferentes áreas y algunas actividades extracurriculares en la institución.

De este modo, desde coordinación se dio a conocer el horario provisional con sus respectivos días y horas por materias para aquellos estudiantes que estarían en estrategias de mejoramiento; en el caso del área de inglés se asignó el día lunes a las 4:30 p.m., miércoles a las 2:30 y viernes a las 9:00 a.m.

El día lunes, martes y miércoles todos los estudiantes fueron citados a la institución para realizar diferentes actividades. De este modo, el lunes 18 de noviembre los estudiantes cantaron la novena y compartieron con sus titulares hasta las 10:00 a.m., luego de esto se dio lugar a los encuentros de recuperaciones, para ello los padres de familia asistieron y hablaron con los respectivos docentes y firmaron el acta donde se mostraban los temas y talleres a realizar para tal fin. En las horas de la tarde del mismo día se dio inicio a los talleres de recuperación para el área de inglés. Para los días 19 y 20 de noviembre también se contó con la presencia de todos los estudiantes para culminar con la novena, participar de la eucaristía, un compartir (mercado) con algunas familias de escasos recursos y la entrega de símbolos del grado 11 al grado 10; así mismo se hicieron estrategias de mejoramiento dentro de los horarios estipulados. En los días mencionados, yo ayudé a diseñar algunos talleres y orienté algunos encuentros con los chicos de séptimo grado que se quedaron nivelando inglés con los siguientes temas: *articles (a-an-the), comparatives and superlatives, should, would like and would like to*. Además de ello, orienté a una estudiante de sexto grado con los siguientes temas: *Verb to be, present simple, can, countable and uncountable nouns and present progressive* para el mismo fin. El día jueves 21 de noviembre no hubo jornada de nivelación razón por la cual se les dejó a los estudiantes algunos ejercicios para que los trabajaran autónomamente.

Finalmente, el día 22 de noviembre se les hizo la debida corrección del trabajo en casa y se continuó con la explicación de los temas siguientes. De la misma manera, se llevó a cabo la entrega de estímulos a aquellos estudiantes que ocuparon el primer puesto durante todo el año escolar en cada curso.

El transcurso de esta semana me permitió darme cuenta cuál y como es el proceso que se lleva a cabo para aplicar estrategias de mejoramiento a aquellos estudiantes que deben recuperar materias, en este caso el área de inglés con todos los temas vistos en el año. Por ende, junto con mi compañera Nelly nos distribuimos los temas y utilizamos diferentes recurso y materiales para enseñarles y reforzar dichos temas. Por mi parte, estoy trabajando con una estudiante de 6 grado que tiene necesidades educativas especiales, por ello trato de ser clara y precisa, entonces parto de sus conocimientos previos, luego explico lo más puntualmente posible y finamente se desarrollan

ejercicios de manera escrita y a la vez oral para estudiar y corregir su pronunciación. Personalmente, creí que iba a ser complejo trabajar con dicha estudiante, pero afortunadamente hasta el momento no ha sido así. Así mismo, he sido testigo de las últimas actividades extracurriculares que han hecho en la institución para incluir a aquellos estudiantes que no tienen que nivelar materias y aquellos que sí para cumplir con el calendario del año escolar establecido (novenas, compartir, entrega de estímulos y estrategias de mejoramiento). Finalmente, añadiré que durante esta semana empecé a hacer el análisis de los instrumentos (cuestionarios) y las producciones escritas (cuatro atracciones turísticas colombianas, historia con verbos compuestos y las vacaciones) que recogí de los participantes para mi propuesta pedagógica; así mismo empecé a añadir información al reporte final de la práctica integral.

### **NARRATIVA**

#### **SEMANA DEL 25 AL 29 DE NOVIEMBRE DEL 2019**

La novena semana de práctica integral se desarrolló en la semana del 25 al 29 de noviembre del año en curso dentro de la cual se dio fin con los encuentros de las estrategias de mejoramiento en las diferentes áreas. Así mismo, desde coordinación se emitió un nuevo horario para tal fin, para el área de inglés los horarios estipulados fueron los días lunes de 2:30 a 5:15, el miércoles y jueves a las 9:00 a.m.

Los días lunes y martes se terminó con la explicación y el desarrollo de los talleres estipulados para los temas de presente progresivo y pasado simple. Para ello, utilicé diferentes ayudas didácticas para ilustrar de una manera más simple y práctica a la estudiante de sexto grado; así mismo, revisé e hice algunas correcciones de las tareas que le dejé de los temas vistos. El día miércoles, se hice un repaso general de todos los temas trabajados y seguidamente se aplicó la prueba final donde se evaluó todo lo visto; dicha prueba constaba de 50 preguntas de selección múltiple y de completar espacios. Finalmente, el día jueves, se citaron a los estudiantes para hacerles entrega de la evaluación y firmar el acta de recuperación. Por otro lado, hice entrega del material (libros, CD y simulacros de prueba de inglés) por cada grupo asignado a mi supervisora, y esta me hizo entrega de la carpeta donde registró mis notas de manera semanal durante todo el proceso de mi práctica integral.

El desarrollo de la última semana de práctica integral me permitió terminar de conocer todo el proceso que se lleva a cabo en los espacios que se brindan para aquellos estudiantes quienes no lograron cumplir los logros académicos durante el año escolar en las diferentes áreas. En estos encuentros se retoman los temas vistos en los cuatro períodos académicos y se hacen explicaciones, talleres y se dejan tareas para que los estudiantes estudien autónomamente en sus casas. Personalmente, este fue un espacio donde pude darme cuenta de las falencias que normalmente presentan los estudiantes cuando están aprendiendo el idioma extranjero para así buscar las estrategias adecuadas y poder superar dicho obstáculo. Es cierto que por más que se implementen

diferentes estrategias para enseñar el idioma extranjero, algunas veces no todo el grupo va a mostrar buenos resultados, ya que cada estudiante aprende y tiene un ritmo diferente al de los demás en su proceso de aprendizaje. De este modo, reitero nuevamente que el rol del docente no es solo el de enseñar y evaluar, este también consiste en participar en actividades extra curriculares y aportar al desarrollo integral de los estudiantes.

Finalmente, durante esta semana hice la entrega del reporte final del proyecto en el cuál detallé todo lo hecho durante la práctica integral desde cada componente (pedagógico, administrativo, extensión a la comunidad e investigativo).

## Auto-observación de clase, 2019-2

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico \*

[narenarzuac10@gmail.com](mailto:narenarzuac10@gmail.com)

Autoevaluación

\*

23 ▼ septiembre ▼ 2019 ▼

Autoevaluación \*

27 ▼ septiembre ▼ 2019 ▼

# Auto-observación de clase, 2019-2

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

**Dirección de correo electrónico \***

[narenarzuac10@gmail.com](mailto:narenarzuac10@gmail.com)

Autoevaluación

\*

30 ▼ septiembre ▼ 2019 ▼

**Autoevaluación \***

4 ▼ octubre ▼ 2019 ▼



# Auto-observación de clase, 2019-2

UNIVERSIDAD DE PAMPLONA  
FACULTAD DE EDUCACIÓN  
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN  
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PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

**Dirección de correo electrónico \***

[narenarzuac10@gmail.com](mailto:narenarzuac10@gmail.com)

Autoevaluación

\*

15 ▼ octubre ▼ 2019 ▼

**Autoevaluación \***

18 ▼ octubre ▼ 2019 ▼

# Auto-observación de clase, 2019-2

UNIVERSIDAD DE PAMPLONA  
FACULTAD DE EDUCACIÓN  
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN  
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PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

**Dirección de correo electrónico \***

[narenarzuac10@gmail.com](mailto:narenarzuac10@gmail.com)

Autoevaluación

\*

5 ▼ noviembre ▼ 2019 ▼

**Autoevaluación \***

8 ▼ noviembre ▼ 2019 ▼

# Auto-observación de clase, 2019-2

UNIVERSIDAD DE PAMPLONA

FACULTAD DE EDUCACIÓN

DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN

LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS

PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

**Dirección de correo electrónico \***

[narenarzuac10@gmail.com](mailto:narenarzuac10@gmail.com)

Autoevaluación

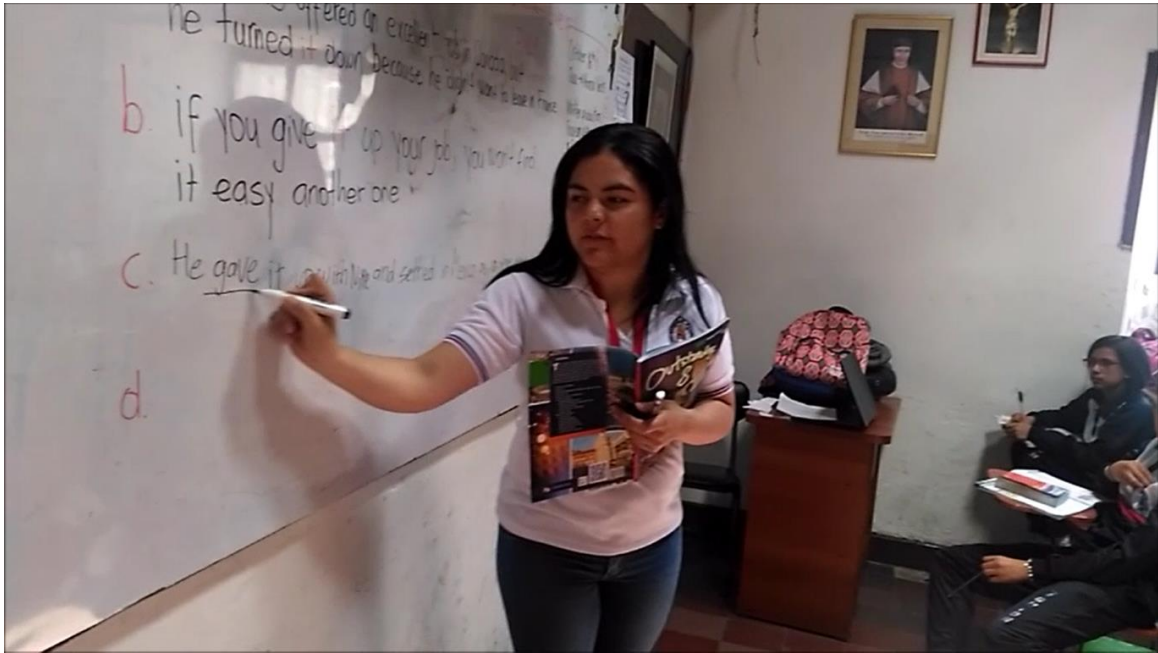
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18 ▼ noviembre ▼ 2019 ▼

**Autoevaluación \***

22 ▼ noviembre ▼ 2019 ▼

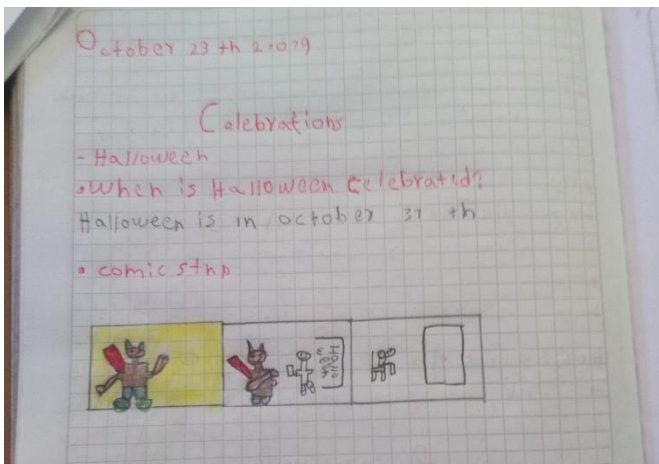
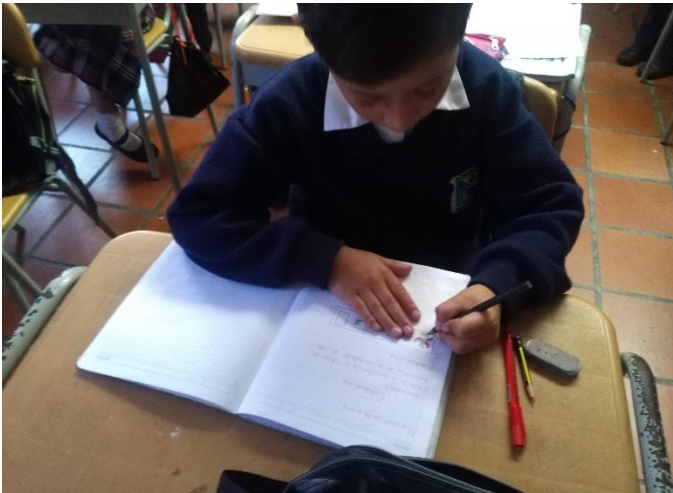
*Appendix 7 Recording class*



*Outreach component's timetable*

<b>Date</b>	<b>Activity</b>
September 16 <sup>th</sup> and 17 <sup>th</sup> 2019	Review: months of the year, numbers, days of the week and members of the family.
September 23 <sup>th</sup> , 25 <sup>th</sup> and 30 <sup>th</sup> 2019	Rehearsal of the performance of the talent show
October 3 <sup>th</sup> , 2019	Talent show
Week from 7 <sup>th</sup> to 11 <sup>th</sup> October 2019	School break
October 14 <sup>th</sup> and 17 <sup>th</sup> October 2019	Adjectives
October 23 <sup>th</sup> and 31 <sup>th</sup> 2019	Celebrations: Halloween and Christmas
November 6 <sup>th</sup> and 7 <sup>th</sup> 2019	Celebrations: Holy week and Flower's festival

Photos



*Appendix 8 Administrative component's timetable*

<b>Date</b>	<b>Activity</b>
September 29 <sup>th</sup> , 2019	Flag raising (love and friendship)
October 4 <sup>th</sup> , 2019	Talent show
October 21 <sup>th</sup> , 2019	Parents meeting
October 25 <sup>th</sup> , 2019	Micro business market
November 14 <sup>th</sup> , 2019	Novena Navideña

*Photos*



